STRENGTHENING CROSS-CULTURAL LEADERSHIP AND FACILITATING GREATER COOPERATION BETWEEN CHINESE AND FOREIGN TEACHERS

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Abstract

The principal objectives of this study are to explore which factors in Cross-cultural educational teams have a greater impact upon the effectiveness of cooperation, and prescribe methods through which to improve the performance of cross-cultural teams. More specifically, this study sets out to enhance cross-cultural leadership and propose strategies to improve the level of cooperation between Chinese and foreign teachers. The paper is structured as follows. The paper first analyzes the theoretical basis of cross-cultural leadership, then proceeds to discuss both the content structure model of cross-cultural leadership that was constructed and the questionnaire we designed, before delineating a strategy for improving leadership of cross-cultural teams. The results of the study demonstrate that subsequent to improving cross-cultural leadership, the comprehensive evaluation result of the effectiveness of Chinese and foreign teachers' cooperation improved from 79.34 to 92.13. This indicates that leveraging cross-cultural leadership can both facilitate greater mutual understanding and enhance the effectiveness of the cooperation between Chinese and foreign teachers, which, in turn, results in the efficient completion of relevant work.

Keywords: Cross-cultural leadership, Improvement strategy, Ccooperation between Chinese and foreign teachers, Promotion and verification

1. Introduction

Is the earth round or flat? From the perspective of the natural sciences, there is only one answer to this question. However, with the rapid development of the global economy and both the acceleration and deepening of the process of globalization, the world has gradually become a "flat land", in the sense that hitherto immutable regional boundaries have become ever-more porous. Transnational education presupposes transnational teams, which are distinguished from traditional teams by their degree of cultural heterogeneity. This cultural diversity has both a positive and negative impact on the performance of transnational teams. This raises the question of how cross-cultural leaders can both harness and benefit from the positive aspects of cross-cultural teams in the workplace, while, simultaneously,

mitigating against their deleterious characteristics? (Raisanen, 2020). In order to yield the full benefits of transnational teams, cross-cultural leaders must utilize scientific insights to manage their cross-cultural teams, in order to, among other things, bolster the effectiveness of their teams, facilitate the integration of different nationalities into the overarching organizational culture, foster a sense of cultural synergy, alongside providing their teams with transnational education to combat the negative effects of cultural diversity.

With respect to organizations, cross-cultural leadership can be understood in terms of the strategies that are deployed by leaders to coordinate and command teams comprising employees from a wide range of cultural backgrounds and social and moral values. In this respect, cross-cultural leadership is of paramount importance in increasingly transnational organizations. Indeed, some regard cross-cultural leadership as a brand-new type of leadership, one which allows managers to both adapt to the changes brought about by globalization and surf the global cultural tide from the perspective of cultural exchange and cultural evolution. From this perspective, cross-cultural leadership constitutes a test of leaders' capacity to control and adapt to manifold cultural challenges (Handford et al., 2019). Hence, it is of vital importance that overseas educational institutions investigate how leadership impacts upon the effectiveness of the cooperation between Chinese and foreign teachers in a Cross-cultural environment (Zaman et al., 2019).

In light of this, the present study focuses on the classroom leadership of Chinese international education teachers in China, by utilizing qualitative research methods and adopting a bottom-up approach (Zeng et al., 2020). More specifically, we engaged in classroom observation and conducted in-depth interviews in order to explore the leadership practices of Chinese international education teachers within colleges and universities. It is of great theoretical and practical significance for teachers' independent professional development to develop a leadership structure model, analyze the principal factors that impact upon their classroom leadership, and delineate strategies to improve cross-cultural leadership.

2. Theoretical basis

2.1 Leadership

To clarify the concept of Cross-cultural leadership, we must first clarify the concept of leadership. Looking at historical literature on leadership research, we can find that many scholars at home and abroad have discussed the connotation of leadership and summarized the definition of leadership based on their own leadership theory. For example, the scholars of the leadership trait school believe that it is the special leadership temperament of successful leaders that makes them create brilliant achievements. Therefore, these scholars believe that the power of leadership emanates from leaders with certain successful traits. The leadership behavior school, on the other hand, focuses on the behavior of leaders and the way they treat their followers. The school of leadership contingency theory has an extreme view of "leadership substitutes", which holds that leadership can be completely abandoned, and the organization (team) can operate normally only depending on the ability of its members, its organizational system and other factors (Miller and Miller, 2020). None of the three schools can effectively explain the validity of their views or the relationship between them, so they are criticized from all walks of life. Until the 1970s and 1980s, Lord, and Foti began to study leadership from the perspective of psychology, focusing on how leaders make themselves more suitable for the expectations of their followers. Bass puts forward visionary or charismatic leadership ideas. Since then, scientific research on leadership has been on the right track, and the effective explanation of the role of leadership and how it serves teams and organizations has become increasingly clear and systematic (Tirpak ,2020).

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2.2 Cross-cultural theory

Cross-cultural refers to the interaction between groups with two or more different cultural backgrounds. In communication, participants not only rely on their own codes, habits, concepts and behavior patterns, but also experience and understand the relationships between each other's codes, habits, concepts and behavior patterns. To study how culturally distinct individuals, respond to these deeper values and behavior patterns, cross-cultural studies refer to statistical analysis to illustrate relationships between the aforementioned traits. Furthermore, so-called values-based theories of cross-cultural differences, have attempted to study universal human values. The Kluckhohn-Strodtbeck Value Orientations theory represents one of the earliest efforts to develop a cross-cultural theory of values. Later conceptualizations of culture and cross-cultural interaction have been introduced by Hofstede (1980), Schwartz (1994), and specifically regarding leadership: the GLOBE project (House et al. 2004). These have been criticized for offering a static, rather than a dynamic, view of culture, and conceptualizing culture only at a homogenous national level, and inadequately fitting with the dynamics defining the current century (e.g., Jackson 2011, Javidan et al. 2006, Tung et al. 2010). Additionally, the application of cognitive science to cross-cultural research has allowed a shift from static to dynamic understandings of knowledge and values structures (Hong et al. 2000, Markus & Conner 2013). Lastly, relevant research on cross-cultural interactions among expatriates and local managers and the potentially positive impact of locals on expatriate adjustment and performance offer useful insights (Przytuła et al. 2014).

2.3 Cross-cultural leadership

Besides definition of leadership and Cross-cultural leadership in academic circles, there are also various views on the content and structure of leadership Cross-cultural and otherwise in academic circles. In the field of leadership research, the academic research results on the analysis of leadership content structure account for the majority. Most of the early leadership models are relatively single, and most of them are only highly refined on the core quality of successful leaders, away from the influence of situational factors on leadership. Such results only point out the core elements of team (organization) leadership in the general sense, and do not explain the relationship between the elements in detail (Harold Koontz, William Joyce). However, as a classic leadership model, these academic achievements laid a solid foundation for early leadership development and future leadership science research. With the continuous development of leadership theory, scholars began to study different levels of leadership. For example, Professor Henry Mintzberg proposed that the content structure of leadership should be understood from three aspects: information layer, interpersonal layer and behavior layer. Du Kui divides leadership into personal leadership, interpersonal leadership and organizational leadership. Some scholars study the content structure of leadership from the source of leadership. Zheng Haihang divides the content structure of leadership into four types with two elements of decision-making power and cohesion. In recent years, the volume of literature on the content structure of leadership from the perspective of context is increasing, such as the Cross-cultural ability model proposed by Professor Spitzberg (1989), the president's information leadership model proposed by Sun Jinming, and China's diplomatic leadership model proposed by Sun Xianghua.

Since most teams are a formal group composed of individuals who want to achieve the same goal, team members are responsible for team results. Outside of their organization, the team does not have a clear and unchanging organizational framework. Team members are typically more willing to share and pay for the realization of the unified group goals than are members in the organizational sense. The realization of group goals and the mutual growth of the team are the main factors. Individual factors have less influence on the overall change of the team. Based on this,

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thinking on the content structure of Cross-cultural leadership tends to use the idea of "leadership source" to fundamentally analyze the influence of Cross-cultural leadership on the whole Cross-cultural team. In this way, first of all, we can avoid emphasizing the personal characteristics of the leader, not merely focusing on the analysis of personal characteristics of a successful leader, and so avoiding pure leadership. At the same time, this approach can also prevent the spread of utilitarianism based around the notion that "ability represents performance". Then, we can desalinate the class color between "leader subject" and "leader object", and analyze the influence mechanism of Cross-cultural leadership on team leadership effectiveness from the perspective of teams as a whole. Finally, leadership, especially Cross-cultural leadership, can be fundamentally analyzed in depth, which can be said to include Cross-cultural leadership in an all-round way, which is also of great help to the development of Cross-cultural leadership, however, scholars have their own views on the source of leadership, most of which are dissociated from the charisma of leadership, leadership ability, leadership effectiveness, leadership power, the perception of leadership by the object of leadership, and so on.

Through the above literature reading and systematic theoretical thinking, it can be concluded that leadership charm, leadership power, leadership influence and leadership ability are four important parts of leadership. The influence of leadership charm and leadership power on the object of leadership can be derived from the influence on the object of leadership (because as the main content of leadership, the part that can influence the object of leadership can be called leadership) (Law, et al., 2020). Therefore, the content structure of Cross-cultural leadership consists of two parts: Cross-cultural leadership influence and Cross-cultural leadership ability. Of these, the influence of Cross-cultural leadership refers to the power of the leading subject to change the psychology and behavior of others, and the guiding role of leading the object of leadership to achieve team goals. The charisma of leadership and the influence of leadership power on the object of leadership includes the personal charisma of leadership and the influence of personal power on the object of leadership. Cross-cultural leadership refers to the ability, quality and skills of the leading subject in Cross-cultural situations for the leading object to achieve team goals (Stamps and Layer, 2019). The charm influence, power influence and leadership ability of the leading body are consistent with the three parts of the connotation of leadership.
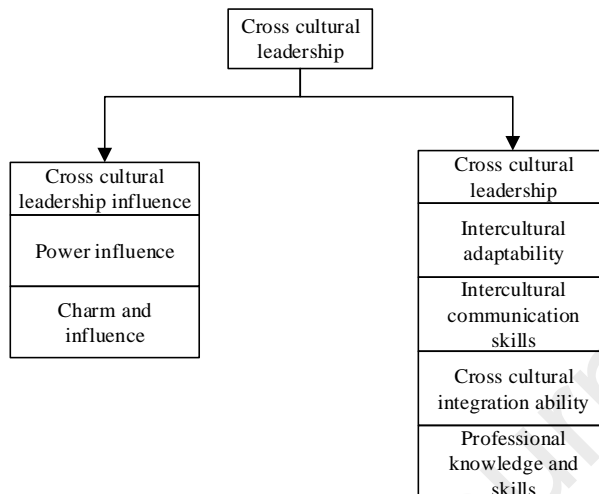
3. Content structure model of Cross-cultural leadership

With the deepening of globalization and the continuous enhancement of China's national strength, the development of Chinese international education is like fire and tea. In the context of the new era, change and influence has become the theme of today's social development. In schools, teachers are the main driving force of change. In recent years, the research on teacher leadership has gradually become a research hotspot. Teachers are not only passive recipients in the change, but also gradually become leaders and initiators (Vitous, et al., 2019). In order to promote the development of schools, promote mutual understanding and cooperation between Chinese and foreign teachers, and carry out relevant work efficiently, teachers' classroom leadership has become the core issue of the development of international education.

First of all, a semi-structured interview research method is adopted, and a grounded theory research method is used to sort out and summarize the interview data, so as to construct the content structure model for Cross-cultural leadership (Masood, Hoda and Blincoe, 2020). According to the conclusion of the interview, this paper divides Cross-cultural leadership into two parts: the influence of Cross-cultural leadership and the ability of Cross-cultural leadership. Of these, the influence of Cross-cultural leadership includes the influence of leadership power and personal charm, and the ability of Cross-cultural leadership includes the ability of Cross-cultural adaptation, Cross-cultural

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communication and the ability of cultural integration of professional knowledge and skills. The content structure of Cross-cultural leadership model is shown in Figure 1.

Figure1: Content structure model of Cross-cultural leadership

Model description:

(1) The influence of Cross-cultural power is defined as a kind of power given to the leadership position in the Cross-cultural team in order to achieve team goals, generated by the leadership position power itself, which can promote the object of leadership to achieve team goals. The charm of Cross-cultural leadership is defined thus: in the Cross-cultural situation, the characteristics of the leader effectively change and influence the psychology and behavior of others, and guide the object of leadership in order to achieve team goals.

(2) Cross-cultural adaptability is defined as the ability to adapt in Cross-cultural situations. It mainly includes Cross-cultural environment psychological adaptability, Cross-cultural environment life adaptability and Cross-cultural environment work adaptability. Cross-cultural communication competence is defined as the ability to communicate in a Cross-cultural context. It mainly includes Cross-cultural knowledge, Cross-cultural communication willingness, information receiving and expression ability in Cross-cultural environment. Cross-cultural integration ability is defined as the ability of the leader to integrate different cultures in the Cross-cultural situation, reduce the conflict between different cultures, and even create a new culture in the team. Professional knowledge and skills refer to the professional knowledge background and professional skills level related to team tasks and team goals personally possessed by the leader.

(3) Although the model is based on Cross-cultural team samples, in essence, it is a general content structure model of Cross-cultural team leadership, which is not only suitable for Chinese and American Cross-cultural teams, but also suitable for more general "Chinese Cross-cultural teams" (Gu, et al.,2020). But in order to apply to specific Cross-cultural team, we must combine the different characteristics of leadership mechanism and leadership culture.

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4. An analysis of the strategies for improving the leadership of Cross-cultural teams

4.1 Scale design

There is no mature scale for the measurement of Cross-cultural leadership in previous studies. On the basis of previous studies, this paper designs and develops the scale according to the definition of each part of Cross-cultural leadership. The Cross-cultural leadership scale is divided into two parts

(1) The first part is about the basic information of the respondents, including personal information and the introduction of the Sino American Cross-cultural team;

(2) The second part is the outline of the formal survey, which is the core content of the questionnaire, comprising six aspects: Cross-cultural power influence, Cross-cultural charm influence, Cross-cultural adaptability, Cross-cultural communication ability, Cross-cultural integration ability and professional knowledge and skills. Power influence and charm influence are the dimensions of Sino American Cross-cultural leadership influence, while Cross-cultural adaptability, Cross-cultural communication ability, Cross-cultural integration ability and professional knowledge and skills are the dimensions of Cross-cultural leadership ability (Arden & Okoko, 2021).

In the Cross-cultural power influence section, generally speaking, power is divided into decision-making power, human rights, command power, economic power and reward and punishment power. The category of this paper is summarized according to the research method of root theory: "a3 effective decision making", "a15 effective domination" and "a8 handling team conflicts". The five categories of power above can be expressed more simply as two: decision-making power and control power. The main functions of leadership are summarized as "providing vision, driving members, decision-making ability, team cooperation, personnel training and execution". The decision-making power of leadership power refers to the ability to provide vision and decision-making. The control power includes the power to control people (human resources, drive and incentive), the power to control ideas (executive power) and the power to control resources (material, financial and otherwise).

In the Cross-cultural charm influence section, this questionnaire is designed with three items. The principle of setting is based on the definition of Cross-cultural charm influence. In order to avoid the social approval of the respondents, 2-3 subordinates of the respondents fill in the answers to the items of Cross-cultural charm influence, and the average score is taken for statistical purposes (Ang, et al., 2020).

The items of Cross-cultural adaptability, Cross-cultural communication ability, Cross-cultural integration ability and professional knowledge and skills are compiled by combining the definition of these four main concepts, the main axis code in grounded theory research, the corresponding interview content, MAKSS, ICr1PS, BASIC scale, ANG's cultural intelligence scale and the competence at work models from Spencer & Spencer (1993) based on the index of professional skills and abilities. There are six, five, four and five items respectively in the four sections of Cross-cultural adaptability, Cross-cultural communication, Cross-cultural integration and professional knowledge and skills. In addition to basic information items, there are thirty-one items in the scale. The Likert scale was used in this part.

The total distribution test, reliability test, KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) sample sufficiency and Bartlett's spherical test were carried out for the recovered scale. The results show that the scale has good reliability, high internal consistency, and the KMO value of Cross-cultural leadership is 0.870 which is to say, more than 0.5 and close to 1. This indicates the partial correlation degree of each item in the questionnaire is relatively small, and the correlation degree between the items is not very different; in Bartlett's test, the hypothesis of spherical

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test is rejected, and the correlation coefficient matrix is not unit array. Therefore, it is suitable for exploratory factor analysis. According to the commonness of factor analysis, all variance of all subjects can be explained. In addition, the common degree of feature root extraction is more than 80% under the condition that the feature root is greater than 1, which indicates that these items can be explained by factors, and the information loss of these variables is less, and the overall effect of this factor extraction is ideal.

The maximum variance method is used to rotate, and the load matrix of each factor is obtained. According to Professor Wang Chongming's "exploratory factor analysis", each measurement unit in the corresponding factor shows the maximum load, which meets the condition that the load on the corresponding factor is higher than 0.6 and there is no load greater than 0.3 on other factors at the same time. Then it can be shown that the factor load matrix shows a better "simple structure" point of view. It can be seen that the exploratory factor load of Cross-cultural leadership meets this requirement. It also meets the requirements that the load items on each factor are greater than or equal to three (Oosterveld, Vorst and Smits, 2019). At the same time, the internal consistency of each factor in each load item is greater than 0.7, which indicates that these factors have good internal consistency. Finally, six factors are extracted, which are named leadership power influence, leadership charisma influence, Cross-cultural adaptability, Cross-cultural communication ability, Cross-cultural integration ability and professional knowledge and skills (Smith, 2008).

4.2 Questionnaire design

Based on the load items of the above factors, the questionnaire was designed. The design process is as follows:

Step 1: The purpose and content of the questionnaire were designed to determine the goal of cross-cultural leadership to enhance the cooperation between Chinese and foreign teachers. This is to clarify the relevant provisions and information. For those who directly participate in the design, they should have a detailed understanding of the purpose and content of the questionnaire, and make the questions organized, specific and operable.

Step 2: Collect relevant information about cross-cultural leadership affecting teacher cooperation between China and foreign countries. A successful questionnaire design needs to be fully prepared. This is because the questionnaire survey is not only a simple question to answer questions and organize information, but also needs to be systematic, which means that a wide range of preparation work needs to be carried out in advance, including rich materials and knowledge of preparing for research questions.

Step 3: Master the type of questionnaire. Different forms of investigation will produce different results in the investigation. Therefore, it is necessary to fully consider the content and requirements of the questionnaire, which should be closely combined with the relevant content of cross-cultural leadership and teachers' cooperation between China and foreign countries.

Step 4: Clear the main content of the answer. After establishing the methods and types of answering questions, the content of answering questions according to their specific requirements must be refined, this is very important link, because the content of answering questions is the key to investigation, and also because dividing the interval of the content must be related to the investigation.

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Step 5: Grasp the structure of the answer. In other words, we must decide whether the questionnaire is closed or open. Because this survey needs to study the effect of cross-cultural leadership promotion in improving the cooperation between Chinese and foreign teachers, the answer is open-ended.

Step 6: Say the question properly. Every word, every meaning, every sentence, every chapter should be well organized. Interviewees should be able to identify key points at a glance, so accurate expression of the question is a prerequisite. Only by comprehensively and fully expressing the results, can we get more clear results in the process of data statistics, and make clear the impact of improving cross-cultural leadership on promoting the cooperation between Chinese and foreign teachers.

Step 7: Order the questionnaire. The design and arrangement of the questions must be reasonable. In the absence of a multiple-choice format, which is to say an open survey, the interval of the answers must also be addressed.

Step 8: Determine the format and layout.

Step 9: Draft the questionnaire.

Step 10: Make a questionnaire.

In this questionnaire, because the questionnaire is a development subjective questionnaire, so the answer is a development answer, so there is no need to score the answer, as long as it clearly expounds the influence of improving cross-cultural leadership on promoting the cooperation between Chinese and foreign teachers.

4.3 Data collection

The questionnaire is distributed and collected through three channels from the perspective of convenience of operation, data availability and cost. First, it is distributed through classroom. This study selected on-the-job teachers and MBA to collect questionnaires by issuing them before and after class, filling in them on the spot and collecting them immediately afterwards. In this way, a total of 200 questionnaires were collected. Many sample extractions and investigations on leadership research are conducted in this way (Wang Hui, Qi Rong, Xu Shuying, 2006; Li Xiujuan, Wei Feng, 2006). Second, in view of the uneven distribution of the questionnaires collected in some aspects (mainly the nationality of the boss), we also asked students and friends to help us introduce them. We conducted a questionnaire survey in several companies, and collected 40 questionnaires after filling in the retained questionnaires. Third, with the help of tutors, the questionnaire was sent by email to some middle and senior managers who are currently in a relatively high position in their companies. There questionnaires were accordingly returned by email once the answers were completed. A total of 30 questionnaires were collected.

The questionnaire survey of this study is conducted through social network relationships. It is non random sampling. The collected questionnaires were reviewed, and those with missing key items and obvious logical errors eliminated. 255 valid questionnaires were obtained, that the effective rate of the questionnaire reached 94.4%.

4.4 Result analysis

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The data analysis software used in this study is SPSS (15.0), and the analysis method is cluster analysis method. Because of its authority and ease of use, it has been widely used in social science research. According to the analysis results, combined with the relevant data of network crawling, the conclusions are shown in Table 1 below.

Table 1: Strategies for improving Cross-cultural leadership

category	factor	Promotion of Cross-cultural guidance
Cross-cultural leadership influence	Power influence	1) Give full play to the legal power of the leading body, and make reasonable allocation and decision-making of the organization's resources
		2) Leaders should use rewards and punishments reasonably to influence others
		3) The leading body should exert its expert power to influence others
	Charm and influence	1) Enhance the personal quality and charisma of the leading body, and give play to the influence of charisma
		2) Enhance the emotional intelligence of leaders and create a good interpersonal relationship and organizational atmosphere
	Cross-cultural adaptability	1) Keep learning Cross-cultural knowledge, and be good at finding the combination point of both cultures
		2) Develop expertise in summarizing and accumulating solutions and experience of Cross-cultural conflict
Cross-cultural leadership	Cross-cultural communication skills	1) Adhere to the Cross-cultural communication concept of "harmony but difference", and respect different cultural customs and habits
		2) Keep the curiosity of understanding and accepting different cultures, and actively carry out Cross-cultural communication
	Cross-cultural integration ability	1) Efforts should be made to tap the common ground of different cultures to form a common basis for integration
		2) Identify the differences and advantages of different cultures, develop their strengths and compensate for their weaknesses, carry out reasonable integration, and form a more reasonable third-party culture
	Professional knowledge and skills	1) Enhance the professional knowledge and skills of the leading body
		2) Improve the foresight, decisiveness and execution of the leading body

5. Verification of enhancing the cooperation effectiveness of Chinese and foreign teachers after the improvement of Cross-cultural leadership

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The college is an applied foreign language college, with more than 60 foreign teachers from 20 countries working in the school. How to enhance the Cross-cultural leadership of foreign teachers' managers and Chinese colleagues, so that Chinese and foreign teachers can understand and cooperate with each other and carry out relevant work efficiently. This chapter applies the improvement strategies of Cross-cultural leadership proposed in Table 2 to the cooperative effectiveness analysis of Chinese and foreign teachers in the college, and uses an evaluation model to verify the improvement effect of Cross-cultural leadership.

5.1 Evaluation content

Based on the four principles of scientificity, diversity, independence and guidance, the research group divides the evaluation system of cooperative teaching quality of Chinese and foreign English teachers into three parts. The first part is the evaluation content. Members of the research group put the evaluation content at the top of the whole evaluation system because the evaluation content will have a direct impact on the evaluation results of Chinese and foreign teachers' cooperative teaching. The first part is divided into four small indicators, namely teaching plan, teaching, teaching complementarity and students. These four indicators are simultaneously and independent of each other. The interdependence between the small figures means that the teaching plan is the blueprint of the teacher's work. Whether the teaching plan design is reasonable or not directly affects classroom teaching, teacher-student interaction and the teaching effect on the whole class. Teaching is both based on and higher than its teaching plan. Teaching based on its teaching plan means that most teaching, whether Chinese or foreign, is based on a certain teaching plan. Teaching is the process of putting the idea of teaching plan into practice. Teaching higher than its teaching plan means that teaching is not just a rote copy of the teaching plan, but rather requires teachers to make appropriate adjustments to their teaching methods, means, content and structure according to actual variables within each class, such as the student's intellectual level, their willingness to participate and so on. This index is mainly used in the courses taught by Chinese and foreign teachers. In Chinese and foreign teachers' cooperative teaching, each individual teacher should not only exhibit his or her own characteristics and emphasis, but the teachers should also complement each other to form a gestalt. In the process of the implementation of the evaluation system, members of the research group found that the complementarity of Chinese and foreign teachers' cooperative teaching is directly proportional to the teaching plan and teaching fit between Chinese and foreign teachers. Students are an indispensable part of the whole evaluation system. The quality of teaching will be reflected in the students to a certain extent, for example through their participation in class, their test scores and so on. The mutual independence of evaluation indexes means that each index gives its score independently and no one index effects any other.

5.2 Evaluation link

The evaluation link is mainly composed of four small links. They are mutual evaluation of Chinese and foreign teachers, mutual evaluation of other Chinese and foreign teachers, supervision evaluation of teaching and student evaluation of teaching. Each evaluation link has its own emphasis. The mutual evaluation of Chinese and foreign teachers mainly focuses on the evaluation of the complementary degree of Chinese and foreign teachers' cooperative teaching. On the one hand, only the Chinese and foreign teachers of any given course can fully understand its teaching purpose, characteristics, content and students' needs, and give a pertinent evaluation on the complementarity of teaching content and teaching methods. On the other hand, this link also helps to promote cooperation and exchange between Chinese and foreign teachers, so as to improve the quality of teaching. Other Chinese and foreign teachers'

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evaluation of teaching is mainly based on the consideration of educational differences and cultural differences. Chinese and foreign teachers have different educational and cultural backgrounds, so it is unfair for Chinese and foreign teachers to evaluate teaching alone. Only teachers' mutual evaluation at home and abroad can lead to a narrow teaching perspective. The teachers of other courses both at home and abroad participate in teaching evaluations, which not only prevents misreading caused by a single cultural background, but also broadens the teaching perspective to some extent, and gathers ideas to make the curriculum teaching closer to perfect. Supervision and evaluation focus on comprehensive evaluation, that is, using the fourth evaluation content of small indicators to grasp the overall. The evaluation of teaching between teachers at home and abroad and non-teachers in class is inevitably affected by subjective factors. On the one hand, supervision seldom connects with teachers both at home and abroad, and on the other hand, it is also a senior teacher in English teaching. Teacher participation can evaluate the quality of cooperative teaching of Chinese and foreign teachers more justly and objectively. Students are the center of teaching, the main body of teaching, and teachers are the guide of teaching. Students naturally have the right to evaluate the quality of teaching by teachers at home and abroad. Finally, the scores given by different subjects in the four links are averaged for different content evaluation indicators, and finally the comprehensive evaluation of teacher cooperation is obtained. Combining the research process and research objectives of this time, construct a new calculation formula for the total score of teacher cooperation:

$$F = \sum_{i=1}^{n} x_{1i} + \sum_{i=1}^{n} x_{2i} + \sum_{i=1}^{n} x_{3i} + \sum_{i=1}^{n} x_{4i} \quad (1)$$

$$\bar{F} = \frac{\bar{F}}{n} \quad (2)$$

In the formula, F is the sum of scores given by different entities in four links for different content evaluation indicators; x_{1i}, x_{2i}, x_{3i} and x_{4i} are scores of the i index in the first, second, third and fourth links; $\bar{F}$ is the average score; n is the number of indicators.

5.3 Assessment results

Table 2: The evaluation results of enhancing the cooperation effectiveness of Chinese and foreign teachers after the improvement of Cross-cultural leadership

project	Before application of improvement strategy / score		After application of improvement strategy / score	
	Score situation	Comprehensive evaluation results	Score situation	Comprehensive evaluation results
The first link	75.21	79.34	90.25	92.13
The second link	82.22		92.20	
The third link	80.25		93.55	
The Fourth Ring	79.66		92.52	

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It can be seen from Table 2 that after the improvement of Cross-cultural leadership, the comprehensive evaluation result of cooperation effectiveness of Chinese and foreign teachers has increased from 79.34 to 92.13 score, which shows that the improvement of Cross-cultural leadership can effectively enhance the cooperation effectiveness of Chinese and foreign teachers, promote mutual understanding and cooperation between Chinese and foreign teachers, and carry out relevant work efficiently (Hong et al., 2001).

6 Conclusion

In summary, leadership is currently a highly topical issue. This study is grounded in my own extensive background of having worked in cross-cultural teams and interacted with many team leaders, which developed my interest in how to improve leadership for the purposes of enhancing team performance. The results of the study are as follows:

First, close contact with team members and in-depth conversations are not in and of themselves enough to strengthen performance, which is in accordance with previous assumptions and conjecture.

Secondly, systematically reading the materials and extant literature on cross-cultural management and leadership is an excellent means through which to digest the knowledge and concepts that have been developed in the past.

Thirdly, this study explores the leadership in the cross-cultural environment, and the results show that the total evaluation score of Chinese and foreign teachers' cooperation before and after the improvement strategy is improved, from 79.34 points before the application to 92.13 points after the improvement, which verifies the practical applicability of the proposed method and provides a potential solution for future practice.

Although the question of how best to manage and lead cross-cultural teams is by no means a new topic, there is a relative dearth of studies investigating how leadership impacts upon team performance in cross-cultural environments. Given this lack of research, there was a concomitant scarcity of research methods and convincing data that could be used as a reference point for the present study, which constitutes a key limitation. A further limitation pertains to the fact that this study focuses solely on the teaching team within H college. This means that both the scope of the study and the sample group were relatively small, which, in turn, means that the generalizability of the results are limited. Moreover, due to the particularity of the researchers' own cultural backgrounds, although they endeavored to explore the research topic in all its depth and complexity, there may well have been some aspects of the research site and topic that were rendered incomprehensible to the researchers due to their cultural background.

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