


Chapter 11

Diversity Management as a New Organizational Paradigm: Leading With Cultural Intelligence (CQ)

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ABSTRACT

In an era of globalization and increased diversity, there is a wide agreement on the need to actively deal with diversity in educational organizations. In this scenario, the challenge of global competition for UAE schools requires principals to lead differently and deal more effectively with teachers from diverse cultural backgrounds and fulfil their diverse needs. There is strong empirical evidence for the positive link between effective diversity management and overall organizational effectiveness. This chapter sheds light on cultural intelligence (CQ) as a viable entrée from which leaders can manage diversity effectively and lead in multicultural settings successfully. This chapter also unlocks several key multidisciplinary trends between diversity management and organizational performance outcomes.

INTRODUCTION

By bringing culture to the level of the organization and even down to the groups of people working within 21st century organizations, leaders need to recognize that leadership and culture are two sides of the same coin. Livermore (2010) argued, “Leaders across every profession are being propelled into

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a culturally rich and diverse challenge” (p.13). Educational settings and schools are not different from others in this context. Schools in the UAE have become increasingly turbulent and more demographically complex with teachers of diverse cultural backgrounds working and interacting on a daily basis (Malik & Singh, 2017). In addition, organizational behaviours considered appropriate for a group of people are not the same for others. Such differences can cause a dangerous clash of cultural norms in educational settings.

This chapter casts light on diversity management as a new organizational paradigm by using the context of UAE schools, the world’s most diverse organizations.. It also crystalizes the concept of cultural intelligence (CQ) in light of a peculiar skill to lead in a more transformational manner and deal more effectively with teachers from diverse cultural backgrounds to fulfilling their diverse needs.

BACKGROUND

The past three decades have been marked by significant growth in the empirical examination of the influence of diversity on individual, group, and organizational level outcomes (Herdman & McMillan-Capehart, 2010; Harrison & Klein, 2007; Williams & O’Reilly, 1998). This growth in diversity research casts light on the dramatic increases in the heterogeneity of the workforce (Williams & O’Reilly, 1998). These changing demographics of the population globally have been and will be increasingly reflected in educational organizations such as schools. More specifically, schools have become increasingly turbulent and more demographically diverse with teachers of different cultural, ethnic, and linguistic backgrounds interacting and working together (Malik & Singh, 2017).

In light of this globalization process, advancing conditions in the world have caused transformation in teaching and learning environments. For example, global educational trends, international rankings, new expectations for student achievement and school improvement have placed principals and teachers at the crossroads between traditional and the new meaning of educational change. In an increasingly unstable environment, the range of educational goals, the pressure of accountability, overload, the adaptation to ever-changing conditions and multifaceted diversity present intolerable conditions for satisfying work experiences (Fullan, 2007). According to Sadri and Tran, workforce diversity may introduce work conflicts or tensions because the differences in norms and values among groups from diverse cultural and ethnic backgrounds are likely to manifest themselves in various work-related attitudes and behaviors (2002). In fact, being part of a global work team with team members of diverse cultural backgrounds is different from being a member of a culturally homogeneous team to which most people belong to their local cultural settings (Ang & Van Dyne, 2008).

As global interdependence, multinational corporations, cultural and social interconnections of the global economy strengthen and invigorate, educational leaders must be more proactive on issues of diversity, act differently, and most importantly lead differently (Williams & Tierney, 2013). This chapter sheds light on this interdisciplinary and multidimensional concept of diversity with the promise of unlocking the “black box” between diversity management and performance outcomes in educational settings.

WORKFORCE DIVERSITY IN EDUCATIONAL ORGANIZATIONS

Within the context of increased globalization, organizations face the rapidly changing composition of the workforce, a phenomenon known as workforce diversity (Bhadury et al., 2000). This composition mirrors increasing numbers of employees with diverse demographic and cultural backgrounds based on gender, race, ethnicity and nationality, resulting in heterogeneity in socio-cultural perspectives, world views, norms, values, language, life style and behavior (Bhadury et al, 2000; Thomas, 1992).

Diversity is multidimensional and it encompasses various aspects of today's society in the United Arab Emirates. Schools in the United Arab Emirates are culturally diverse and reflective of the multinational nature of the population (Aldhaheeri, 2017). The UAE is a multicultural, multiethnic, multireligious country with a population of around 10.17 million people, consisting of both citizens and expatriates from various countries around the world (UAE Population Statistics, 2023; World Population Review, 2023; Aldhaheeri, 2022; Aldhaheeri, 2017; Siemund et al., 2021; Garces-Bacsal et al., 2021). Out of this number, only 1.17 million, are UAE nationals (i.e. Emiratis). The rest of the population, nearly 9 million are expatriates mainly from Asia, the UK, the USA, and other Arab countries. Schools in the UAE have become increasingly diverse with teachers of different cultural backgrounds interacting and working together (Al Jenaibi, 2012; Malik & Singh, 2017; Aldhaheeri, 2017). Hence, diversity in the workforce has become a demographic reality reality encompassing culture, gender, age, nationality, social class, socio-economic status, and religion (Allen, 1995; Sadri & Tran, 2002).

BENEFITS OF WORKFORCE DIVERSITY

The last three decades have been marked by the empirical exploration of the influence of diversity on individual and organizational level outcomes (Williams & O'Reilly, 1998; Herdman & McMillan-Capehart, 2010). A growing body of literature indicated that a well-managed diverse workforce has numerous potential competitive advantages for organizations (Cox & Blake, 1991). Managing a diverse workforce involves more than awareness, acceptance, and tolerance of individuals from diverse cultural, ethnic and linguistic backgrounds. On the positive side, research has shown that effective management of diversity can lead to increased organizational productivity (Richard, 2000), improved problem-solving and decision-making (Cox & Blake, 1991; Carrell et al., 2006; Pitts & Wise, 2009), enhanced creativity and innovation through considering divergent viewpoints (McLeod et al., 1996), a growing ability to compete with the global market through leveraging the skills and knowledge of diverse employees (Carrell et al., 2006; Cox & Blake, 1991).

A diverse workforce can improve organizational performance by introducing new and different perspectives into organizations that may enhance decision-making (Stazyk et al., 2021; Kochan et al., 2003). Researchers have also contended that group members with diverse cultural backgrounds tap broader range of networks and bring diverse perspectives and ideas to problem-solving which result in higher quality information sharing, creativity, and more discussion and exchange of ideas (Cox & Blake, 1991; Malik & Singh, 2017; McLeod et al., 1996; Stahl et al., 2009; Stazyk et al., 2017). Organizational leaders should value and manage diversity to reap the benefits of diversity. Relevant literature indicates that effectively managed workforce diversity lowers employee frustration and turnover, particularly for women and people of color (Cox & Blake, 1991; Cox & Smolinski, 1994; Gilbert et al., 1999).

THE DARK SIDE OF WORKFORCE DIVERSITY

On the negative side, diversity has been associated with undesirable personal and interpersonal outcomes namely decreased job satisfaction (Williams & O'Reilly, 1998), decreased organizational commitment (Tsui et al., 1992), growing interpersonal conflict (Carrell & Mann, 1995), low social cohesion and decreased group performance (Kochan et al., 2003; Watson et al., 1993). Workplace diversity has also been linked to adverse organizational outcomes such as increased absenteeism (Carrell et al., 2006; Tsui et al., 1992), and higher turnover rates (Jackson, 1992; Carrell & Mann, 1995).

Research on managing diversity has shown that organizations with highly diversified workforce may experience employee conflict, miscommunication, and mistrust (Pitts & Wise, 2009). In light of this, as an organization's workforce diversifies, it becomes harder to understand how one fits within a group or an organizational setting. Conflict becomes more common, communication breakdown happens more frequently, it becomes more difficult to integrate and coordinate workers, and employee dissatisfaction and turnover become more prevalent (O'Reilly et al., 1989; Pitts & Wise, 2009). Moreover, human behavior is influenced by stereotypical concepts and a content-related bias favoring culture. In fact, culture has been shown to influence one's cognition and perception. People tend to behave preferentially towards people with the same cultural background (Alifuddin et al., 2022). Although this cannot be considered an error from a specific cultural perspective, it can hinder social relations with people from diverse cultural backgrounds leading to low levels of partnership and stimulating intergroup conflicts (Alifuddin et al., 2022).

Familiarity or experiences with other cultures may temper misunderstandings (Ang & Dyne, 2009). Research on demographic heterogeneity among group members also emphasized that communication and cohesiveness may diminish as members of groups become dissimilar (Cox, 1991). Destructive intergroup conflicts, which may be present with diverse workforces, can happen due to language barriers and/or cultural clashes. In addition, perceptions of similarities and dissimilarities considerably influence work-related behaviours and outcomes (Sadri & Tran, 2002). For example, school leaders may react more negatively toward teachers perceived as dissimilar to themselves than toward teachers perceived as similar. Therefore, such adverse reactions/behaviours can limit the individual's potential and, eventually, the organization's potential. These adverse reactions/behaviours include stereotyping, personal bias, ethnocentric beliefs, micro-inequities, and ineffective communication. Finally, all these adverse reactions lead to employee perceptions of inequity in the workplace (Sadri & Tran, 2002).

The MBI Approach and Managing Multicultural Teams

Culturally diverse teams are inevitable in today's globalized world and organizations. In theory, diverse teams should give organizations a significant competitive edge by combining a variety of viewpoints, knowledge bases, and creative problem-solving techniques. But in reality and practice, global teams do not often create the value expected. Instead, members clash, because cultural differences prevent them from getting along well and prevent teams from moving forward, resulting in conflicts and immobility (DiStefano & Maznevski, 2000). Thus, the first key idea in the MBI approach is *mapping* to comprehend cultural differences (DiStefano & Maznevski, 2000). This strategy was implemented to foster achievement, settle conflicts, and provide value in multicultural teams (Figure 1). Multinational team members can determine whether differences will cause barriers to interaction and have an impact

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by using the mapping approach to understand cultural differences and the fundamental characteristics of each member's approach to the team.

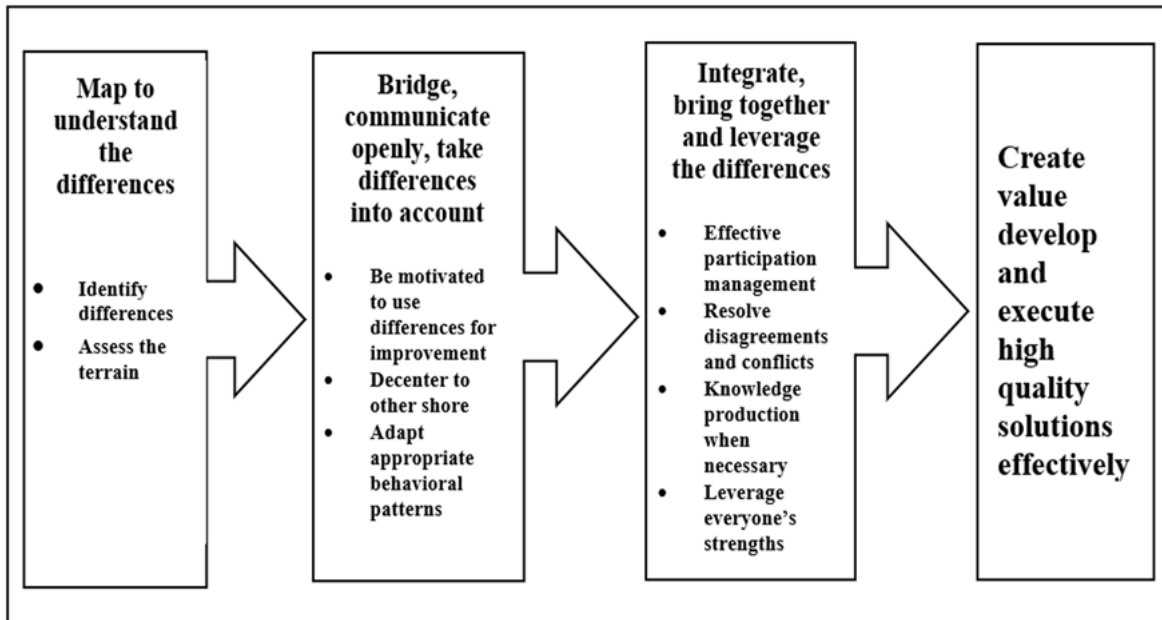
The second MBI method principle is to *bridge*, or communicate effectively across differences to bring team members and ideas together. Workplaces containing people from various cultural origins can be effectively managed if everyone is driven to convey differences boldly. In fact, team members might not be inspired to leverage these differences to boost performance after mapping to identify significant cultural differences. But as soon as team members make the first steps to effectively communicate and work together, productivity and creativity with positive outcomes as well as more sophisticated abilities and increased confidence follow. Decentering is one of the key competencies in creating a bridge within a heterogeneous team (DiStefano & Maznevski, 2000). Team members employ what they have learned about one another's differences through mapping to modify their own thought processes and behavioral patterns in order to decenter. This entails adapting their interactions and conversational style to the cultural norms of the individuals they are dealing with. Sustaining judgment is a crucial skill for fostering harmony in a multicultural team. People have a typical inclination to automatically interpret differences negatively. "They" are evil and incorrect, while "we" are right and good. However, everyone can learn to perceive things from others' perspectives through effective dialogue, decentering, and suspending judgment. Organization team members can collaborate and promote decentering throughout the organization by being receptive to various communication modalities, paraphrasing techniques, and questioning approaches.

In the MBI approach, leveraging disparities through the *integration* of ideas is the third principle. When knowledge from the mapping step and communication from the bridging stage are integrated, useful outcomes are produced. Effective participation management is one element of integrating and bringing ideas together to harness diversity. By using different meeting and information-sharing methods, leaders can manage heterogeneous teams in a successful manner (DiStefano & Maznevski, 2000). By allowing people to contribute in the ways that suit them best, this method utilizes everyone's abilities. But once concepts are put out there for debate, arguments or confrontations over them are unavoidable. When team members and leaders learn to map and bridge cultural gaps, they will see decreased conflict at work and increased motivation innovation and performance advantages.

Culture and Organizational Behavior

In a globalized world, leadership has become a multi-cultural challenge for many leaders who face the complexity of cross-cultural differences daily. Livermore (2010) argued, "Leaders across every profession are being propelled into a culturally rich and diverse challenge" (p.13). According to Minkov, cross-cultural differences in organizations can cause serious cultural conflicts (2011). Thus, an overarching conception of culture in analyzing various aspects of organizational behavior is functional in educational organizations. Some leadership behaviors that appear effective in one situational context may be experienced ineffective in another (Deng & Gibson, 2009). In this scenario, the challenge of global competition for UAE schools requires principals to lead in a more transformational manner and deal more effectively with teachers from diverse cultural backgrounds.

Figure 1. Creating value in diverse teams: The MBI approach



Cultural Intelligence (CQ) Dimensions (A Four-Dimensional Construct)

The origins of CQ can be found in Intelligence Theory. Intelligence can be conceptualized as the “capability to adapt effectively to the environment” (Sternberg & Detterman, 1986). Earley and Ang utilized this idea but augmented it so that it would be specific to a cultural context (2003). They also used Sternberg and Detterman’s (1986) multiple loci of intelligence theory, which reveals the strong relationship between intelligence and the different loci within the body, such as “biology, cognition, motivation, and behaviour” (Ang et al., 2014; Aldhaheri, 2017). “Biology” refers to the interaction between structural and process aspects of the brain (Ang et al., 2014). “Cognition” refers to both cognitive and metacognitive processes or, in other words, a person’s perception of their own and other individuals’ knowledge (Ang et al., 2014). “Motivation” refers to the cognitive processes of drive and choice (Ang et al., 2014), and “Behavioural” indicates the range of actions an individual uses, such as motor skills, verbal and non-verbal actions (Van Dyne et al., 2012). The CQ is “a capability that increases the manager’s ability to effectively interact with people from other cultures” (Jyoti and Kour, 2017, p. 306).

Following the lead of Sternberg and Detterman’s views, Earley and Ang (2003) conceptualized CQ as a multidimensional concept that includes metacognitive, cognitive, motivational, and behavioral dimensions. These four interrelated dimensions, which are also known as capabilities, collectively contribute to the concept of CQ (Collins et al., 2016; Earley & Ang, 2003; Ang et al., 2007; Sternberg et al., 1986; Brislin et al., 2006) (Figure 2). Metacognitive CQ is related to an individual’s cultural consciousness and awareness during interactions with those who have different cultural backgrounds (Van Dyne, Ang, & Koh, 2008; Ang et al., 2011). Moreover, metacognitive CQ reflects the ability to actively think about key assumptions as one is involved in cross-cultural contexts and revise such understanding and cultural knowledge accordingly. Metacognitive CQ not only promotes active cognitive process when an individual

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confronts a cross-cultural situation, but also activates the critical thinking behind reasoning, decision making, and judgement pertaining the situation. Research on the effects of metacognitive CQ concluded that high cultural metacognition was strongly associated with positive outcomes in intercultural relationships, including affective closeness and creative collaboration (Chua et al., 2012; Groves et al., 2015).

Cognitive CQ refers to an individual's frame of cultural references and knowledge of norms, practices, and conventions that exist in different cultural settings (Van Dyne et al., 2008). Cognitive CQ reflects an individual's knowledge of a specific cultural setting, which encompasses the fundamental knowledge of cultural similarities and knowledge of cultural differences. Similar to metacognitive CQ, cognitive CQ is inextricably related to decision-making and helps individuals to behave appropriately/aply in multicultural settings (Ang et al., 2007; Groves et al., 2015). Two longitudinal studies examining the effects of cross-cultural management courses on students' CQ found that in addition to significantly higher student CQ scores, such courses had a much stronger influence on cognitive and metacognitive CQ than on motivational and behavioral CQ (Eisenberg et al., 2013). The researchers concluded that cognitive and metacognitive CQ are affected by traditional academic class interventions while motivational and behavioral CQ are affected by purposefully designed experiential learning interventions or through direct experience with other cultures, gained by spending a meaningful amount of time abroad (Eisenberg et al., 2013). Research also shows that experiential activities such as having international work experiences and obtaining a degree from a foreign country, are important drivers of CQ enhancement (Ahn & Ettner, 2013).

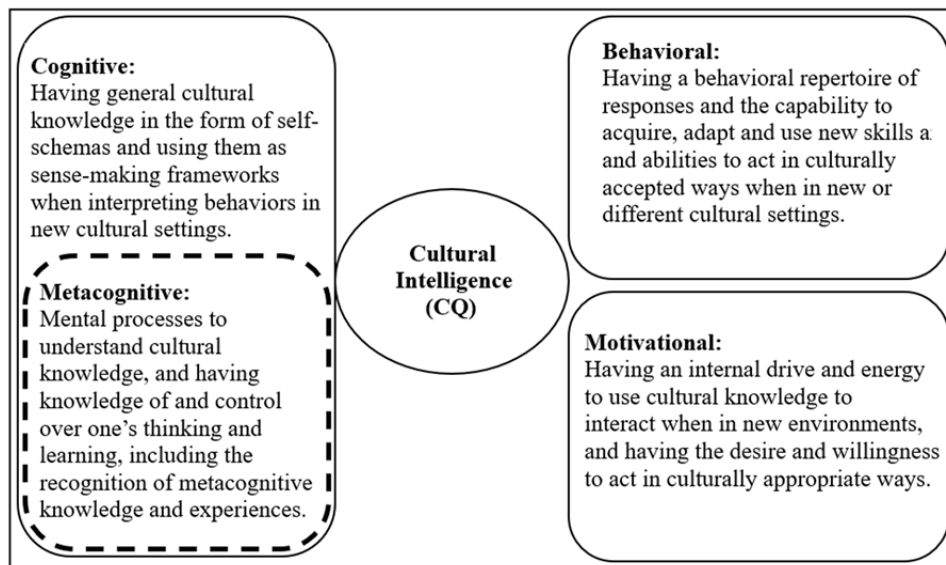
Motivational CQ is the foundation of an individual's self-confidence concerning the ability to deal successfully with people who come from diverse cultural backgrounds. This self-efficacy effect is critical as it requires a high-level personal confidence to perform effectively in multicultural situations (Ang & Van Dyne, 2008; Earley et al., 2006). Motivational CQ sheds light on individual's interest and intrinsic motivation to adapt to new cultural surroundings, interact and function in cross-cultural settings (Van Dyne et al., 2009; Livermore, 2010).

Prior research on cultural intelligence and cross-cultural adjustment crystalized the prominent role of the motivational CQ (Temper et al., 2006). Individuals with high motivational CQ are intrinsically motivated to experience new cross-cultural encounters and master their nuances (Earley & Ang, 2003; Temper et al., 2006). They value novel cultural interactions and enjoy interacting with people from diverse cultural backgrounds. "The motivational aspect of CQ requires a personal sense of efficacy and desire for enactive mastery as well as a positive evaluation of such situations" (Earley & Ang, 2003, p. 138). Motivational CQ triggers attention and effort, stimulates individual's cultural knowledge into guided action in new multicultural experiences (Temper et al., 2006). Hence, it expresses an individual's ability to effectively manage psychological stress during interactions in new and multicultural environments (Ramsey et al., 2011; Nosratabadi et al., 2020). Research on cultural intelligence and organizational performance found that leader CQ has a positive and significant influence on organizational performance (Nosratabadi et al., 2020). In this regard, the level of cultural intelligence empowers and motivates individuals to have the flexibility to consciously adapt to new cultural settings and effectively resolve any international conflicts that may arise in multicultural settings.

Behavioral CQ is an individual's ability to act appropriately when interacting with people and situations in an unfamiliar culture (Groves et al., 2015). It refers to the capability of an individual to demonstrate suitable verbal and non-verbal actions during cross-cultural interactions in any multicultural setting (Ang et al., 2011; Aldhaferi, 2017; Ott & Michailova, 2018). Earley et al. (2006) explained that behavioral CQ is important in how an individual can play a role very convincingly and consistently in a

multicultural environment. Hence, this type of performance requires a wide range of behaviors that can be consistently deployed based on the situation. Besides, Ang et al. (2007) asserted that behavioral CQ and motivational CQ are positively associated with an individual's cross-cultural adjustment, well-being, and task performance. Moreover, individuals with high behavioral CQ can appear as more effective and respectful communicators, because they have the ability to adjust the content, structure, and style of their communication. From a practical viewpoint, cultural intelligence also refers to being skillful and flexible regarding understanding a new culture, showing interest in learning more about it from ongoing interactions, and gradually reshaping one's thoughts to be more sympathetic to the culture and habits of others (Alifuddin et al., 2022; Thomas & Inkson, 2017).

Figure 2. Dimensions of CQ by Earley and Ang's (2003)



Relevance of Cultural Intelligence in the UAE Context

The United Arab Emirates (UAE) has witnessed remarkable growth since its foundation in 1971. Initially fueled by the discovery of oil and gas, the UAE has become home to a large number of migrant workers, who play a prominent role in the country's economy and society (Siemund et al., 2021). Due to the diverse population in the UAE, the influx of citizens and expatriates from all over the world continue to live and work in multicultural environments. This has resulted in the interaction of people from diverse language, traditions, cultural and ethnic backgrounds. Cultural diversity has been shown to have a number of positive organizational outcomes such as creativity and competence. It can also lead to problems such as communication breakdown, dysfunctional adaptation behaviors, and the creation of barriers, which in turn reduce the positive aspects that cultural diversity can bring (Aldhaheri, 2017; Al-Jenaibi, 2017; Groves et al., 2014).

There is a strong demand for leaders with the necessary skills to lead culturally diversified teams (Groves & Feyerherm, 2011; Ang et al., 2011; Aldhaheri, 2017). The concept of CQ has gained con-

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siderable attention in multidisciplinary research. It is referred to as CQ, because it is conceptualized as a facet of intelligence (Ott & Michailova, 2018). Earley and Ang introduced the concept of CQ in the context of managers in an increasingly diversified international business (IB) world (Collins et al., 2016); however, the concept can be applied to school leaders and teachers in the education field, where diversity is also increasing (Ng et al., 2012; Musah et al., 2023).

Today's educational organizations cope with challenges in response to the expectations of globalization, international competitiveness, and increased diversity. According to Hofstede, intercultural differences have always been a challenge confronting multinational organizations (1991). Cultural diversity is very much reflected in the make-up of the UAE education system and its schools. School principals are at the crossroads of leading schools that have become more demographically diverse with teachers and students from different cultural and ethnic backgrounds (Jaeger et al., 2016; Ng et al., 2012). Culture in this particular context refers to any group of people who have context refers to any group of people with a shared way of seeing and making sense of the world (Livermore, 2010). Therefore, managing such culturally diverse schools poses significant challenges for school principals. Scholars agree that a much higher adaptability is needed to work within all of the cultures (Livermore, 2010). Additionally, school principals need to be culturally intelligent and sensitive to the cultural differences of all teachers (Collins et al., 2016).

Empirical studies have shown that managers, who are able to generate new interpretations and behaviors in a culture where their learned cues and behaviors do not fit, have high CQ (Livermore, 2010; Ott & Michailova, 2018). Individuals with high levels of CQ are characterized by being culturally competent, have a repertoire of cognitive, behavioral, and motivational abilities to work and function effectively with members of different cultures and adapt to foreign environments (Ott & Michailova, 2018). For example, school principals with high CQ expect that misunderstandings can happen in cross-cultural experiences and, as a result, they delay personal judgment of any situation until they accomplish proper understanding (Brislin et al., 2006). This knowledge and acceptance of cultural differences can be increased with practice, experience, and a positive attitude toward lifelong learning. Additionally, educational leaders, who recognize the great importance and value of cultural intelligence (CQ) can benefit from cultural differences by using (CQ) as a strategic and competitive tool in order to help achieve organizational goals (Zirak & Ahmadian, 2012).

One important and critical skill of individuals who are culturally intelligent is the expectation of misunderstanding (Brislin et al., 2006). Culturally intelligent people usually expect that they may encounter specific events or behaviors in a new cultural setting that will not be understood immediately. This is related to what Triandis (2005) calls "suspending judgement". In this context, people who are culturally intelligent not only delay judging the situation until more knowledge and understanding are gained, but also give themselves the space to accept the state of not knowing, which is known as confusion acceptance. Accommodating the state of not knowing reduces levels of anxiety and stress during cross-cultural interactions. Lowering levels of stress during cultural communications can allow individuals to evaluate the situation better and understand the new stimuli from the perspective of the other culture, moving toward recognition, respect, and reconciliation (Brislin, 2002).

Outcomes of Cultural Intelligence (CQ)

Cultural intelligence (CQ) is a construct which is "motivated by the practicality of globalization in the workplace" and can be described as an individual's capacity to operate and manage in multicultural environments (Ang & Van Dyne, 2015). Leaders who are culturally intelligent will exhibit a range

of behaviors that allow them to adjust to a multi-cultural environment (Presbitero & Toledano, 2018; Henderson et al., 2018).

An important study highlighted the value of CQ in the workplace as having “provided the most promising evidence to predict a range of psychological, behavioral, and performance outcomes” (Leung et al., 2014, p. 495). A number of empirical studies have examined CQ in both international and intercultural settings. For example, (Mor et al., 2013) found CQ encouraged intercultural collaboration.

Research has identified several individual and interpersonal outcomes linked with CQ of managers who lead highly diverse multicultural organizations. For instance, individuals with high CQ are culturally competent. They expect that misunderstandings may happen in other cultures and as a result, they delay the judgement of any situation until they accomplish understanding all its dimensions (Brislin et al., 2006). Individuals with high CQ have a repertoire of cognitive, behavioral and motivational abilities to work effectively with people from diverse cultural backgrounds (Ott et al., 2018). Several studies also showed that cultural intelligent leaders positively influence organizational innovation, team effectiveness, task performance, and intercultural negotiation (Collins et al., 2016; Temper et al., 2006).

Research on CQ and cross-cultural experience crystalized the notion of multicultural identity which triggers CQ and enhances its development (Pidduck et al., 2022). Individuals, who are exposed to different cultures other than their own, are more likely to view themselves as a multicultural person. Having said this, individuals with a multicultural identity attach greater personal value to their cross-cultural experiences, as these are crucial to who they are and how they view themselves. That is, a multi-cultural identity serves as a lens through which individuals attach meaning to their cross-cultural experiences and transform those experiences into CQ (Pidduck et al., 2022).

FUTURE RESEARCH DIRECTIONS

To stay relevant and address the challenges of an increasingly diverse and interconnected world, future research directions for cultural intelligence and diversity management may include CQ and employee well-being, artificial intelligence and diversity management. For instance, examining the connection between CQ, diversity management, and employee well-being is important from the perspective of this chapter. This can involve research on the unique stressors faced by diverse employees in the workplace. These future research directions can help organizations and individuals better navigate the challenges and opportunities presented by cultural diversity and develop more effective strategies for fostering inclusion and cultural intelligence in various contexts.

CONCLUSION

This chapter joins the promising and multidisciplinary research in crystalizing the prominent role cultural intelligence (CQ) plays in highly diversified settings such as the UAE. Key highlights from this chapter recommend that educational leaders, senior leaders, and school principals should equip themselves with unique leadership competencies such as CQ. This is because principals with higher levels of CQ can significantly influence teachers' identification with their organizations deal with diversity effectively.

Cultural intelligence and diversity management are critical components for the success and sustainability of multicultural organizations. Embracing diversity and fostering a culture of inclusivity not only

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benefits organizations but also contributes to a more harmonious society. Organizations that prioritize these principles are better positioned to navigate the difficult waters of our globalized world and thrive in the face of diversity.

Practical Implications

Leaders with high levels of CQ can effectively function in new cultural environments, establish open communication with people from diverse cultural and linguistic backgrounds, and leverage the differences of the followers to contribute to a common organizational goal. Furthermore, when school leaders are culturally intelligent, they can indirectly and easily change their ways of interaction according to the culture of the people they are working with. Finally, these quick adaptations can contribute to building a strong bridge in a diverse team, where each and every one feels included and acknowledged.

Policy Implementations

Managing diverse workforce through establishing formal diversity programs have been found essential in shaping employee perceptions of diversity climate. For example, diversity management policies must be officially enacted in schools in order to portray the degree to which organizations are committed to treating their employees equally and fairly. In the end, effective enactment of tolerance initiatives in educational settings contribute to eliminating feelings of ethnocentrism, shaping strong perceptions of organizational fairness and organizational inclusion and fostering a tolerance culture among multicultural teams.

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KEY TERMS AND DEFINITIONS

Cultural Intelligence (CQ): The individual's capability to function effectively in cross-cultural interactions and interact with people from different cultural backgrounds.

Diversity Management: It refers to strategic process of creating and maintaining an inclusive work environment that values and respects individual differences among employees.

Organizational Identification (OI): It represents the extent to which an individual perceives themselves as a part of, and emotionally connected to, the workplace they work at.