

Cultural Leadership and Cultural Intelligence Level of School Administrators Towards a Culturally Responsive Leadership Action Program

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Abstract: Many of the challenges that cultural leaders need to navigate are common to those faced by leaders in other areas of social and economic life. How to stay solvent in an ongoing financial crisis. How to engage with digitally connected, networked individuals. How to work in less carbon intensive, environmentally sustainable ways. But cultural organizations are different from other organizations and as such face their own distinctive challenges. Based on the importance of cultural intelligence and cultural leadership concepts, the researcher assumes that it is necessary to investigate whether there is a relationship between school administrators' cultural intelligence levels and cultural leadership, as perceived by their teachers and administrators themselves. This study determined the cultural leadership behavior and cultural intelligence levels of administrators and their cultural intelligence level as perceived by their teachers and themselves. The results of the study became the basis in developing a culturally responsive leadership action program for administrators.

Keywords: Cultural leadership, cultural intelligence, culturally responsive action program.

1. Introduction

Cultural leadership is the act of leading the cultural sector. Like culture itself, it comes from many different people and can be practiced in many different ways. It concerns senior managers and directors in subsidized cultural institutions; public officials developing and implementing policy for the cultural sector; and a huge range of producers, innovators and entrepreneurs in small companies, production houses and teams. In the cultural world, nobody has a monopoly on leadership. Leading the cultural sector is practiced in two different ways. First, it concerns competently managing the organizations of the cultural sector, ensuring that they are financially viable, legal and with well-organized staff. Second, it means leading culture itself - making work, productions and projects which show different ways of thinking, feeling and experiencing the world - bringing dynamism to the economy and wider society. Many of the challenges that cultural leaders need to navigate are common to those faced by leaders in other areas of social and economic life. How to stay solvent in an ongoing financial crisis. How to engage with digitally connected, networked individuals. How to work in less carbon intensive, environmentally sustainable ways. But cultural organizations are different from other organizations and as such face their own distinctive challenges.

It is essential that aspiring administrators develop the culturally responsive leadership skills needed to support their teachers and their school community in ensuring that all children and adults receive what they each need within an environment and system that is intentionally built for them to achieve academic, social and emotional success regardless of race, ethnicity, language or other characteristics of their identity. For the aspiring administrators, we can provide leveled actions to help guide their development and provide development programs for assessing the aspiring leader's growth.

2. Significance of the Study

2.1. Section Headings

2.1.1. Top Administrators

In a macro scenario of the total landscape of the school, top administrators will benefit from the result of this study because they will be having an idea on what cultural leadership behaviors should be developed in the school.

2.1.2. Administrators

They will be benefited from the result of the study because they will be provided data regarding the cultural leadership behaviors and levels of cultural intelligence is present among them.

2.1.3. Teachers.

As one of the respondents of the study, teachers will benefit from the result of this study because they would know the cultural leadership behaviors and intelligence levels administrators should possess as they prepare themselves for future promotion.

2.1.4. Parents.

The results of this study will make parents fully aware that their support, understanding, and cooperation will be of great help in providing assistance to the school administrators leadership on the school.

2.1.5. Future Researchers.

They will benefit from this study because this might be the source of their literature for their research. In future research, new researchers can consider adding variables such as school background characteristics, which can increase the richness of research results.

2.2. Figures

This is a term used in business, education, government and academic research. Cultural intelligence can be understood as the capability to relate and work effectively across cultures. Originally, the term cultural intelligence and the abbreviation

“CQ” was developed by the research done by Soon Ang and Linn Van Dyne as a researched-based way of measuring and predicting intercultural performance.

The term is relatively recent: early definitions and studies of the concepts were given by P. Christopher Earley and Soon Ang in the book *Cultural Intelligence: Individual Interactions Across Cultures* (2003) and more fully developed later by David Livermore in the book, *Leading with Cultural Intelligence*. The concept is related to that of cross-cultural competence but goes beyond that to look at intercultural capabilities as a form of intelligence that can be measured and developed. According to Earley, Ang, and Van Dyne, cultural intelligence can be defined as “a person’s capability to adapt as he interacts with others from different cultural regions”, and has behavioral, motivational, and metacognitive aspects.

Without cultural intelligence, both business and military actors seeking to engage foreigners are susceptible to mirror imaging.

According to the Cultural Intelligence Center (CIC) (<https://culturalq.com/about-cultural-intelligence/>) Cultural Intelligence begins with CQ Drive—the curiosity and motivation needed to work well with others. Next is CQ Knowledge—understanding the kinds of differences that describe one group versus the next, without resorting to stereotyping specific cultures. Third is CQ Strategy—learning how to plan effectively in light of cultural differences. Finally, CQ Action is being able to adapt behavior when the situation requires it.

Cultural Intelligence (CQ) Framework

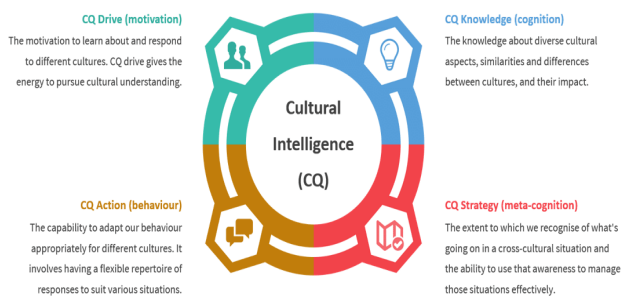


Figure 1. Cultural Intelligence

2.3. Acknowledgment

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3. Literature References

Cultural leadership works for several reasons. From the leader's point of view, it is a pragmatic way to achieve coordinated effort toward school goals in a loosely connected world. Where management schemes fail to link together people and events in a way that provides for successful schooling, the leadership values are able to bond people together in a common cause. From an educational point of view, teaching and learning unfold best when teachers are free

to make decisions that are important to them. Students in schools are best served when teachers use the system and worst served when they are subordinate to this system. From a motivational point of view, teachers and students enjoy greater satisfaction in work and respond with increased motivation when they find their work lives and activities meaningful and significant. Leadership as sense-making and the concept of school culture are the constructs for enhancing meaning and significance.

According to Sahin (2012), Cultural intelligence which is one of the personal competences is very important for and effective cultural leadership. That is to say, cultural intelligence is a personal competence in its general sense (İşçi et al., 2013). Cultural intelligence is required to effectively interact with different cultures (Triandis, 2006). Many studies showed that cultural intelligence contributes to individual performance more than demographic characteristics and general cognitive competences, and it is found that cultural intelligence can positively affect performance in intercultural or multicultural environments. The concept provides important opportunities for leadership practices. Studies in the field show that cultural intelligence provides an important skill set for cultural leadership (Thomas et al., cited in Şahin et al, 2012) reported that one of the main factors that highlights the failure of international businesses is the lack of managers in competences and skills necessary for intercultural success and stressed the importance of cultural intelligence (cited in Yeşil, 2009).

4. Conclusion

Based on the importance of cultural intelligence and cultural leadership concepts, the researcher assumes that it is necessary to investigate whether there is a relationship between school administrators’ cultural intelligence levels and cultural leadership, as perceived by their teachers and administrators themselves.

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