THE GROWING DEMANDS OF CROSS-CULTURAL MANAGEMENT IN HIGHER EDUCATION – A CASE STUDY OF HAIL UNIVERSITY

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ABSTRACT: *The research investigates how managers lead academic& administrative staff from diverse cultural backgrounds in the higher education context to the Kingdom of Saudi Arabia (KSA). Using the University of Hail of the Kingdom from the higher education sector, as a case study, the research examines the issue faced by managers in leading and directing diverse human resource (teaching & administrative) towards the achievement of organizational objectives. The study draws on primary data obtained from groups of academic staff and line managers by in-depth interviews. The study applied the data of eighteen academic staff and six Line managers from different streams collected through the interview method. The case base research provides an insight into the challenges and complexities facing by academic and administrative staff in the higher education sector and explores the strategies that can help to enhance more efficient management to the university. The study will provide a framework for qualitative researchers in designing and publishing their research. It will be significant for the cross-cultural management in higher education to the university and other academic and industrial institutions across the kingdom. By drawing on the views and perceptions of academic staff and other internal stakeholders such as faculty and administrators, the study will add value to the field and plug the gap in our current limited understanding of cross-cultural management issues in the kingdom and rest of the world.*

INTRODUCTION

Cross-cultural management is viewed as a critical aspect in higher education and has significant academic and economic implications worldwide for universities and higher education institutions as these continuously face increasingly global environment and need to adopt change by developing cross-cultural education. The students gain intercultural competence, mainly engaging in courses taught by foreign teachers, communication with international faculties and participation in international faculty exchange programs. Large numbers of students are looking for opportunities to experience the connected world and try to understand the diverse cultural environment through higher studies. The universities should adopt global practices to improve students' cross-cultural competence and adopt the practices to enhance students' participation to achieve the aim to connect global competence and talent. Globalization and the impetus of the multi-cultural environment where equality and diversity comes first have paved the way for in-depth exploration in the field of cross-cultural management. Global connectedness can be enhanced by creating opportunities for cross-cultural dialogue in higher education [1].

 This research examines the challenges and complex dynamics involved in higher education under cross-cultural management, where members of a group or team are from different nations and cultural backgrounds. Using a case example from the higher education sector, where multicultural teams are common, the study focuses on the views and perceptions of both academic staffs representing the employees and team leaders and line managers representing the employer. The research will focus on the extent to which the challenges posed by cross-cultural workforce affect the ability to realize organizational goals and objectives, including the effective and efficient management of human resources. Furthermore, the research will also identify whether the issues raised by cross-cultural management working have an impact on the process of delivery of learning and teaching methodology. Cross-cultural management investigates the influence of cultures on management across the countries primarily.

Cross-cultural management has progressed into a well established industrial norm and resting on international institutions. There is a wise thought in the globalization of higher education management scenarios that due to globalization, cultures are coming together [2]. The capacity building of international and national higher education institutions should be grounded in solid empirical research as they should base on cross-cultural principles. It is wide-spread identical, though, that no organization in this global village can ignore cross-cultural management issues. Cross-cultural management is an absolute central necessity for the sustainable development of organizations and higher education in particular in Saudi Arabia.

The research aims at problems facing by the higher education institutes in Saudi Arabia cross-culturally managing the staff and the barriers in achieving the goal of the universities. The Expatriate manager must learn about cross-cultural communication, to be aware of cultural differences and to have intercultural competence so that they can adjust to a new cultural environment and carry out a successful overseas assignment [3]. Working in a culturally different environment has always been a great challenge and the lack of cultural competency, language ability and knowledge of local culture are significant factors contributing to expatriate failure [4], [5]. There is a broad concern regarding recent brain drain from one country to another country and the excessive migration from one part to another part of the word which is leaving a significant impact on organizational working environments. Saudi Arabia is relying on expats on a high level with a vast number of professionals from different concerns of the world bringing their expertise and work culture [6]. argues that the biggest challenges in the educational institutes in imparting knowledge are cross-cultural issues and managing the multicultural staff and work standards. Saudi Arabia is rich with multicultural and multinationals phenomena, but little heed on directing and

diverging the resources in a more valid administrative form to cross-culturally manage the environment in the organizations. The research is an in-depth analysis not only on the part of achieving organizational objectives with multinational staff but analyzes the different issues facing by the teaching staff, administration and students in the dissemination and knowledge transfer, effective management of human resources and handling the staff with a conventional approach in cross-cultural perspective. The study is important because there are very few studies on the issue of investigating the growing needs of cross-cultural management in higher education in Saudi Arabia. Anecdotal information suggests that managing a workforce drawn from different countries presents challenges to managers and can endanger the achievement of organizational objectives.

Cross-cultural competence is an essential asset for faculty members whenever the educational program relies on the interactions between faculty members and students [7]. Globalizing the faculty is one strategy for enhancing the globalization of business schools and using global faculty exchanges is one method to globalize the faculty [8]. The international sojourn has the potential to transform sojourners into cultural mediators who carry the power to improve global relations [9]. Cultural competency is most effective when instructors employ it in the lecture having diversity in the classroom [10]. The higher educational institutions (HEIs) can take to promote educational environments that support cross-cultural exchange, cultural knowledge creation, and individual and organizational intercultural competence development [11]. Students' cultural background affects their perceptions of the importance of challenges in multicultural student group work (MCSG) [12].

Cross-cultural management education has shifted in content from knowledge-to-knowledge creation, a transition from mono-cultural audiences toward bi-cultural and global cosmopolitans, and finally, educators changing responsibility for providing knowledge to developing and honing responsible, tolerant, and resilient global citizens [13]. Students' engagement in internationalization has a direct effect on their ability improvement [14]. The growing internationalization of higher education means that research attention has recently focused on the interaction patterns of home and international students, and to the power of the international campus to foster intercultural competence in all university students [9]. Cross-cultural contact offers students the opportunity to improve their cross-cultural communication skills, which will ultimately improve their employability after graduation [15]. The inter-connectedness of business and academia has increased international education opportunities, transforming the composition of student bodies at higher educational institutions (HEIs) and the labor market requirements for graduates [16]. This development presents educational, business programs with the challenge of accommodating diverse groups of multicultural learners and preparing these students for global careers. The majority of international business students needs practical abilities and skills that make them for future job careers [17]. Cumulative exposure to racial diversity throughout the educational pipeline and particularly in higher education is likely to facilitate the development of cross-culturally competent citizens [18]. Business program graduates, in particular, are expected to perform with competence in international and intercultural professional environments [16].

As pointed out by Hofstede [19], learning, education and culture are strongly interrelated. Globalization of business education have created a new portfolio of learning using distinguishing approach and state-of-the-art technology [20]. Several researchers have carried out cross-cultural, qualitative studies to understand better the study habits and conceptions of learning among students from different cultural backgrounds [21-25]. An interesting observation made by [26], that documented goals of higher education are remarkably similar across different national systems of higher education regardless of the cultural setting. When dealing with a culturally-diverse group of students, cross-culturally competent faculty members get higher scores on at least one dimension of teaching performance [27]. Incorporating group work in higher education, specifically in multicultural settings, creates both challenges in terms of coordinating students' different communication skills, behavioral patterns and intercultural competences and sharing culturally diverse knowledge [12].

As examined by Elina [1], how the sense of global connectedness can improve through creating opportunities for cross-cultural dialogue in higher learning and the outcomes of the study emphasizes the importance and added value of diversity in terms of geographical, disciplinary, cultural and social of students and faculty staff engaged in university-level programs in education. The competition between countries in the era of the knowledge economy became the driving force in expanding the higher education system since the 1980s, such that many states now have mass higher education systems [28]. The public, non-market benefits of higher education are also believed to consider in terms of enhancing social trust, civic engagement, and tolerance [29]. Learning dialogue that invites and encourages the participation of a wide range of learners including students, faculty, and presenters to share, act and reflect on their experiences create a space for meaningful learning and prepares us for the interconnected world [1].

Globalizing the faculty is one strategy for enhancing the globalization of business schools and using global faculty exchanges is one method to globalize the faculty. AACSB (2011) noted that globalizing faculty is frequently overlooked [30] asserted that universities should put the same effort into developing faculty exchanges as they do for arranging study abroad experiences for students. Creating opportunities for global dialogue and knowledge generation in higher education can open up new perspectives to students in a multi-cultural environment and thereby increase their sense of global connectedness [1]. Competencies required in the globally connected world include understanding own values and attitudes, critically reflecting knowledge and information, analyzing situations and perspectives, linking own views and local issues to broader global contexts, finding options, justifying choices and communicating [31-33] and interacting with diverse peers at different places [34]. Globalized knowledge economy urges higher education institutions to move from internationalization to global dimensions with emphasis on learning and learners' perspectives [1]. As pointed out by Hall [30], since universities tend to put their emphasis on facilitating study abroad experiences for students, faculties are often left to develop their own teaching

exchange experiences. Finland 2009–2015 [35], set five primary aims for internationalization in Higher education: a genuinely international higher education community; increasing the quality and attractiveness of higher education institutions; promoting the export of expertise; supporting a multicultural society and promoting global responsibility. And the learning outcomes are professional skills, intercultural understanding and ways of fostering global connectedness in education achieved its overall aim, to find ways to increase students' engagement in global issues and to develop tools for higher education to provide students with comprehensive global skills, necessary for realizing their potential and contributing to global development [32-34, 36]. Cross-cultural competence is a learning ability to view cultural differences critically. There were also some scholars who defined the intercultural competence from its main contents. That is cross-cultural competence involved human relationships and situational environments, the degree of decency and the effectiveness of the interaction, full knowledge, power and actions. Individual effectiveness in drawing upon a set of knowledge, skills and personal abilities to work successfully with people from different national cultural backgrounds at home or abroad. (Johnson, [37]. The attributes associated with intercultural competence are, according to Koester [38], respect, empathy, cultural knowledge, tolerance for ambiguity and the capacity to manage the interaction. Skobeleva [39], proposes a more promising model that addresses the pragmatic process of collaborative cultural knowledge creation in cross-cultural and multicultural groups that share a common practical goal. Halualani's [40], findings regarding students' perception and understanding in multicultural learning environments, Skobeleva's model may be a pragmatic and feasible approach for creating knowledge and developing cultural competence in international business education. As per multicultural challenging business environment, it is essential to advance cross-cultural education to better prepare managers and management students [41-46]. Cross-cultural scholars [47] are known for continued advancement toward richer training approaches. There is a growing need for approaches that address both cognitive and experiential aspects [42]. The recommendation is given by Management Educators that there is a greater need to develop the capacity for local-cultural competency and cross-cultural respect for students [48].

AIMS OF THE STUDY
The aim of the study is to explore or examine the issues that academic staff and line managers face in managing a workforce drawn from the different national and cultural background. The following objectives will help in achieving and overriding aim:
1. To identify the barriers and challenges currently, academic staff and line managers acting in leading a diverse workforce.
2. To explore strategies that can help to enhance more effective management of a diverse workforce.
3. To analyze the administration's perceptions about managing staff from different backgrounds having international caliber.
4. Teaching staff's perceptions of the varied problems faced in imparting knowledge in a cross-culturally managed environment.

5. To evaluate the effective management of human resources in terms of the effects of internationalization.
6. To explore strategies that can help in identifying cross-cultural management barriers and fruitful recommendations to eradicate them.

LITERATURE REVIEW
From the perspective of Social psychology, human behavior is related to his/her characteristics and the social situation he/she belongs [49]. The dynamic change process that happens to individuals upon their relocation to a new environment is defined as cross-cultural adoption by Kim [50, 51], Cross-Cultural management has deeply pierced its roots in organizations with the phenomenon of internationalization [52, 53]. Cross-cultural management is dominated in its range by the functionalist paradigm as illustrated by the seminal work of Hofstede [19]. In the last ten years or so, the model of cross-cultural management given by North American scholars is duly appreciated [54]. Nowadays, cross-cultural management in higher education organizations builds its foundations on robust theoretical frameworks and supported by a large scale international investigation [19]. It builds on prevailing norms of how people make sense of culture and management [55]. Cross-cultural management quickly positioned its place in the cult of organizational culture and, now it reached to a multi-paradigmatic stream of research as compared to its recent conventional beginning.

Baba [56], in his study, investigated the relationship between stress factors, social support, and cross-cultural adjustment among international students. The outcomes of the research support the direct effect model and the social support deterioration model. The research is an implication for higher education institutions, international students and faculties. An ethnographic study of postgraduate students of England revealed international adjustment experiences for cross-cultural contacts with the general pattern of interaction. The study also discusses intercultural competence and its importance towards the integration of cross-cultural communication in higher education [9]. In a cross-cultural international comparative research approach, in higher education based on the UK and Vietnam, the outcomes show a common framework subject to slight modifications and study does not find an attitude towards team learning [57]. In a survey on Cross-cultural management education based on global faculties engaged in international teaching describes that the globalizing the faculty and global faculty exchanges are strategies to globalize the faculty under cross-cultural management [8].

Beuckelar [7], in a survey study, examines the nature of the relationship of faculty members with the courses related to master's students in four EU countries, Belgium, France, Germany, and The Netherlands). Liu [58], in a study, analyzed the cross-national trends in higher education in different countries, including the liberal, social-democratic, Mediterranean, German-speaking, Northern states, and the East Asian countries. Elina [1], explores how the sense of global connectedness can be enhanced by creating opportunities for cross-cultural dialogue in higher education, identifying students' learning experience through selecting 15 learning journals and students' learning during an international seminar. The study focuses on the

internationalization of higher education, international study programs developments and other means to enhance the inclusion of global issues in Higher Education. Marambe [59], in a study, compared student learning patterns in higher education across different cultures using meta-analysis in the two Asian countries, Sri Lanka and Indonesia and the European country The Netherlands and highlighted the significant differences in student learning patterns between Asian and European students. The study has some practical implications for International students. Yang [60], in a case study, explored the internationalization of music education by examining a cross-cultural program jointly developed by the US and a Korean university. The study also proposes a practical framework for developing intercultural education programs among higher educational institutions.

Jayakumar [61], investigated the relationship between white individuals' exposure to racial diversity in cross-cultural workforce competencies for undergraduate and graduate students through using survey data in the Higher Education Research Institute at the University of California at Los Angeles by using Structural Equation Modeling (SEM). MacNab [43], worked on the concept of cultural intelligence and its relevance to management by using an experimental CQ education process and framework over 743 management participants. Mikhaylov[11], in a comparative analysis of four case studies based on management schools, explores the role of educational institutions in promoting international business education and students, cross-cultural competence (CCC). Popov [12], examined the challenges & differences inherent in the multicultural student group work (MCSG) in higher education and suggests that the individualist-collectivist dimension affects their perceptions of multicultural student group work. Samier [62], in a study, proposes a theory of the globalization in higher education and society and cultural security problems in the world. Shafaei [63], proposed a conceptual model for international students' of factors influencing cross-cultural adaptation in a host country, and sustainable mobility in higher education. Szkudlarek [13], in his study, examines Cross-cultural management in business education through interviewing executive educators and scholars and the study highlights current trends in cross-cultural management education. Wen [64] in an empirical study explores the main factors of cross-cultural competence through using correlation and regression analysis model and the study show that there is no correlation between the internationalization of the curriculum and students' cross-cultural competence while students' engagement in the internationalization of the curriculum has a significant effect on their advancement.

METHODOLOGY
PURPOSE OF THIS INVESTIGATION
This research examines the challenges, and complex dynamics involved working with cross-cultural management, where the members of a group or team are from different nationality and cultural backgrounds. Using a case example from the higher education sector, where multinational organizations are common, the study focuses on the views and perceptions of both academic staffs representing the employees and line managers, coordinators representing the employer. The study ascertains the extent to which the challenges of cross-cultural management in higher education affect the ability to realize organizational goals and objectives, including the effective and efficient management of human resources. Furthermore, the research also identifies whether the issues raised by cross-cultural management have an impact on the delivery of teaching and learning.

PILOT STUDY
The Interview questionnaire outline was piloted with two staffs not otherwise involved in the work-based project. On the recommendation of these two staffs, minor modifications were made. The outlines of the Interview questionnaire were asked in a flexible manner and the interviewees were invited to discuss their views explicitly.

PARTICIPANTS
The study formed groups with staff from each of the six faculties/departments consisting of: Accounting; Economics & Finance; Management; Management Information Systems; Computer Science; and the Basic Sciences have a mixture of males and females with multiple nationalities. Six groups with 3 participants each were formed. Each group consists of one program coordinator or line manager who have the line manager's responsibility for staff. We have taken 24 in-depth interviews with 18 staffs and 6 line managers. For evidence, we recorded videos and only a few audios of each academic staff and line managers/program coordinators.

PROCEDURE
The study is qualitative and deploys an in-depth interview method for collecting data. The project has views and perceptions of staff and managers from diverse cultural and national backgrounds, and these have analyzed through the adoption of a qualitative approach that yields qualitative data. It is proposed to carry out the groups with staff across six faculties at Hail University, Saudi Arabia to seek their views on their experience of working at the university. The group participants have selected through using non-probability sampling, more specifically Purposive or Judgement sampling, which involves the researchers using their judgment to choose cases that will best enable them to answer the objectives of the research. This form of sampling has commonly used when doing a case study research. The line academic staff and line managers across the faculties have interviewed about their experiences of managing team having diverse cultural and country backgrounds. The sample of academic staffs and line managers has drawn from different departments /faculties of the university. Part of the research involves collecting primary data from participants, both academic staff and line managers from six faculties/departments of the Hail University of Kingdom of Saudi Arabia. The study applied QSR NVivo 11 software for the analysis of recorded Videos/Audios of the interviews. The interviews were get recorded and transcribed [65]-[67], then the researcher developed six themes after coding the transcribed data by using NVivo 11 software.

Participation in this study was voluntary. My representative or I had described the research and go through the information sheet gave to participants. If participants do not wish to take part in the study then can leave the room and have the freedom to withdraw anytime without giving a reason. All the academic staff and line managers were asked to take part in a one to one interview with the researchers at Hail University. Under the standard research practice associated, each group member's interviews have recorded,

but access to the data will be restricted only to the researchers, and no third party will be able to view footage of the focus group.

During the research, it was ensured to the participants and their respective interviews data will not be exposed to any physical, psychological or legal risk causing harm. The staff interviews were structured in such a way so that the participants' privacy will be protected and no pressure will be put on them to answer sensitive questions. All information provided by the participants will be anonymous and kept confidential. All information received from the academic staffs and line managers will be stored securely and out with the reach of any third party and destroyed after the publication of the project.

The data validation was get done with the help of two independent researchers [65-67]. The research topic and research aims were discussed with them and asked to verify the research to ensure the accuracy of the study. The minor

modifications were get done after getting a recommendation from the independent researchers.

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DATA ANALYSIS

Table 1 describes the profile of academic staffs and line managers about their gender, age, the concerned department, college, years of experience and own nationality of the university. The study applied a thematic analysis initially [68]. A total of 18 profile has given in table 1. Six themes were developed to examine the growing demand for cross-cultural management in higher education at the University of Hail, Saudi Arabia. The Themes have used as a critical heading in the data analysis table 2. The significant statements of the interviewees have added to the table. The considerable literature on the topic of analyzing the qualitative data and examples were discussed in his research by [1, 8, 9, 11, 63].

Table 1:

S. No.	Gender	Age	Role	Department	College	UOH Exp.	Nationality
1	Male	37	Lecturer	Management	CBA	8 Years	Tunisian
2	Female	32	Assistant Professor	Management	CBA	1 Year	Indian
3	Male	40-49	Assistant Professor	Management	CBA	7 Years	Saudi
4	Male	30	Lecturer	MIS	CBA	4 Years	Saudi
5	Female	22-29	Lecturer	MIS	CBA	2 Years	Saudi
6	Male	22-29	Lecturer	MIS	CBA	5 Years	Jordanian
7	Male	50-59	Lecturer	Accounting	CBA	8 Years	Nigeria
8	Male	40-49	Assistant Professor	Accounting	CBA	3 Years	UK
9	Male	30-39	Assistant Professor	Accounting	CBA	1 Year	Indian
10	Male	60-69	Professor	Economic & Finance	CBA	10 Years	Yemen
11	Male	30-39	Lecturer	Economic & Finance	CBA	4.5 Years	Pakistan
12	Male	50-59	Assistant Professor	Economic & Finance	CBA	5 Years	India
13	Male	40-49	Assistant Professor	Computer Science	CCSE	6 Years	Jordan
14	Male	40-49	Assistant Professor	Computer Science	CCSE	1 Year	Libyan-Canadian
15	Female	30-39	Assistant Professor	Computer Science	CCSE	1 Year	Pakistan
16	Male	30-39	Teaching Asstt. Admn	Basic Science	Preparatory	8 Years	Indian
17	Male	32-39	Assistant Professor	Basic Science	Preparatory	7 Years	Jordan
18	Male	32-39	Assistant Professor	Basic Science	Preparatory	5 Years	Indian
19	Male	40-49	Vice Dean, Academic	Basic Science	Preparatory	6 Years	Jordan
20	Male	40-49	Program Coordinator	Management	CBA	4.5 Years	American
21	Male	30-39	Program Coordinator	MIS	CBA	1Year	Indian
22	Male	30-39	Chairman/Head	Economic & Finance	CBA	2 Years	Tunisian
23	Male	40-49	Program Coordinator	Computer Science	CCSE	5 Years	Indian
24	Male	50-59	Director Quality	Accounting	CBA	8 Years	Jordanian

Source: In-depth Interview conducted at the University of Hail, Saudi Arabia

FINDINGS OF THEME 1: BARRIERS/CHALLENGES OF CROSS-CULTURAL, MULTINATIONAL TEAM WORKING

From the interviewees' data, it has found that the English language is still the barrier at some level among staff and students at the university. Also, the local culture has some moderate impact on cross-cultural management especially in terms of entitlement. Someone is favorable for someone and may be an obstacle for others in the word of respondents. The effect of nationalism should have to be minimum for the enforceability of interculturalism at the university. Many of the respondents have not had a feeling of an obstacle or barrier to the working at the university. As per them, communication is the most important to convey the meaning

in the multi-cultural work environment. The university should give priority to those people who want to come to Saudi Arabia from the rest of the world to create a conduce cross-cultural work environment. Also, it is a big challenge for a university to find the right people across the world who could work in a cross-cultural work environment pleasantly.

FINDINGS OF THEME 2: STRATEGIES THAT CAN HELP TO ENHANCE MORE EFFECTIVE MANAGEMENT OF A DIVERSE WORKFORCE

The perspectives of the interviewees show that working with multi-nationality means that one has the opportunity to work with diverse culture, to experience different skills, knowledge, and experiences. The expats should keep passion otherwise influences when working in the multi-cultural

environment in Saudi Arabia. The situation can arise at any time, and people need to come up with the ideas and solutions in a systematic way. The expats should provide training to improve or manage their performances. One should work but also need to coordinate with others dealing with similar courses. In the multi-cultural work environment, we have people with different ideas and of a different nationality, but how to adopt strategies for overall growth. Jobs might be divided based on the staff's specialization, and the policy should be formulated to increase coordination and manage conflict with multi-nationalities and local people. The expats should develop a deep understanding of cultural differences and should improve their communication skills to deal with the cross-cultural work environment. If a student studies in a country with a multi-cultural work environment, he mingles himself with diverse cultures of diverse nations. The support from the top management and colleagues might be enhanced to improve the quality and performance reflecting multi-nationality staffs. The university should promote a culture-friendly environment at the campus respective to Saudis and Non-Saudis both.

FINDINGS OF THEME 3: ADMINISTRATION'S PERCEPTIONS ABOUT MANAGING STAFF FROM DIFFERENT BACKGROUNDS IN INTERNATIONAL CALIBER

As per the Line managers, cross-cultural work environment allows everyone to get involved successfully with the diverse cultures and gain a fruitful experience of other cultures, as people of different culture have multi-cultural skills and expertise. Also, people of multi-nationality brings new insights, new perspective to the workplace. The people learn to manage their work very well as they adopt different ideas, aspects from each other. The staff might improve their language and other skills along with teaching and administration. Overall, the university staffs experienced satisfying, pleasing and helpful to work with a cross-cultural work environment.

FINDINGS OF THEME 4: TEACHING STAFF'S PERCEPTIONS OF THE VARIED PROBLEMS FACED WITH CROSS-CULTURALLY MANAGED ENVIRONMENT

From the aspects of interviewees, working hours lead to personal conflict as the teaching schedules vary from one instructor to another. The Arabic speaking staff prefers to speak in their native language when they have the opportunity. Also, the close-ended group formation took place among Arabic and Non-Arabic speakers. Personal beliefs and objectives also vary, and due to such differences sometime inter-conflicts arises. The integration of new staffs sometimes becomes challenging to manage with some nationalities. As stated by an interviewee, "A person to be judged on whatever he/she performs, it builds his country image along with his/her self- image, So, it becomes a challenge to a person to build a good self-image for his county." The staff has the feeling of several working behaviors, practices and attitudes, particularly towards the

expats. Some staff felt that it is easy going to work with the multi-cultural environment. Some staff felt that it is hard to work with female due to the absence of a proper channel to deal with them. The university staff experiences the problem of more formalities with instructions and introductions as it takes a long time to fulfill these while other staff felt that personal relationships are more important than professional relationships. There exist some problems of time limits with the assigned task, differences in thoughts, relationship with staffs, body languages, mutual understandings, and voice raise. The expats state the problem of research publications as there are no incentives for them. Some of the staff assumes that top management reduced the barriers of cross-cultural management in higher education and challenges get highly reduced. The academic staff experienced value addition to them since dealing with teaching in a multi-cultural work environment of the university.

FINDINGS OF THEME 5: EFFECTIVE MANAGEMENT OF HUMAN RESOURCES AND INTERNATIONALIZATION

In the word of Line managers, they are working with the multi-cultural work environment for a long. The college councils consist of a team of multi-cultural staff. It is difficult to compare between Saudi and Non-Saudi staff as all staff as a human being are not the same. Saudi staff prefers the multi-cultural work environment at the university. Also, many expats understand the significance of diverse culture to the university and Kingdom. In the University of Hail, all the faculties have people from different cultures and of different nationalities. It will be challenging to say that there exists any difference between local and international human resource.

FINDING OF THEME 6: STRATEGIES THAT CAN HELP IN IDENTIFYING CROSS-CULTURAL MANAGEMENT BARRIERS AND FRUITFUL RECOMMENDATIONS

As per the staff there exist some barriers at the interpersonal level and with the newcomers in the university. Also, there is a barrier at the personal and professional level. And, the more formalities with interaction and introductions have a substantial impact on the work environment. In the first year, newcomers especially Non-Arabic experiences problems but later becomes usual as time passes. Some staff experiences sensitivity with cross-cultural work environment while others experience language as a significant barrier as Arabic speakers prefer to talk to their style rather than the English language. Some of the staff feel that it is difficult to work with female due to lack of proper channel of a chain of command. And, some expats experienced the problem with emergency leave due to some necessary documentation procedure at the university which every staff needs to fulfill before leaving to their country. The university staff should respect in terms of value and behavior while dealing with others. Importance of professional experience should be given rather than personal relations. Also, the emphasis on highly qualified and experienced staff might be at various

Table 2 Themes on Cross-Cultural Management in Higher Education

Themes	Examples from the Interviews with Academic & Administrative staff
1.Barriers/Challenges -if any- of cross-cultural, multinational team working	"Nothing but language barriers somewhere make problems." "The influence of the culture in terms of entitlement, some people use them an obstacle. The feeling that I am Saudi and should be entitled to leadership. It barrier in higher education. It is only good for nationalism to a minimal extent. It hinders productivity." "Communication is one thing to convey your meaning, cultural factors from the country from where they belong." "Find the people around the globe who can and want to contribute. Seek only the people who want to come here or willing to come. It is a big challenge to find the right people." "No barrier".
2. Strategies that can help to enhance more effective management of a diverse workforce	"Working with a different nationality means diversification force, to give one chance to get acquainted with a different type of culture, gain a good experience of another culture as people of different cultures have multi-experience." "Passions have the most important influence that I got. Passions because you feel a situation like a merry and you may feel the situation, and you need to come up the ideas and solutions for the problem come sudden the systematic way for the running things is not appropriate here. So passions are the most important influence here." "I like to review my skills and try to improve on them. I have not received any training or any support from any unit within the university". "One should not need not to manage only your work but other work also. It depends on people and their experience. Here we have people, most of them are lecturers, but have very less experience and are Saudis." "We have different ideas from different nationalities, and one should need to adopt ideas." "The culture is very much ingrained with Saudi Islamic culture. People want to work slowly. In this type of culture, you need to push the work. Some skills have enhanced, but we are academic people. The coordination is a tremendous job in such a way." In the world of a respondent, "As per job responsibility, the job is divided based on people skills and specialization. You have to manage resistance. Even expatriate has some conflict." "Working with different nationality means diversification force you to improve our language research, the difference in culture nationalities can enforce your teaching, etc.". "I feel very pleased, very cool, very helpful and I don't want to avoid to work in such cross-cultural work-environment." "My personal view, diversity, university means with the universal people from all over the world and nationals. If a student is going to one county to study, but in a multicultural environment, a student can go through many cultures with many nations". "I feel free in coordinating, and our colleagues are very cooperative." "I have seen incentives as top management people were coming to my office…, come to my place for such type of work."
3. Administration's perceptions about managing staff from different backgrounds in International caliber	"Working with different nationality means one have diversification force. It gives one chance to get successfully involve a different type of culture, and he might gain a good experience of people of another culture. People of different cultures have multi-experience". "Load man a more work and should more pay that I never allowed and agrees." Also, "New perspective on things influences you to pay to you." "You need not manage only your work, but other work also. It depends on people and their experience. Here we have people, most of them are lecturers, but have very less experienced and are Saudis. But we have very fewer expatriates in Management Information System (MIS) program. So MIS is not much diversified". Also, "We have different ideas from different nationalities, and one should need to adopt ideas. And, It depends on the people's willingness to contribute to the college". "Working with different nationality means diversification force. one can improve his language, research, etc. and the difference in culture/ nationalities can improve the quality of teaching and capabilities". "As a line manager, I feel very pleased, very cool and it is helpful to me to work with cross-cultural staffs, I don't want to avoid the opportunity." "My personal view on diversity in the university means with the universal people from all over the world and nationality. If a student is going to one county to study in a multi-cultural environment, the student will go through many cultures with many nations". "I am free in coordinating activities with my colleagues, as our colleagues are very cooperative." Further, he stated as "We are at hail university with the multi-cultural team working. The college environment is excellent".
4. Teaching staff's perceptions of the varied problems faced in imparting	"Working hours have a negative impact, and it leads to a personal conflict, team conflicts." "English Language is a big issue. If you know Arabic most of the time is going to spend to speak Arabic". "Some closed groups formed based on nationality. In some cases, they are combating each, and

	knowledge in a cross-culturally managed environment.	they are promoting racist attitudes and behaviors. Personal beliefs and objectives are different. Interpersonal conflicts, especially between those belonging to different nationalitiesIntegration is difficult as newcomer particularly with some nationalities such American." "You are acting, and you are judged based on your nationality. So whatever you did is not only affecting your image but also it affects your nationality. Thus, you are in the everyday challenge of giving a good image of your country." "I was disappointed by several working behaviors, practices and attitudes, particularly towards "foreign people." "I was only doing my job as perfectly as I can achieve self-satisfaction. I can say that segregation and discrimination have influenced my level of involvement for work". "Dependent upon person to person. It was easy going to work with a multi-cultural environment". "Especially to work with female side, it is hard you should have proper channel a chain of the command; otherwise it is lovely to work with culture." " Language and Time is a big problem." As per another academic staff, "Personal relationships are more important than professional experience. There are more formalities with interaction and introductions in Saudi/Arab culture". " Problem exists only to some extent." "Sometimes some issues due to multi-cultural work-environment, normally we disagree with these issues." "Time limit with the assigned task, a way of thinking, Kind of relationship with people, informal relationships with other nationalities." "Some issues relating to time, the family issue about time, some forces to an early finish, Body language, understand things, Voice raises not allowed." "Sometimes we are facing the problem of research papers like as a Ph.D. holder. There is no barrier at all…, no challenge with working with cross-cultural management. Top management cuts the barriers of cross-cultural management". "Some time to get familiar with them, once you were familiar with them, you start dealing with them easily. When you were dealing with different cultures with teaching, you could gain strong experience and values together. I prefer working with a multi-cultural environment than one nationality culture".
5.	Effective management of human resources in terms of the effects of internationalization	"I didn't have any idea. I have been for six years, and only Dean is Saudi, and I have to work with multi-cultural staff all the time". "What I have noticed about since two years We have one dean who has college councils of multi-cultural people. And, the current dean made the college councils made of totally form Saudi people". "It is difficult to compare among Saudi staff because all the Saudis are not the same and all the expatriates are not the same. Saudis job is permanent, and their job is secure, and also there are differences in output also. The expatriate works harder than Saudis. As per me, multiculturalism is preferable. There are many Saudis as well as may expatriate who better understand the importance of diverse culture at the university". "My department all people from a different culture and of different nationalities. So….., it is difficult to say that there exists any difference between national and international human resource at the college".
6.	Strategies that can help in identifying cross-cultural management barriers and fruitful recommendations to eradicate these barriers	"Interpersonal level, Newcomers." "Level of investment done by the government in the education sector, the education sector is growing in the kingdom." "Time, Based on the personal relationship than professional experience. There are more formalities with interaction and introductions". "Recently, more development in the Saudi-culture have made." "Respect others in dealing with, values, behavior, living with people." "Highly qualified people from multi-nationalities will enhance it." "First year because you are new, but later it becomes usual." "It might be personal, sensitivity is there." "Strategies should be positive, motivating and appreciation should always be provided for excellent performance in annual evaluations or any individual contributions, research, presentation." "I am waiting, and our management people were discussing for training for Cross-cultural Management (CCM) program." "Somehow the language is the biggest barrier nothing else." "Expats should have made their mind very much clear the only hurdle I find that in case of emergency nobody can quickly leave the country as there is some documentation required before leaving." "Especially to work with female side, it is hard you should have proper channel a chain of command; otherwise it is lovely to work with culture."

faculties of the university. The University of Hail must create a conducive cross-cultural work environment on the campus.
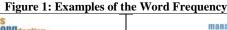
The government should increase the level of investment in the education sector, as presently, it has been passing under

the growth stage. The faculties of various colleges should formulate the strategies regarding cross-cultural management to motivate the university staff. Appreciation for excellent performance will always be there for any contributions such as research, presentation, creativity, innovation, etc. Also, strategies regarding Cross-cultural Management (CCM) training should be at the university.

DISCUSSION

The people come to Saudi Arabia for the Job, to learn and work with the multinational & multicultural environment to

nurture their international experience from differing cultures, Being a Muslim to visit Macca & Madina, perform Haj and Omra as it is a religious place for Muslim for all over the World. Saudi Arabia has very strong values & ethical standards overall Islamic countries in the world [69]. Some people stated that it is an excellent place to save money as their income are tax-free. As per some interviewees, Saudi universities have a diverse workforce, so it is the right place to interact with people of different nationalities as well as to get familiar with them.

Figure 1: Examples of the Word Frequency

The Arab world in one place. The work culture of the University of Hail is positive and motivating. Appreciation has always provided for excellent performance in annual evaluations or any a kind of individual contribution such as research, presentation or any other activities. Economic resources are enormous in the country. The staffs get more experienced by working with high-level cross-cultural teams. Ability, skills, knowledge and technical skills have increasing influence in the university as staff have the freedom to work as a professional. Support in the university is encouraging in terms of infrastructure, facilities, and support of colleagues. In the Saudi culture, the Saudis outside of their work-environment are more tolerant, especially with Arab nationalities.

The interviewees' advice to people who are planning to come to Saudi Arabia to blend with culture, especially of Saudi culture might be very conscious. They must appreciate the perception of others and not see a culture superior, if you that might access, then you can go and blend it smoothly. Cultural adoption can provide managerial implications for sustaining higher education mobility growth [63]. One should become familiar with the culture having some training. Also, people who come to Saudi Arabia to work should give some time to themselves to understand the culture of the country. Understand the nature, lifestyle, how Saudis carry out duties, how Saudis prefer assignments, things about time, work, communication with different nationalities, one should be careful with the work culture, not to rush in work with Saudi people, respect their time, culture and custom. One should have to understand the tradition and norm about the Saudi culture, knowledge about Saudi customs and culture and must possess more artistic talent before has come to Saudi Arabia. One should have the ability to tackle himself as a hard worker, the ability to improve work-quality along with career

path. It will enrich one's working in Saudi Arabia by mingled with culture. Saudi people are very humble, and the newcomers can easily adjust with the Saudi-culture.

Saudi-culture have some general issues likewise family issues with time as they spend more time with their families, some personal and cultural forces to early-finish the work assigned, body language and understandings of various things. When communicating in official or personal matters, the voice raises are not allowed in Saudi-culture. A problem with the expat's child's education exists to some extent as expats don't find many schools of their choices in this regards. The English Language is still a significant issue for Arabic speakers as they prefer their national language at most of the occasions and activities. English language proficiency is only in an acceptable range [70]. In case of emergency, nobody can quickly leave the country as there is some necessary documentation procedure required before moving to their home country.

According to staff, working with distinguishing colleagues from different cultural backgrounds having a different nationality, meetings with diverse people and sharing research with them helps in creating an inclusive environment. Also, to get familiar with multiple Language, working with mixed cultures and volunteers from culturally and linguistically diverse backgrounds helps to create a dynamic environment at the university. It strengthens positive relationships with the local community, brings new perspectives and encourages people from different backgrounds that have added value to the workplace. The positive aspects people of different cultures of different contexts of different experiences have a different way of thinking with diverse talent and task, duties, and assignment. Also, how to create a successful team at the university, found positive rather than negative. The higher educational

institutions can take to promote an educational environment that supports cultural-knowledge creation, cross-cultural exchange, individual and organizational intercultural competence [11]. The culture has made everyone happy by giving something such as knowledge and skills and gaining something vice-versa. The old and new staff is very much helpful in working together at the university. The staff experienced added value than past primarily through acquiring many skills, such as communication, teamwork, multicultural competencies, discovering new cultures, involving with local traditions, languages. It gave them a chance to get acquainted with different types of learning, gaining experience from people of other cultures. As people of different cultures have multi-experience, it helps them a lot to work with multinational teams, interchanges ideas, chances to learn and speak well. A sense of global connectedness can get enhanced through cross-cultural dialogue in higher education [1].

The teaching and administrative staffs agreed that cross-cultural management in higher education is significant to get new experience with different minds having broad prospects of learning, interaction between multi-nationality people, to improve teaching and research skills and curricular and extra-curricular activities, add new ideas, new roles, charm of working with different culture and getting experience of blended culture & learning. It is a place of cooperation with international talent, working as teams without clashes with each other. One can earn many components by working with colleagues from different countries. They have a different perspective, diverse knowledge, skills and experiences with them. Overall, the staff has been experiencing good in dealing with the people of different nationalities and cultural backgrounds. As per interviewees, when you deal with different nationalities, you will gain something that the group of the same nationality. " I saw people here of many nationalities; they are very humble, cooperative and supportive."

As per one interviewee "I have experienced several conflicts with colleagues, but it is better to avoid instead of raising the issue. Some of them never solve; some get solved after discussions. Some others still exist and affecting my teamwork and the interpersonal relationship, but they are not influenced in any way my level of involvement. Usually, it resolved peacefully, cooperatively, understand each other. Solved by sitting together."

LIMITATIONS
Although there are many universities and Institutions in Saudi Arabia, the project is the case study of the University of Hail of Saudi Arabia. The effect of Islamic principles and values on the cross-cultural work-environment cannot be ignored. The researchers are dependent on the goodwill of the respondents (Bell, 2005). Although a proper check has made to verify interviewee's statements by the interviewer, most of the interviewees have not had time to cross-verify the video/audio draft (Bell, 2015).

IMPLICATION OF THE STUDY
The case study provides excellent feedback to the University of Hail, of Saudi Arabia and will explore the opportunities for the growing demand for cross-cultural management in Saudi Education. Also, it will read by researchers, educationalists,

institutions of Saudi Arabia and the rest of the world. The research is of its kind study on cross-cultural management in higher education in the middle east reason, and have excellent scope for future extension. Highly qualified people from multi-nationalities will add value by extending the present study. The most significant implication of this study indicates that the University of Hail come up with complete detail of the factors which hinder the progress of students and teachers in learning with a cross-cultural environment.

CONCLUSION
The University of Hail, Saudi Arabia have a cross-cultural work environment likewise other Saudi universities. The Education level is above average in Saudi Arabia. Saudi Culture is different from modern culture. The English language is a barrier to a limited extent in this country. The current development in higher education is eradicating the language barrier very speedily in the country. The English language barrier also arises where some people want to prefer their language in official discussions or discussions with the student inside or out of the classroom when English is the medium of the program. There is a need to give some demonstration to the people who are coming to Saudi Arabia to work with the multi-cultural work environment. The work culture in the university is very calm and conducive for non-Saudis as the local staff is more cooperative and supportive. Expats should communicate with local teams for their personal development. People coming from different countries must understand the culture and should try to use their best potential above the culture. Cultural influence on multinational staff is positive. The university staff has the freedom to work as a professional at the university and support is much for the same.

This project contributes immense benefit to the University of Hail in particular and Saudi Arabian universities in general. The project devises developmental programs and cross-cultural reviews at the university level and improvises techniques for eradicating the issues related to managing staff from diverse backgrounds and nationalities. The study also focuses on the barriers affecting the administrative units in leading the team from diverse backgrounds and nationalities. A comprehensive diagnosis of the present research would help the university policymakers to adopt different methodologies, purposive administration, integrated human resources, hiring qualified teaching and administrative staffs in overall planning.

RECOMMENDATIONS
The university should take action to promote the cross-cultural team working, intercultural skills & knowledge creation, cross-cultural motivation, and individual & institutional intercultural competence development on the campus. The university should design multicultural courses using models which supports learners [71, 72]. The staff and students should provide a platform to interact with other cultures and ethnic backgrounds. Also, the university should form a team to assess the level of awareness to students and staff regarding cross-cultural competency development.

The case study is an approved project (S.No. 0150510/14/2/1437) of the University of Hail, on Cross-cultural management in higher education. The research has finally completed by Dr. Ajay Singh, Assistant professor in the field of Organizational Behaviour and Human Resource Management at the College of Business Administration of University of Hail, Kingdom of Saudi Arabia. Part of the research involves collecting primary data from participants, both academic staff and line managers, based of the University of Hail, KSA. My gratitude of thanks to the participants and the University of Hail, Saudi Arabia for the continuous support and motivation in completing this project.

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