

**THE INVESTIGATION OF THE RELATIONSHIP BETWEEN CULTURAL INTELLIGENCE AND TRANSFORMATIONAL LEADERSHIP STYLE**

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*(Received on: 29-07-12; Revised & Accepted on: 04-09-12)*

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**ABSTRACT**

*In a world that crossing the boundaries became a simple and easy task, having cultural intelligence is considered a basic and vital requirement for all managers and staff. The organizations and managers who realize the value of cultural intelligence can benefit from cultural differences and variations as a strategic and competitive in order to achieve organizational goals. The aim of this research is the validation of the cultural intelligence concept and help further development of this concept and practical application of that among the primary school managers of Torbat-e- Heydaryeh. City for more effectiveness of their leadership style in learning environment. The current research is a descriptive research and survey in terms of data collection and a correlation study in terms of question analysis. The main statistical populations of this research are all the managers (50 people) and the minor statistical populations are all the deputies and teachers (535 people) of Torbat-e- Heydaryeh. Primary schools. Hence according to the properties of the statistical population, for the main population the general counting method and for the minor population the stratified sampling method proportional to the volume were selected for the current research that each deputy and staff were considered a sample unit. The tools applied in this study are 2 cultural intelligence standard questionnaires of Ang & Van Dyne and leadership style of Beth and Avouliov and Cronbach's alpha 89%.*

**Key words:** *Cultural intelligence, leadership style, primary school managers.*

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**1. INTRODUCTION**

Today many organizations are undergoing changes and any kinds of changes require associable staff and managers who become consistent with the changes. Meanwhile, the social interaction in a worthy and fruitful way is increasingly important for the most of managers and leaders as a key in organizational changes management. The studies show that the managers who can effectively communicate with their human resources will win the future competition. In this regard the cultural intelligence is one of the components which can greatly have an important role in the relationship between the managers and organization members with different cultures and costumes. The cultural intelligence is a new range of intelligence which is highly associated with diverse workplaces. Cultural intelligence allows people to recognize how others think and how they respond to the behavioral patterns and consequently reduces the intercultural communication obstacles and gives people the power for cultural diversity management. Basically, in order to face these differences a level of cognition or intelligence is required which is referred to as cultural intelligence. The cultural intelligence along with its quadruple factors (namely, Meta cognition, knowledge, motivation and behavior) provided a model that can be used for measuring the degree of effective interactions in high cultural diversity environments (Peterson, 2004). In training spaces like schools with high number of teachers, students and their different requests and expectations the need for an administrator with an effective leadership style seems to be very important and vital. The background research on cultural intelligence indicates this subject that: a leader with high level of cultural intelligence recognizes that how people with different cultural backgrounds simply make difficult decision processes mentally. They know their motivations and purposes in decisions and realize that how it is possible that the motivations, goals and decision making methods of people from other cultures are different from theirs and those factors sometimes may be superior to the western concept of "rationality". They are aware of moral contents of business decisions and the relationship between ethical behavior and cultural basic standards. Finally, they are able to adapt decision behaviors like the type and amount of collected information, decision criteria weight and the relative of Participation in decision-

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making to the specific cultural context and at the same time respect the international rights of humankind (Thomas, & Inkson, 2005). Hence, the aim of this paper is to investigate the relationship between cultural intelligence and leadership style of primary schools managers in Torbat-e- Heydaryeh.

## **1-2. Theoretical framework for the research**

### **1-2-1. Intelligence**

In Nasel's view generally the intelligence is: problem solving behaviors in adaptive style the orientation of which is through practical goals so that it will increase the amount of individual's adaptability. The adaptive behaviors reduce internal conflicts. This definition requires Overcoming Obstacles and Problem solving in order to achieve goals. Some believe that a person's intelligence as an internal character is transmitted from generation to generation and some believe that it is formed affecting by the environment (Plomin & Spinath, 2004).

### **1-2-2. Cultural intelligence**

The concept of cultural intelligence was first introduced by Early and Ang, the researchers of London Business School. They defined cultural intelligence as the ability of learning new patterns in cultural interactions and presenting accurate behavioral responses to these patterns (Early & Ang, 2003).

Then a Consortium of American, British and Asian professors defined cultural intelligence as systematic evaluation of an individual's capacity for encountering people from different cultures (Benton & Lynch, 2009).

A group knows this type of intelligence as a multifaceted competence which includes cultural knowledge, act thoughtfully and a list of behavioral skills (Thomas, & Inkson, 2005).

Early and Ang consider cultural intelligence as an independent structure of culture which is used in specific cultural situations (Crowne, 2008). This kind of intelligence improves the understanding of intercultural interactions (Early, 2002).

According to different definitions presented by the researchers it can be derived that the cultural intelligence is an individual's ability to function effectively in different cultural situations.

### **1-2-3. Cultural intelligence strategy**

It means how an individual perceives the intercultural experiences. This strategy indicates the processes that people use for acquisition and understanding of cultural knowledge. This happens when people judge about theirs and others thought processes.

### **1-2-4. Cultural intelligence motivation**

It indicates an individual's interest in testing other cultures and having interactions with people of different cultures. This motivation includes the internal value of people for multi-cultural interactions and a self confidence which lets them act effectively in different cultural situations.

### **1-2-5. Cultural intelligence behavior**

This behavior contains an individual's behavior to cope with those verbal and nonverbal behaviors which are suitable for dealing with different cultures. Cultural intelligence behavior includes a set of Flexible behavioral responses which are used in different situations and enjoy reformation and adjustment capabilities suitable with a specific interaction or certain situation (Naeji and Abbas Ali zadeh, 1386).

### **1-2-6. Leadership**

Leadership is considered as the ability of influence, inspire and motivation of the group in order to access the goals away from any inertia and force. Rosenbach considered the diffusion and influence processes to be bilateral and believed that it is done to achieve a common goal (Rosenbach, 2003).

### **1-2-7. Transformational leadership**

The researchers of transformational leadership gained different and various aspects of evaluation of these leaders' behaviors that have a common view. Thus, the effective leaders evolve values, beliefs and attitudes of followers who are eager to work beyond expectations (Podsakoff et al, 2000).

One of the concerns of organizations and researchers in the last four decades was leadership and efforts have been made to make this phenomenon practical with a number of academic criteria. One of the newest approaches in leadership studies was transformational-communicative leadership model designed by Beth in 1985 and operated by Beth and Avouliov in 1995. James McGregor Burns was the first one who applied the expressions of communicative and transformational leadership in his book "Leadership". These expressions were used immediately in the areas of organizational management (Dalvaykz and Higgs, 2005). According to transformational leadership theory a leader needs local actors in order to perform tasks necessary for the organization to achieve his desired goals. In this area the aim of transformational leadership is to be sure that the way to the goal is clearly recognized by local actors, remove potential obstacles within the system and encourage the actors in achieving the predetermined goals (Bonk et al, 2003).

### **1-3. The investigation background**

- ✓ Tracey Manning in 2003 wrote that the need for a successful intercultural leadership is necessary and pervasive. She suggested that the global competencies along with a certain resource in order to have ability in managing the increasing cultural diversity are preconditions for successful global leadership.
- ✓ Robert Rozen and his students having face to face interview with 1000 senior directors of more than 75 countries all round the world emphasizes two points in his book named "World literacy: lessons about business leadership and native cultures":
  - First, literacy is the cornerstone of world class leadership.
  - Second, while the economy is becoming more global the role of cultural differences also becomes more important. Cultural literacy is a key point in world literacy.

The concept that Rozen and his colleagues had about cultural literacy is very similar to the concept of cultural intelligence presented by Early and Ang which cause relationship between this type of intelligence and management and leadership success in the global arena.

- ✓ Robert House also in 2002 in his research project called GLOBE stated that the behavior of successful leaders is different in various cultures. According to these researches in order to guide the organization in the 21st century the senior managers need to know the regional and moral culture differences of workplace and multi-cultural community of staffs all around the world. It is clear that the behavior of the leaders should be consistent with cultural variations in global environment.
- ✓ One of the other researches on leaders' success in global class is the research of Zakak&Douasin 1999 on insurance institutes. They expressed that cultural intelligence is a key factor in business intelligence and also is considered a vital factor for the insurance customers who want to succeed in foreign markets (Zakak&Douvas, 1999).
- ✓ Andrew Hilmes, a commentator in computer industry, about the essential role of information technology projects engineers said that the cultural intelligence is a new skill aspect for effective management of information technology and the ability for affecting the changes in heterogeneous and disorient situations and organizations.
- ✓ Mprtazavi in 1384 in a research called "The investigation of the relationship between emotional intelligence and leadership style: transformational-exchange" addressed the study and analysis of the relationship between emotional intelligence and leadership style. The results showed that there is a positive and meaningful relationship between emotional intelligence and transformational leadership style.
- ✓ The investigation of the relationship between cultural intelligence and working results of staff (with a certain emphasis on leadership role), the aim of this research was to investigate the relationship between cultural intelligence of the managers and staff in order to measure the satisfaction of staff and their work performance. The selected sample of this research were 215 American adult workers in 57 working teams (105 males, 110 females) who mostly worked at American west company and had clear intercultural differences. Totally, the results showed that the staff's cultural intelligence has a positive relation with their job satisfaction and performance and five major personality traits, especially preparation for the experience. Also the results showed that there is more relationship between the administrator's cultural intelligence and job satisfaction of staff with higher cultural intelligence than staff with lower cultural intelligence (Kim, 2009).
- ✓ So, In general, cultural intelligence enables leaders to understand the differences of emotional intelligence in different cultures and choose an accurate emotional intelligence behavior for each specific culture. They compared Dutch and German markets to show their comment. Their analyses included general information about culture (Values, working vision, cultural diversity and commercial resolutions) and specific industrial factors

(growth rate, competition level and the relative role of government). Considering cultural diversity and variation and environmental differences Zakak and his colleagues stated that it is far better that the American insurance customers use the strategy of a native insurance company, offer complex products and use the working forces who have been trained in that region. Thus the managers can adopt appropriate facilities that could well be responsive to specific cultural requirements.

- ✓ The effect of emotional intelligence and cultural intelligence on the leaders' success in the global class: this research, considering the effect of emotional intelligence and cultural intelligence on the leaders' success in the global class, investigated the relations between these factors I statistical population including 50 senior managers of different industrial and servicing sections in Isfahan and the results obtained from the Pearson correlation coefficient the research's assumptions were confirmed.
- ✓ Generally the results of this research showed that the managers with higher emotional intelligence have capabilities that guarantee their success in the global class. Also the findings showed that there is a positive relation between cultural intelligence and the leaders' success in the global class and although there is a weak relation between cognitive cultural coefficient and the leaders' success in the global class totally it has positive effect on their success. So the leaders of global class considering the opportunities and challenges in work place with appropriate tools like emotional intelligence and cultural intelligence try to improve their organization (Moshabaki and Tizro, 1388).

## 2. THE CONCEPTUAL FRAMEWORK OF THE RESEARCH

In line with the literature review and the aim of study as described at the start of the paper, the conceptual framework of the study was configured as demonstrated in figure 1.

### 2-1. the research's hypotheses

The following Hypotheses were created for this study based on the conceptual framework for the study and literature review.

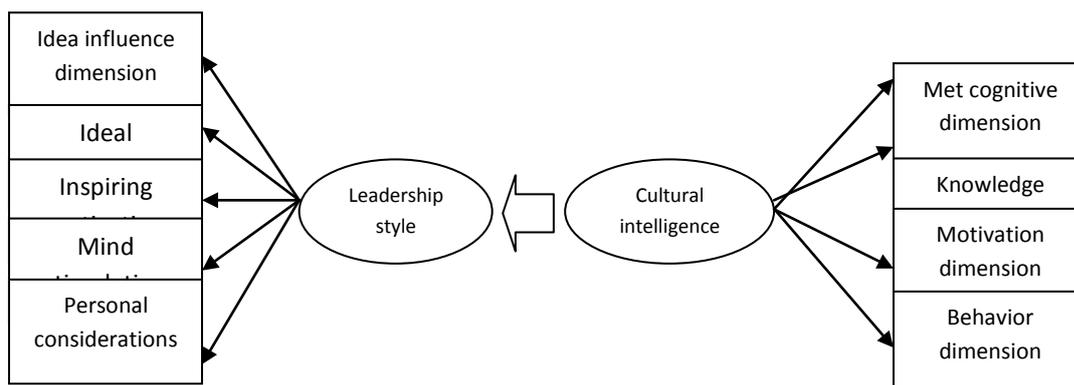
#### 2-1-1. the main hypothesis

There is a positive relation between cultural intelligence and transformational leadership style of primary schools managers.

#### 2-1-2. subsidiary hypotheses

- 1- There is a positive relation between the strategy of cultural intelligence and transformational leadership style of primary schools managers.
- 2- There is a positive relation between the knowledge of cultural intelligence and transformational leadership style of primary schools managers.
- 3- There is a positive relation between the motivation of cultural intelligence and transformational leadership style of primary schools managers.
- 4- There is a positive relation between the behavior of cultural intelligence and transformational leadership style of primary schools managers.

### 2-2. conceptual model of the research



**Figure 1.** Conceptual model

### 3. RESEARCH METHODOLOGY

The present study is located in applicative and descriptive researching group and is correlation in the case of data collection. In this study the researcher was investigating the Relationship between Cultural Intelligence and Transformational Leadership Style of Primary Schools Managers in Torbat-e- Heydaryeh. The main statistical population of this research was all of the managers and the subsidiary statistical population was all the deputies and teachers of primary schools in Torbat-e- Heydaryeh. Thus, for the present research according to the properties of statistical population the Stratified sampling method proportion to the volume was chosen that each administrator, deputy and employee were considered a sample unit. Jersey Morgan sample volume estimation table was also used to determine the volume of the required sample. Hence, 27 male managers and 23 female managers were randomly selected from the main statistical population (50 managers) by whole numbering method and 235 people were selected from deputies and teachers community. The data collection tools included 2 cultural intelligence questionnaires (Ang,Soon&Dye Linn Van,2004) and leadership style questionnaire (Beth and Avouliov, 1994) and since both of the questionnaires were standard their validity was confirmed and the reliability of the questionnaire applied in this research is evaluated and confirmed by Cronbach's alpha (Table 2). The cultural intelligence and transformational leadership style questionnaires were filled by the managers and the leadership style questionnaire was filled by deputies and teachers about the managers.

**Table 2.** the coefficients of Cronbach's alpha, research variables

Alpha coefficient	Questions' topics	column
<b>0.8891</b>	<b>Cultural intelligence</b>	<b>1</b>
<b>0.7635</b>	<b>Met cognitive dimension</b>	<b>1-1</b>
<b>0.7107</b>	<b>Knowledge dimension</b>	<b>1-2</b>
<b>0.7051</b>	<b>Motivation dimension</b>	<b>1-3</b>
<b>0.7685</b>	<b>Behavior dimension</b>	<b>1-4</b>
<b>0.8927</b>	<b>Transformational leadership style</b>	<b>2</b>
<b>0.7085</b>	<b>Idea's influence dimension</b>	<b>2-1</b>
<b>0.7786</b>	<b>Ideal behavior dimension</b>	<b>2-2</b>
<b>0.8644</b>	<b>Inspiring motivation dimension</b>	<b>2-3</b>
<b>0.7188</b>	<b>Mind stimulation dimension</b>	<b>2-4</b>
<b>0.7930</b>	<b>Personal considerations dimension</b>	<b>2-5</b>

In this research in order to analyze the data Descriptive and inferential statistical methods were used. In descriptive statistics Frequency tables and percentages, means and standard deviations and in inferential statistics Pearson correlation was used to test the research hypotheses. Also the software package of Spss/pc++ (Ver 16.0) was used for the calculations.

In the managers group 52% were male and 48% female. In deputies and teachers group 17.9% were male and 82.1% female.

In managers group 0% had diploma, 38% had A.D, 50% B.A and 12% M.A. in deputies and teachers group 0.9% had diploma, 35.3% had A.D, 56.5% B.A and 2.6% M.A. 4.7 % of the deputies and teachers didn't answer this question.

In the managers group the mean age was 37.96 with standard deviation of 5.844 years, the minimum age 28 and the maximum 50. In deputies and teachers group the mean age was 38.66 with standard deviation of 7.08 years, the minimum age 24 and the maximum 58.

In the managers group the mean work experience was 17.36 years with standard deviation of 5.062 years, the minimum work experience was 5 years and the maximum 28 years. In deputies and teachers group the mean age was 18.82 with standard deviation of 6.8 years, the minimum age 1 and the maximum 33.

#### 4- THE TEST OF RESEARCH HYPOTHESES

The main hypothesis: there is a relationship between cultural intelligence and transformational leadership style of the primary schools managers.

**Table 3.** The results of Pearson correlation test to investigate the relation between 2 variables of cultural intelligence and transformational leadership style of the primary schools managers.

Cultural intelligence			
result	Meaningfulness level	Pearson correlation	
There is relation	0.000	0.842	<b>Transformational leadership style</b>
There is relation	0.000	0.848	<b>Idea's influence dimension</b>
There is relation	0.000	0.789	<b>Ideal behavior dimension</b>
There is relation	0.000	0.79	<b>Inspiring motivation dimension</b>
There is relation	0.000	0.792	<b>Mind stimulation dimension</b>
There is relation	0.000	0.733	<b>Personal considerations dimension</b>

As can be seen in Table 3 according to the resulting meaningfulness level there is a relation between cultural intelligence and transformational leadership style and their components in primary schools managers in Torbat-e-Heydaryeh.

Subsidiary hypothesis 1: there is a relation between met cognitive dimension of cultural intelligence and Transformational Leadership Style of Primary Schools Managers.

**Table 4.** the results of Pearson correlation test to investigate the relation between 2 variables of met cognitive dimension of cultural intelligence and transformational leadership style of the primary schools managers.

met cognitive dimension of cultural intelligence			
result	Meaningfulness level	Pearson correlation	
There is relation	0.000	<b>0.726</b>	<b>Transformational leadership style</b>
There is relation	0.000	<b>0.637</b>	<b>Idea's influence dimension</b>
There is relation	0.000	<b>0.644</b>	<b>Ideal behavior dimension</b>
There is relation	0.000	<b>0.652</b>	<b>Inspiring motivation dimension</b>
There is relation	0.000	<b>0.626</b>	<b>Mind stimulation dimension</b>
There is relation	0.000	<b>0.492</b>	<b>Personal considerations dimension</b>

As can be seen in Table 4 according to the resulting meaningfulness level there is a relation between met cognitive dimension of cultural intelligence and transformational leadership style and their components in primary schools managers in Torbat-e- Heydaryeh.

Subsidiary hypothesis 2: there is a relation between the knowledge of cultural intelligence and Transformational Leadership Style of Primary Schools Managers.

**Table 5.** The results of Pearson correlation test to investigate the relation between 2 variables of the knowledge of cultural intelligence and transformational leadership style of the primary schools managers.

<b>The knowledge dimension of cultural intelligence</b>			
<b>result</b>	<b>Meaningfulness level</b>	<b>Pearson correlation</b>	
There is relation	0.000	<b>0.843</b>	<b>Transformational leadership style</b>
There is relation	0.000	<b>0.814</b>	<b>Idea's influence dimension</b>
There is relation	0.000	<b>0.624</b>	<b>Ideal behavior dimension</b>
There is relation	0.000	<b>0.646</b>	<b>Inspiring motivation dimension</b>
There is relation	0.000	<b>0.748</b>	<b>Mind stimulation dimension</b>
There is relation	0.000	<b>0.702</b>	<b>Personal considerations dimension</b>

As can be seen in Table 5 according to the resulting meaningfulness level there is a relation between knowledge dimension of cultural intelligence and transformational leadership style and their components in primary schools managers in Torbat-e- Heydaryeh.

Subsidiary hypothesis 3: there is a relation between the motivation dimension of cultural intelligence and Transformational Leadership Style of Primary Schools Managers.

**Table 6.** The results of Pearson correlation test to investigate the relation between 2 variables of the motivation dimension of cultural intelligence and transformational leadership style of the primary schools managers.

<b>the motivation dimension of cultural intelligence</b>			
<b>result</b>	<b>Meaningfulness level</b>	<b>Pearson correlation</b>	
There is relation	0.000	<b>0.821</b>	<b>Transformational leadership style</b>
There is relation	0.000	<b>0.709</b>	<b>Idea's influence dimension</b>
There is relation	0.000	<b>0.7</b>	<b>Ideal behavior dimension</b>
There is relation	0.000	<b>0.637</b>	<b>Inspiring motivation dimension</b>
There is relation	0.000	<b>0.69</b>	<b>Mind stimulation dimension</b>
There is relation	0.000	<b>0.703</b>	<b>Personal considerations dimension</b>

As can be seen in Table 6 according to the resulting meaningfulness level there is a relation between the motivation dimension of cultural intelligence and transformational leadership style and their components in primary schools managers in Torbat-e- Heydaryeh.

Subsidiary hypothesis 4: there is a relation between the behavior dimension of cultural intelligence and Transformational Leadership Style of Primary Schools Managers.

**Table 7.** the results of Pearson correlation test to investigate the relation between 2 variables of the behavior dimension of cultural intelligence and transformational leadership style of the primary schools managers.

the behavior dimension of cultural intelligence			
result	Meaningfulness level	Pearson correlation	
There is relation	0.000	<b>0.803</b>	<b>Transformational leadership style</b>
There is relation	0.000	<b>0.723</b>	<b>Idea's influence dimension</b>
There is relation	0.000	<b>0.695</b>	<b>Ideal behavior dimension</b>
There is relation	0.000	<b>0.733</b>	<b>Inspiring motivation dimension</b>
There is relation	0.000	<b>0.623</b>	<b>Mind stimulation dimension</b>
There is relation	0.000	<b>0.601</b>	<b>Personal considerations dimension</b>

As can be seen in Table 7 according to the resulting meaningfulness level there is a relation between the behavior dimension of cultural intelligence and transformational leadership style and their components in primary schools managers in Torbat-e- Heydaryeh.

## 5. DISCUSSION AND CONCLUSION

Most of the organizations in 21th century are multi-cultural. A product which is designed in a country may be produced in 10 countries and be sold in more than 100 countries. This reality caused the relations' dynamism in multi-cultural environments as the difference in language, nationality, policies and many other characteristics can appear as potential conflict sources and if not properly understood the development of appropriate working relationships may encounter problem.

These conception difficulties caused the presentation of a new concept in cognitive issues named "cultural intelligence". In present working situations that the variation and globalization are increasingly growing this intelligence is considered an important ability for staff, managers and organizations (Triandis,2006). In a world that crossing the boundaries became a usual task the development of cultural intelligence is a vital need for all the managers and staff. The successful managers learn the code of dealing with different national, transnational and organizational cultures well and completely use their teachings (Tan, 2004).

Appropriate managers in modern organizations will be managers that in addition to high individual and technical skills have appropriate emotional and cultural intelligence. Especially in environments like primary schools with a host of requests and different talents of the students and resistance to change and hard acceptance of unusual and new ideas from teachers and even students' side, it can be said that the cultural intelligence is the most important tool which can be used for appropriate encountering with such situations (Dean, 2007).

The carried out researches concentrated on different factors relating to cultural intelligence. This research concentrated on one of the most important social concepts and phenomenon called leadership (transformational). Transformative leaders, due to their different characteristics, improved others' desires and provided Individuals and organizations higher levels of performance. As a result, understanding and proper application of leadership in today's work environment can be an important factor in applying success in the organization. On the other hand, the transformational leadership is one of the newest approaches proposed about leadership that the researches about that is few in the country. Also in recent years a great interest was devoted to test modern pattern of developmental leadership

managerial. Briefly, according to the researches performed in recent years in the world and increasing attention to study of cultural intelligence in different areas and also investigating the transformational leadership as a successful management style in today's organizations, a few researches were done in this area in Iran that in this study it is tried to realize this issue; finally the researches of the last decade confirm that the leadership is a multi-cultural challenge. Accordingly, educational leaders must also recognize cultural differences. According to last researches is aimed at appreciating the understanding of individual's variation and culture in the organization. This research sought to answer this question that is there any relationship between cultural intelligence and transformational leadership style in the studied population? The results of the research suggested the existence of significant positive correlation between these two concepts. In other words all the hypotheses of the present research were completely confirmed and this result was consistent with the similar researches stated in research background. So, in order to be known clever culturally an individual must have an appropriate judgment in the situations that there are different perceptions and points and achieve correct understanding of the position. The people who have higher cultural intelligence level are more dominant in expressing emotions and physical states (Early et al, 2006). This dominance and the power of position cognition require successful leadership and the influence of manager on the staff and colleagues.

### **5-1. suggestions**

Since some believe that a weak cultural intelligence cause stereotyped behavior, unnecessary conflicts, latency and failure in leadership (Zakak&Douvas, 1999) and intelligence as an internal feature of a person transfers from a generation to the next generation and some believe that they are formed affected by environment (Plomin&Spinath ,2004). With the first hypothesis that defines cultural intelligence as an internal property it is suggested that holding a test about measuring cultural intelligence people with higher levels of cultural intelligence are used to work in managerial posts. In the scholars' idea in this area, the cultural intelligence which indicates the individuals' ability in effective facing with cultural aspects of the environment and is measurable with cultural intelligence tests (Green & Hill, 2005). And with the second hypothesis based on the effect of environment on the amount of cultural intelligence it can also be trained like other aspects of the character. In this regard two points should be emphasized. First only qualified persons like psychologists can do this. Second, cultural intelligence improvement should be performed in line with a comprehensive strategic program of human resources of the organization along with other aspects of this program. Also the acquisition of cultural intelligence requires learning by social interaction. Such a social learning is a powerful method by which the individuals' experiences are changed in to knowledge and skill. The cultural intelligence improvement is caused by learning with social experience meaning assisting and persuading the significant experiences between yourself and others in culture and background. This requires some knowledge about the aspects of cultural differences and the way of culture effect on behavior. To achieve such knowledge it is required to have ability to convey what achieved from a specific experience to the next interactions in other situations (Thomas, &Inkson, 2005). So it is suggested that the cultural intelligence of schools' managers be learned. As an action to learn the managers recognizing cultural differences the organizations can send them to specific determined educational courses like MBA. And other suggestion: the managers can attend in tasks which are in form of a team and consist of people with different cultures. When the individuals act in multi-cultural teams the team members encounter people with different cultures that has a desirable effect on the individuals' cultural intelligence and provides adoptability with multi cultural complex situations (Early et al,2006). Finally for deep improvement of this type of intelligence among people it is better that all the trainings start from childhood, kindergartens and primary schools. In fact if the training of accepting the interpersonal differences starts from childhood in the adulthood they will be able to easily accept the differences and disagreements.

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**Source of support: Nil, Conflict of interest: None Declared**