

GLOBAL TRENDS OF INTERCULTURAL COMMUNICATION LEADERSHIP
OF ART DESIGN ADMINISTRATORS IN UNIVERSITIES UNDER
GUANGDONG-HONG KONG-MACAO GREATER BAY AREA

Hu Beier

Kamolmal Chaisirithanya

Chuanchom Chinatangkul

Leadership in Educational Administration,
Faculty of Education, Bangkokthonburi University

Email: leilahu226@hotmail.com

Received : 21 August 2023

Revised : 4 December 2025

Accepted : 5 December 2025

ABSTRACT

The objectives of this research were: (1) to propose the intercultural communication leadership for Art Design administrators in universities under Guangdong-Hong Kong-Macao Greater Bay Area; and (2) to develop future wheels of global trends for intercultural communication leadership for Art Design administrators in universities under Guangdong-Hong Kong-Macao Greater Bay Area. The research was qualitative research with Delphi technique and Future wheel study. The key informants consisted of 17 experts for Delphi technique and 7 experts for Future wheel study. They were highly experienced academic administrators and education experts, and they were obtained by purposive sampling method. The instruments used for data collection were researcher, from open-ended interview form, and five-point rating scale questionnaire. The statistics used for data analysis were Median, Mode, and Inter Quartile Range.

The research findings revealed that: (1) intercultural communication leadership for Art Design administrators in Universities under Guangdong-Hong Kong-Macao Greater Bay Area has 10 dimensions and 71 variables. The 10 dimensions were: intercultural awareness, cultural knowledge, cultural sensitivity, intercultural communication skills, learning ability, creativity

and innovation, leadership, team work, adaptability, and objective conditions. (2) future wheels of global trends for intercultural communication leadership for Art Design administrators in universities under Guangdong-Hong Kong-Macao Greater Bay Area has 3 orders. The first order has 10 dimensions (global trends within 3 years): intercultural awareness, cultural knowledge, cultural sensitivity, intercultural communication skills, learning ability, creativity and innovation, leadership, team work, adaptability, and objective conditions. The second order has 22 dimensions (global trends after 3-6 years): intercultural experience, self-awareness, cross-border laws and policies, insight, emotional factors, intercultural mutual trust, intercultural negotiations, multicultural communication environment, education and training, renew knowledge, application of intercultural technologies, entrepreneurial ecology and support, intercultural leadership, execution, intercultural team development, intercultural conflict resolution, multicultural cooperation, remote cooperation, flexibility, adjust measures to local conditions, technological development, cultural integration. The third order has 10 dimensions (global trends after 6-9 years): cultural intelligence, cross-border market insight, intercultural and social responsibility, intercultural understanding, advance with the times, intercultural strategy, multicultural management, intercultural talent flow and management, global collaboration, globalization environment.

Keywords: Intercultural Communication Leadership, Art Design Education, Administrators

1. Introduction

With the development of globalization and economic society, more and more international students are shuttling between different countries. In colleges and universities, art design major has certain requirements on the vision, knowledge and aesthetics of teachers and students. In order to meet the needs of the development of multi-cultural teaching, more and more universities in China begin to actively seek for academic exchanges and cooperative educational activities with overseas universities. Such as international cooperation, international exchanges, international lectures and other forms of cooperation, in order to develop international education.

The Guangdong-Hong Kong-Macao Greater Bay Area is an economic region of different cultural backgrounds, including Hong Kong Special Administrative Region, Macao Special

Administrative Region and Guangzhou, Shenzhen, Zhuhai, Foshan, Huizhou, Dongguan, Zhongshan, Jiangmen and Zhaoqing of Guangdong Province. The Greater Bay Area is one of the most open and economically dynamic regions in China and plays an important strategic role in the country's development. The Chinese government has always vigorously supported the cooperation and development of the Guangdong-Hong Kong-Macao Greater Bay Area in education, culture and other fields, supported cooperative education, and encouraged the joint establishment of competitive disciplines and research centers. In terms of policy, the Chinese government promote exchanges, cooperation and connectivity among universities in the Greater Bay Area (Central Committee of the Communist Party of China, 2019). Although different parts of the Greater Bay Area have certain differences, there are still many similarities in culture and art, so they have the advantages of geographical proximity and cultural origins. In this context, the art and design profession in the Greater Bay Area has developed rapidly, and exchanges between universities are also relatively close.

As the Guangdong-Hong Kong-Macao Greater Bay Area is composed of areas with different cultural backgrounds, the area has a very rich cultural diversity. The Greater Bay Area has some differences in culture, language and customs. This also increases the needs and challenges of university leaders in intercultural communication. In intercultural communication of the Greater Bay Area, administrators should not only pay attention to the cultural differences between different countries, but also take into account the cultural differences between different regions within the Greater Bay Area. This is a big challenge for administrators. Moreover, the international dissemination of art works and cultural products needs to cross the barriers between different cultures and requires talents with intercultural communication skills to hold leadership and management positions.

In the promotion of intercultural education, one of the priorities is intercultural communication. Intercultural communication has become an important bridge and link of international exchanges and cooperation. Intercultural communication ability refers to the language ability and communicative practice ability of intercultural consciousness when people communicate with people from different cultural backgrounds (Chen Xin, 2012, p.73). Specifically, intercultural communication can refer to the communication between any people who differ in their linguistic and cultural backgrounds. In the process of communication, people from different cultural backgrounds can share their thoughts, feelings and information together. Knowledge and experience converge through the exchange. If both sides can

consider each other's cultural background in the exchange, both sides will have less misunderstanding. Thus, intercultural and communication are inseparable.

In the above context, researcher believe that the research on intercultural communication leadership of art administrators can provide theoretical support and practical experience for the training of talents, and provide support for the international development countries of art works and cultural products in the Greater Bay Area. It can be seen that in the current era, in cross-border economic areas such as the Greater Bay Area, talents with intercultural communication leadership play an important role in promoting cultural exchanges and promoting the development of cultural industries. It is of great significance to research the university art major and the intercultural communication leadership, and to explore the effective intercultural communication methods and strategies for the art education and cultural communication in the Greater Bay Area.

Due to the differences in culture, language and habits, the Greater Bay Area often has many problems in intercultural communication. As a region with strong cultural diversity, the development of art education in the Guangdong-Hong Kong-Macao Greater Bay Area is facing many intercultural challenges. The method of managing universities with the single culture theory can no longer meet the modern development needs of universities in the Guangdong-Hong Kong-Macao Greater Bay Area. Universities with intercultural characteristics need to form distinctive intercultural leadership models under the unique background of the Greater Bay Area.

Through this study, researcher can deeply involve one aspect in art design education. This is about leadership in intercultural communication. Through interviews with intercultural leadership experts, researcher hope to create an effective framework to address the deficiencies in the research on leadership in art and design education, in order to help leaders develop intercultural communication skills and leadership more effectively. In this way, researcher believe that it can have a positive impact on art design education and make it more in line with the development prospects of art design education in universities in the Greater Bay Area. The expected academic results will be published mainly in the form of papers, with one dissertation and one international paper planned. The final research results will be applied to the management of art design education in universities, including international exchanges and international human resources management in universities, such as international teacher recruitment, training, management, leading international teams, etc.

Researcher believe that these gains can help the education sector develop and provide certain social benefits.

In conclusion, researcher plan to research Global Trends of Intercultural Communication Leadership of Art Design Administrators in Universities under Guangdong-Hong Kong-Macao Greater Bay Area, which can help the internationalization of art design education in universities in the Guangdong-Hong Kong-Macao Greater Bay Area. Researcher believe that this research can bring a new intercultural management perspective to universities in the Greater Bay Area, help to cultivate talents with intercultural communication and leadership, and promote the development of culture and education in the Greater Bay Area. At the same time, the research of intercultural communication leadership in the Greater Bay Area can also provide reference and inspiration for intercultural exchanges in other fields.

2. Research Questions

- (1) What are the intercultural communication leadership for Art Design administrators in universities under Guangdong-Hong Kong-Macao Greater Bay Area?
- (2) What are the future wheels of global trends for intercultural communication leadership for Art Design administrators in universities under Guangdong-Hong Kong-Macao Greater Bay Area?

3. Research Objectives

- (1) To propose the intercultural communication leadership for Art Design administrators in universities under Guangdong-Hong Kong-Macao Greater Bay Area.
- (2) To develop future wheels of global trends for intercultural communication leadership for Art Design administrators in universities under Guangdong-Hong Kong-Macao Greater Bay Area.

4. Research Method

4.1 Research Design

The research was a qualitative research with Delphi technique and Future wheel study. Literature research: researcher collected data from the literature related to intercultural communication leadership, to further obtain conceptual variables and concepts.

Research using the Delphi technique: researcher used a semi-structured and open-ended interview questionnaire, based on the Delphi technique, to conduct interviews with

educational experts. Data were collected from the interview results for statistics and screening until the results tended to be uniform. Acquired the components of intercultural communication leadership for art design in universities in the Greater Bay Area.

Research using the Future wheel study: The researcher used Future wheel study and organized a meeting of experts for discussion. Researcher controlled the pace and conducted 3 rounds of discussion to predict the global trend for intercultural communication leadership for Art Design administrators in universities under Guangdong-Hong Kong-Macao Greater Bay Area. Global trends are analyzed and summarized into future wheels in 3 time intervals: within 3 years, 3 to 6 years, and 6 to 9 years.

4.2 Key informants

The key informants consists of 2 parts.

(1) International research literature (works, documents and related studies) on intercultural communication leadership, and 20 major literatures are selected.

(2) The key informants were educational experts from China and abroad, obtained by purposive sampling method. The key informants consisted of 17 experts for Delphi technique and 7 experts for Future wheel study, who were deans, program directors, lecturers from 9 universities. They have rich experience in intercultural education management, and have experience in intercultural communication and management with organizations, universities, teachers and students in the Greater Bay Area, which enables this study to have a global perspective. Researcher played the role of organization, coordination and communication throughout the research process, and controlled the pace of meetings during the research process.

4.3 Research Instruments

The main instruments used in this research were: (1) Researcher. Researcher in qualitative research are instruments, so researcher need to consider the own experiences, knowledge, and positions as part of the conceptual frameworks; (2) Open-ended interview form; (3) five-point rating scale questionnaire.

4.4 Data Collection

The literatures in this study were mainly collected through libraries, the Internet, and personal collections. In order to ensure the accuracy and timeliness of the research results, researcher set the time range of recent literature in the past ten years (2003 to 2023).

The interview forms and questionnaires were distributed and collected in 3 rounds through face-to-face interviews and online mail, which were sent by researcher to the

interviewed experts. In order to arrive at the newer research data, the time range of interviews and communication with key informants when conducting interviews, surveys using the Delphi technique was within 2023.

Focus group discussion using the Future wheel study were conducted in an online discussion in which researcher and a group of key informants worked together to produce and record content. In order to arrive at the newer research data, the time range of communication with key informants when conducting interviews, surveys using the Future wheel study is within 2023.

4.5 Data Analysis

Researcher conducted a content analysis of the collected data. Researcher used the Delphi technique. The Delphi technique is conducted on the basis of systematic procedures using anonymous opinions. Experts are not allowed to discuss with each other and can only establish contacts with investigators. Through the survey of expert opinions, the researchers analyzed that the IQR of the 3 variables is greater than or equal to 1.5, which indicated that the experts' opinions on the 3 variables did not tend to be unified. After repeated consultations with experts, researcher used SPSS software to analyze the results of the questionnaire for many times, and finally concluded the consensus of experts. Finally, researcher initiated the conference using the Future wheel study. After analyzing and organizing the content of the meeting, the future wheels of global trends for intercultural communication leadership for Art Design administrators in universities under Guangdong-Hong Kong-Macao Greater Bay Area were summarized.

5. Research Results

The research procedures involved three sections.

Section 1: Result of Content Analysis of intercultural communication leadership of university administrators from related literature and related research. Researcher preliminarily summarized 8 key dimensions and corresponding 30 variables from the literature review through qualitative research methods.

Section 2: Result of opinions from expert interviews and questionnaires of Delphi technique on intercultural communication leadership for Art Design administrators in Universities under Guangdong-Hong Kong-Macao Greater Bay Area for research objective 1. Researcher sent open-ended interview forms and 5-point scoring questionnaires to 17 experts for Delphi technique. Data collection was conducted through face-to-face interviews and

online mail. Through the survey of expert opinions, researcher analyzed that the IQR of the 3 variables is greater than or equal to 1.5, which indicates that the experts' opinions on the 3 variables do not tend to be unified. After repeated consultation with experts, the researchers used SPSS software to analyze the results of the questionnaire, and finally summarized the consensus of experts, which reached 10 dimensions and 71 variables as follows:

- (1) **Intercultural awareness:** there were 7 variables.
- (2) **Cultural knowledge:** there were 10 variables.
- (3) **Cultural sensitivity:** there were 4 variables.
- (4) **Intercultural communication skills:** there were 7 variables.
- (5) **Learning ability:** there were 4 variables.
- (6) **Creativity and innovation:** there were 6 variables.
- (7) **Leadership:** there were 12 variables.
- (8) **Teamwork:** there were 8 variables.
- (9) **Adaptability:** there were 7 variables.
- (10) **Objective conditions:** there were 6 variables.

Section 3: Future wheels of global trends for intercultural communication leadership for Art Design administrators in Universities under Guangdong-Hong Kong-Macao Greater Bay Area for research objective 2. Researcher invited 7 experts for Future wheel study to participate in the meeting. The meeting was conducted through an online meeting, in which researcher and a group of key informants worked out 3 rounds of prediction and recorded them. After analyzing and organizing the content of the meeting, the future wheels of global trends for intercultural communication leadership for Art Design administrators in universities under Guangdong-Hong Kong-Macao Greater Bay Area were summarized.



Figure 1 The future wheels of global trends for intercultural communication leadership for Art Design administrators in Universities under Guangdong-Hong Kong-Macao Greater Bay Area

After meetings with experts participation and summarisation using future wheel technique, these dimensions cover the experiences and insights of experts and researcher on intercultural communication leadership in the Guangdong-Hong Kong-Macao Greater Bay Area. When predicting and evaluating intercultural communication leadership, these dimensions can help university art design administrators fully grasp the cultural diversity of the Greater Bay Area and the complexity of cross-border cooperation, and formulate corresponding development strategies and measures.

6. Discussion

The discussion will be presented as follows:

6.1 Discussion about major findings of objective 1

There are 10 main dimensions of the intercultural communication leadership for Art Design administrators in universities under Guangdong-Hong Kong-Macao Greater Bay Area: intercultural awareness, cultural knowledge, cultural sensitivity, intercultural communication skills, learning ability, creativity and innovation, leadership, team work, adaptability, and objective conditions.

In the era of globalization, intercultural communication competence has become an important part of leadership. In order to fulfill the important task of cultivating high-quality talents required by the society, the art education management in the Greater Bay Area must continuously improve its ability level.

The results of this study are basically consistent with the research of Du Dan et al. (2018), which points out five aspects from the perspective of intercultural business ability: cultural sensitivity, relationship ability, conflict resolution ability, business ability and global leadership ability. These characteristics can help leaders lead and communicate effectively in intercultural Settings. He Bin et al. (2014) divided intercultural leadership into 2 parts: intercultural leadership influence and intercultural leadership ability. Liu Ying (2021) believed that in addition to the general elements of leadership, intercultural leadership also requires intercultural thinking, intercultural influence, intercultural communication, intercultural motivation and so on.

6.2 Discussion about major findings of objective 2

The Future wheel was created in 1972 by Jerome Glen. This is a systematic way to think and question the future. Future wheel technique can therefore be develop future wheels of global trends for intercultural communication leadership for Art Design administrators in universities under Guangdong-Hong Kong-Macao Greater Bay Area by providing future-conscious perspectives and helping organizations brainstorming. After Delphi technique analysis, through data analysis, 10 dimensions and 71 variables were identified to provide a basis for future wheels and forecast trends and directions for the organization. Combining literature research, Delphi technique research and future wheel technique research, researcher developed future wheels of global trends for intercultural communication leadership for Art Design administrators in universities under Guangdong-Hong Kong-Macao Greater Bay Area.

There were 3 orders:

The first order has 10 dimensions (global trends within 3 years): intercultural awareness, cultural knowledge, cultural sensitivity, intercultural communication skills, learning ability, creativity and innovation, leadership, team work, adaptability, and objective conditions.

The second order has 22 dimensions (global trends after 3-6 years): intercultural experience, self-awareness, cross-border laws and policies, insight, emotional factors, intercultural mutual trust, intercultural negotiations, multicultural communication environment, education and training, renew knowledge, application of intercultural technologies, entrepreneurial ecology and support, intercultural leadership, execution, intercultural team development, intercultural conflict resolution, multicultural cooperation, remote cooperation, flexibility, adjust measures to local conditions, technological development, cultural integration.

The third order has 10 dimensions (global trends after 6-9 years): cultural intelligence, cross-border market insight, intercultural and social responsibility, intercultural understanding, advance with the times, intercultural strategy, multicultural management, intercultural talent flow and management, global collaboration, globalization environment.

As the result of the future wheel of development, Li Jingyi (2022) explained the composition of intercultural connotation based on the background of the rapid development of new media in his research. It is believed that the composition of intercultural communication ability mainly includes three parts, namely, knowledge component, thinking and cognitive ability and behavioral ability. Intercultural communication leadership can help art educators in universities in the Greater Bay Area to better cooperate with overseas colleges and educational institutions, and learn from advanced educational concepts and teaching methods. At the same time, intercultural communication leadership can also help art educators in the Greater Bay Area to better improve teaching quality (Zhang Ting et al., 2021).

7. Recommendations

7.1 Recommendation for Policies Formulation

Intercultural awareness: Universities should incorporate intercultural awareness training in the art design curriculum. Cultural knowledge: Art design programs should emphasize the study of traditional and contemporary art forms in the Greater Bay Area region. Cultural sensitivity: Universities should create a culturally sensitive learning environment where all students feel respected and appreciated. Faculty and staff should undergo cultural sensitivity training to ensure an inclusive atmosphere. Intercultural communication skills: Art design

courses should incorporate practical exercises that encourage students to engage in intercultural discussions and critique sessions. Language and communication courses tailored to the needs of art design majors can also be offered. Learning ability: Encourage a culture of continuous learning by providing resources and opportunities for students to explore different art forms, techniques, and emerging technologies. Universities should also support faculty research and professional development to ensure up-to-date teaching methods. Creativity and innovation: Universities should establish collaborative spaces where students can experiment and innovate. Encourage interdisciplinary projects and partnerships with industry professionals and local cultural institutions to foster creativity and real-world applications. Leadership: Integrate leadership training into the curriculum to equip art design students with essential leadership skills. Provide opportunities for students to lead art projects and engage in community initiatives. Teamwork: Design group projects and collaborative assignments that require students to work together effectively. Encourage multidisciplinary team projects and cross-university collaborations. Adaptability: Art design programs should expose students to real-world challenges through internships, industry projects, and competitions. Provide mentorship and support to guide students through the adaptation process. Objective conditions: Universities should regularly assess the objective conditions such as industry demands, technology advancements, and economic trends. Tailor the art design curriculum to align with the needs of the local and global market.

By enhancing these aspects, universities can produce highly skilled and culturally competent graduates ready to contribute to the flourishing art and design scene in the Greater Bay Area.

7.2 Recommendation for Practical Application

University art and design majors can make significant contributions to the creative industries in the Guangdong-Hong Kong-Macao Greater Bay Area. By focusing on practical applications, administrators can train art and design professionals who can excel in their careers and promote the development of creative industries in the Greater Bay Area.

(1) Administrators of art and design major should actively participate in cultural immersion experiences, participate in intercultural workshops, and collaborate with talents from different backgrounds. And apply their cultural knowledge to their work. This way, they can work seamlessly in intercultural projects and understand the cultural differences that influence creative decisions.

(2) Emphasize continuous learning and keep up with emerging trends and technologies, so that the professional management of art and design can adapt to the changing needs of the Greater Bay Area. This can improve the ability of administrators to come up with innovative solutions and contribute to the organization's reputation for innovation and progress.

(3) Administrators of art and design major can lead teams and activities, promote art development, and establish their own influence in the Greater Bay Area. Adaptability ensures their relevance and success in the rapidly evolving creative environment of the Greater Bay Area.

7.3 Recommendation for Further Research

The art and design program at the University of the Guangdong-Hong Kong-Macao Greater Bay Area plays a key role in promoting cultural exchanges in the region. In this study, limited by time and conditions, the choice of research method design is still in the preliminary stage. Therefore, researcher recommend the following:

(1) Carry out more systematic and large-scale research work: to promote interdisciplinary research with the help of disciplinary advantages. Deepen the research methodology design to obtain more comprehensive data.

(2) Application of the latest academic results: Art and design administrators should pay attention to the latest intercultural management research results, so as to apply these results to optimize management practices.

(3) Establishment of capability models and development tools: in-depth study on the intercultural communication leadership differences unique to the Guangdong-Hong Kong-Macao Greater Bay Area, and establishment of leadership models applicable to the region, so as to provide more accurate guidance and training programs.

(4) Formulating industry standards: Promote relevant research institutions and industry associations to jointly formulate intercultural communication leadership standards applicable to the field of art and design in the Guangdong-Hong Kong-Macao Greater Bay Area.

Researcher hope that art and design administrators in the Guangdong-Hong Kong-Macao Greater Bay Area can better cope with intercultural communication challenges, improve their leadership level, promote the innovative development of the art and design industry, and make positive contributions to the cultural integration and prosperity of the Greater Bay Area. These research efforts will help create more internationally competitive art and design leaders, promote cross-border cooperation and innovation, and realize the sustainable development of the cultural and art industry in the Greater Bay Area.

Bibliography

Chen Tianshi, Yang Yang, Chen Yalin. (2021). Characteristics and Problems Analysis of Arts Education in Universities in the Guangdong-Hong Kong-Macao Greater Bay Area. *Journal of South China University of Technology (Social Science Edition)*, 23(3), 38-46.

Chen Xin. (2012). From the perspective of Intercultural communication ability to explore the curriculum design of international foreign language talents training. *Foreign Languages*, (5), 73-78.

Chinese Communist Party Central Committee & State Council. (2019). Outline Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area.

Du Dan., & Wu Cunxiang (2018). A Study on Cross-cultural Communication Competence in International Business. *Modern Communication*, (06), 118-119.

Glenn, Jerome C. (1972) "Futurizing Teaching vs Futures Course," *Social Science Record, Syracuse University, Volume IX, No. 3 Spring*.

Glenn, J. C., & Gordon, T. J. (Eds.). (2009). *Futures Research Methodology-Version 3-0. Editorial desconocida*.

Han Chenmei & Zhu Min. (2022). Contrast the Differences Between Chinese and Western Polite Language from a Cross-Cultural Perspective. *Education Journal*, 5(4).

He, B., Li, Z., & Zheng, H. (2014). Content structure model and validation study of intercultural leadership: A case study of Sino-German intercultural teams. *Economics and Management*, (12), 83-94.

Li Jiang. (2022). Application of Lingnan non-material cultural heritage in art education of universities in the Greater Bay Area: a case study of Xing Lion in Foshan. *Mass Art*, (23), 187-189.

Li, J. Y. (2022). A survey of intercultural sensitivity in the new media environment. *Forum on Communication*, 5(14), 82-84.

Liu, Y. (2021). The generation logic and construction path of cross-cultural leadership under the background of "One Belt One Road". *Leadership Science Forum*, (01), 132-135.

Schneider, S. C., & Zhang, G. (2019). *Managing Across Cultures*. Machinery Industry Press.

Zhang Ting, Wang Xiaohui, Zhou Fan. (2021). Cross-cultural Communication Leadership and Arts Education in Universities in the Guangdong-Hong Kong-Macao Greater Bay Area. *Art Education Research*, 2, 83-89.