

# ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)



**ISRG PUBLISHERS**

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

**ISSN: 2583-7672 (Online)**

Journal homepage: <https://isrgpublishers.com/isrgjahss>

Volume – III Issue –IV (July-August) 2025

Frequency: Bimonthly



## Attitude towards Conflict Management in a Multicultural Leadership Setting: A Solution to Actualization of Sustainable Development Goal 16.

**Faith Oseremen Sivili, PhD.**

Adventist University of West Africa, Shiefflin Town, Lower Margibi County, Liberia.

| **Received:** 27.06.2025 | **Accepted:** 02.07.2025 | **Published:** 14.07.2025

**\*Corresponding author:** Faith Oseremen Sivili, PhD.

Adventist University of West Africa, Shiefflin Town, Lower Margibi County, Liberia.

### Abstract

*Leading a multicultural workforce is becoming increasingly challenging today. Hence, global leaders must be future-oriented and flexible with their leadership styles. Conflict management will be handled effectively if multicultural leaders understand the entirety of multicultural workplaces. Leadership, as we all know, is a cognizant activity. Leaders must be self-aware to comprehend others. As such, if leaders are sensitive to Sustainable Development Goal 16, it will serve as a solution for the institution's success. This paper examines the attitudes of multicultural leaders toward conflict management for sustainable development. It delves into the role of multicultural leadership in an organization, SDG 16, the organizational culture required to guide conflict resolution in the workplace, conflict resolution issues, the many handling styles, and the emotional intelligence necessary in conflict. A systematic review was conducted, utilizing the literature to assess and generate the data. The result reveals that multicultural leaders and employees should possess emotional intelligence competencies and a shared organizational culture to foster peace, justice, and strong institutions.*

**Keywords:** attitude, conflict management, organizational culture, multicultural leadership, systematic review, Sustainable Development Goal 16

### Introduction

Conflict is an unavoidable part of life. Conflict disrupts both our work environment and our interpersonal relationships. Conflict arises when people believe that their goals are incompatible. Khamruddin (2017) asserts that things are growing more complicated as a result of globalization, technological innovation,

and demographic shifts. On the other hand, leadership becomes critical in all enterprises that employ people. Knowing fully that conflict is inevitable in the workplace, organizations worldwide are seeking successful multicultural leaders who can manage a diverse

workforce while minimizing conflict and promoting peace, justice, and strong institutions (Sudhakar, 2015, p.215).

Multicultural leadership, as defined by Naresh Purushotham (cited in Khamruddin, 2017), involves leading a global workforce comprising diverse human resources from around the world, characterized by different cultures, languages, religious views, and ethnicities (p. 209). Conflict is a common occurrence in multicultural workplaces due to cultural differences. Gelfand et al. (2012) posit that multicultural leaders must possess conflict-resolution skills that enable them to effectively handle situations. It is important to understand that disparate attitudes and behaviors often conflict. Leaders must therefore create an organizational culture that is acknowledged in both theory and practice.

Leaders confront obstacles when engaging with employees from other cultures. Some scholars have been particularly interested in dealing with individual and small-group norms for conflict resolution. Nonetheless, the essence of conflict management strategies by multicultural leadership, as well as organizational culture adaptation, is required for dealing with conflict in a multicultural setting. As a result, the focus of this research will be on the attitude of leaders towards conflict in multicultural work situations to achieve sustainable development. It delves into the role of multicultural leadership in an organization, SDG goal 16, the organizational culture needed to guide conflict resolution in the workplace, conflict resolution issues, the many handling styles, and the emotional intelligence abilities required in conflict resolution in an organization.

## Literature Review

### The Role of Multicultural Leadership in an Organization

Leading a diverse workforce is what multicultural leadership entails. Trimble and Chin (2019, as cited by Byiringiro & Awuor, 2023) describe multiculturalism as cultural pluralism. They describe it as a space for individuals with diverse cultural backgrounds to engage in discourse and collaboration without sacrificing their identity. Previous research has found that culturally diverse teams constantly experience obstacles such as language barriers, lack of cohesion, and increased process losses (Lloyd & Härtel, 2010).

Paulien (2012) and Ali (2017) assert that leadership styles differ. Another important issue is that culture dictates the type of leadership style to utilize because leadership and culture are inextricably linked. Thus, multicultural leadership plays a significant role in multicultural teams. A leader must be capable of managing cultural diversity among their subordinates. He/she should be able to maintain a diversified workplace while integrating effectively into the system. They should be task-oriented and development-oriented, determine the appropriate communication style for a given situation, and foster constant collaboration. To successfully progress, multicultural leaders must create a welcoming environment for all team members.

According to Davis Strathmann (as cited in Khamruddin, 2017), a great multicultural leader demonstrates characteristics such as listening, patience, respect, and being helpful in a courteous manner. In other words, they should allow people of all cultural backgrounds to communicate and give suggestions. However, no single leadership style can be employed in all countries. Doina (2008) explains that a good leader should be interested in developing an organizational culture that is conscious of these disparities to mold these cultural differences and aid in dispute

resolution. As a result, a multicultural leader who is unable to accomplish this is viewed as incompetent.

Al-Asfour and Shield (2015) posit five leadership styles associated with multicultural leadership. These five styles are ethnocentric, polycentric, synergistic, geocentric, and regiocentric, and each one is determined by the leader (p.68). As a result, the adopted style may be met with hostility among employees/managers. Ethnocentric leaders are perceived to be less reasonable, resulting in nonconformity and one-sidedness, polycentric leaders are more convenient and allow others to make their own decisions, geocentric leaders are reachable and culturally sensitive, allowing contributions from other cultures, synergistic leaders are approachable and likable, and finally, regiocentric leaders blend polycentric and geocentric styles. They are more approachable and culturally sensitive as well. However, leaders must be culturally sensitive to determine the optimal style to use based on the culture and organization involved.

Notably, leading a multicultural workforce is becoming increasingly challenging; therefore, global leaders must adopt future-oriented and adaptive leadership approaches (Khamruddin, 2017, p. 213). Nonetheless, multicultural leaders must be taught, trained, and developed in various leadership styles (p. 73). Therefore, disputes tend to be reduced/managed with a skilled multicultural leader.

### Sustainable Development Goals 16

In September 2015, nations signed a historic commitment to eradicate poverty, raise living standards, promote peace and inclusion, and reverse environmental degradation. The 2030 Agenda for Sustainable Development aims to promote balanced economic, social, and environmental development in all countries, ensuring no one is left behind and prioritizing the poor and disenfranchised. The document outlines 17 Sustainable Development Goals (SDGs) and accompanying targets to track progress (Trends, 2017). Goal 16 fosters inclusive communities and institutions, intending to reduce violence and death, child abuse, trafficking, and torture, providing legal identity and birth certificates to all, ensuring participatory decision-making, guaranteeing access to information, and protecting fundamental freedoms (Gupta & Vegelin, 2016).

Furthermore, Goal 16 goes a step further by advocating for the rule of law and equal access to justice for all, which is vital for addressing structural problems. As such, peace and stability tend to support law and order, which foster a conducive environment (Katila, Colfer, De Jong, Galloway, Pacheco, & Winkel, 2019). It also prioritizes minimizing illicit financial and arms flows, combating corruption and bribery, and fostering responsive and participatory institutions. Taking all of this into account, multicultural leaders must collaborate with global leaders as they utilize Sustainable Development Goal 16 to maintain a harmonious work environment and avoid conflicts that cause internal instability and, in the long run, affect society as a whole.

### Organizational Culture as it Relates to Multicultural Leadership

Organizational culture is simply an organization's features. In other words, it is how things are done in an organization, including problem-solving (Sun, 2009). It also addresses the values and beliefs shared by personnel of a specific organization (p.137). Morelli & Wang (2020) describe organizational culture as internal culture. Thus, it is the process of developing common awareness

and knowledge among various individuals to assist and orient its members to "reality" in ways that create a foundation for purpose alignment and joint action (p. 95). The organization needs to foster cultural understanding and interpretation, build healthy attitudes, and complex values, devise strategies for blending personality and organizational cultures, and ensure consistency with universal humanitarian principles of organizational culture (Gulua & Kharadze, 2018).

It is said that organizational culture is learned and shared with every member of an organization to enhance the decision-making process and serve as a guide to daily behavior on the job (Arabeche et al., 2022). Hence, a multicultural leader must equip their workforce with its organization's culture. However, an organization must have a shared culture that can be used to deal with conflict whenever it arises. As a result, any organization/multicultural leader who takes this component for granted and fails to see the importance of preparing, by establishing the right organizational culture, has demonstrated incompetence.

Sun (2009) cites (Maull, Brown, & Cliffe, 2001) for discovering four major themes of organizational culture; First, they stated that culture is a learned entity, referring to how employees think and act. Second, it is viewed as a belief system that deals with common values and rule patterns that regulate employees' conduct. Third, culture is viewed as a strategy. Other scholars feel they are intertwined. The fourth is that culture is mental programming.

Hofstede's 1980 work (as mentioned by Sun, 2009) supported this viewpoint; he argued that culture is a collection of programmed brains that distinguish one human from another. Hofstede divides culture into four categories: symbols, heroes, rituals, and ideals. Furthermore, the author contends that these four components of culture are critical for managers in organizations (p.138).

Gelfand, Leslie, Keller, and de Dreu (2012) defined conflict culture as a norm that changes people's conduct and attitudes in a conflict situation without the need for individual methods (p. 1132). It is important to recognize that the workplace is challenged by members from all cultures who bring new ideas, innovation, and creativity. Nevertheless, the organization must have a culture in which every employee can work. In contrast, Schein (1988) contends that culture is the property of a specific group of people. Hence, the creation of organizational culture is dependent on the period of the organization's existence. As a result, the presence of an organization's culture is dependent on the entity's stability.

On another front, Mohammed et al. (2008) investigated the organizational culture of a global telecom organization in a study. To determine managers' attitudes toward conflict, a survey was conducted using the Thomas-Kilmann conflict management instrument. The respondents were project managers from India, France, and the United Kingdom, and the outcome was found to be highly connected to Hofstede's cultural features. The management adopts a competitive, conflict-avoidant management style. Therefore, with this style, it is assumed that a multicultural leader can positively engage employees while reducing conflict.

#### **The Importance of Organizational Culture to an Organization**

Several authors focus on the issue of organizational culture (for example, Hofstede 1997; Jim Greaves, 2000; Deal & Kennedy). They believe that culture influences behavior and thought and that organizational culture should align with organizational development to achieve efficiency (Sun, 2009). Organizational culture may be regarded in two ways. First, encourage employees

to have a sense of belonging and commitment to the organization. Second, provides an advantage for competition among members to be conscious of and accept behavior, as well as for the group's stability. Therefore, organizational culture becomes a crucial tool for business survival and managerial control. Managers and leaders can utilize it to guide direct conduct. Thus, to create synergy and enhance organizational performance, organizational culture should be implemented (p. 140).

#### **Conflict Management Approach in an Organization**

Culture, ethnic identity, and race all have a strong influence on what we believe and how we act. Similarly, when people from various cultural backgrounds get together, there is likely to be diversity-based conflict as a result of these differences (Cahn & Abigail, 2014, p. 263). Similarly, in a multicultural workplace, there is a mix of various attitudes and behaviors that clash. Conflict is defined by Simons (1972, pp. 227-247, as cited by Kim & Meyer, 2012) as a social connection between two or more persons as a result of opposing viewpoints.

Kim and Meyer (2012) posit that conflict is a natural phenomenon that arises between people owing to variations in how we see things as a result of our beliefs, views, and conduct. On the other front, authors suggest that conflict is not inevitable (McConnon and McConnon 2008). These authors went on to suggest that competing viewpoints can exist without resulting in conflict and that what happens during this time is determined by what people say or do about the differences. You will either construct bridges or construct barriers. "Words are powerful; they can heal or wound, unite or divide, create conflict or harmony," as the adage goes (p. 42). In other words, depending on the communication style used, conflict can be productive or detrimental.

Conflict, according to academicians, emerges as a result of our competing viewpoints that emerge from our interactions with others. Conflict management, on the other hand, is the process of dealing with, managing, avoiding, or resolving conflict. As a result, conflict management entails the communication behavior employed to handle conflict based on how people understand a specific circumstance (Cahn & Abigail, 2014). Furthermore, in workplace organizations, employees are typically assigned to groups in the form of committees, departments, and so on, and these groupings generate a network of friendships that must be maintained.

Cahn & Abigail (2014) state that interpersonal tension can manifest itself in the workplace. As a result, this type of confrontation is necessary while working with others. Workplace disputes can grow to the point where official grievances are filed and a third-party intervention, such as a human resource officer, is required. Sometimes they even result in lawsuits (p.250). Pakpahan (2018) researched the impact of organizational culture, conflict management, and procedural justice on employees' normative commitment in Stakpa Tarutung, and the research results had a major impact on normative commitment. As a result, the study indicates that a well-planned corporate culture, more functional dispute resolution, and improved procedural fairness will lead to more effective employees' normative commitment.

Consequently, Khamruddin (2017, p. 211) asserts that due to the various challenges that organizational culture presents to a business or entity, an effective global leader should be well-equipped to manage the difficulties of diverse people. They need to understand and respect these differences, make some adjustments in leadership



styles, and be prepared to confront these challenges at all times (Webb, Darling, & Alvey, 2014). Hence, the ability to manage conflict is a critical talent for organizational leaders. As such, leaders must comprehend the multinational and multicultural disparities that exist since conflict resolution styles fluctuate depending on nationality and culture (Corey et al., 2014).

### Causes of Conflict in the Workplace

Cahn and Abigail (2014) posit that conflict exists for several reasons in the workplace. Simple causes, such as insufficient communication, or complex ones, incorporating a variety of elements, can lead to conflict. It may be localized or systemic. Differences in goal-seeking behaviors include instrumental/task goals, relational goals, identity goals, process goals, and competing objectives (p. 254). Also included are conflicts resulting from distinct stages of group development, conflicts caused by disparities in role expectations, conflicts caused by bullying, and conflicts caused by pressure from outside the workplace.

Hocker and Wilmot (2018) concur that due to our interdependence, parties will constantly disagree. Thus, conflict will arise as a result of competing goals that people believe are essential to them. Another example is scarce resources (affection, money, etc.) in a relationship. When attention is pulled to a third party, it might lead to conflict since that individual perceives that the affection is being diverted. Also, interference might lead to conflict. When we perceive that someone is preventing us from accomplishing our intended goals, we tend to engage in conflict. Furthermore, crises can be brought on by several organizational unit lapses as well as mistakes made by individuals working for the organization (Kovoor-Misra, 2020).

### The Cost of Conflict

Conflict can be measured in human and financial terms (McConnon & McConnon, 2008). It is central to note that every single person has various needs, opinions, preferences, beliefs, etc. (p.16). Thus, the ability for us to see these differences and be able to work together and not let them come our way will make a big difference. Several costs of conflict have been identified by studies. First, fighting wastes time and money, and it has an impact on our relationships with loved ones, coworkers, and family. Second, disagreement has an impact on the individual; for example, it can cost us time, emotions, and even our health. Third, while conflict has an individual cost, it can also have a significant cost for the organization. According to a study, responding to counterproductive disagreement accounts for 25% of managers' time. As a result, managers lose time for innovative and productive work (McConnon & McConnon, 2008, p. 17).

### Conflict Handling Styles

Conflict styles refer to groups of behaviors or predictable responses that individuals employ when they are in conflict. Over a person's lifetime, their style preferences evolve as a complex interplay of their traits, life events, and familial history (Hocker & Wilmot, 2018). Cahn & Abigail (2014; p. 259) propose two distinct approaches for handling conflict in the workplace. The first example is the S - TLC model, which entails

1. S- STOP,
2. T-Think,
3. L-Listen, and
4. C-Communicate.

This approach is beneficial, particularly in meetings and during conflicts. Second, the example is referred to as the communication

option when dealing with a conflict. Hocker and Wilmot (2018) refer to it as the Rahim model, also known as the dual model, which combines concern for oneself and concern for others.

This encompasses:

1. **Avoiding style:** Avoiding style is classified by denial of conflict, taking things for granted, and assuming that there is no problem. Whenever a chance for conversation presents itself, a person frequently shifts the subject. Trusting that it will somehow resolve itself. People from diverse cultures usually apply the avoidance style for various reasons (p. 160).
2. **Dominating (Competitive) Style:** Aggressive and uncooperative behavior—pursuing your interests at the expense of another—are characteristics of a dominating style. These individuals acquire power through direct engagement, and winning is usually their goal.
3. **Collaborating (Integrating) Style:** This occurs when a group collaborates to solve problems and share information. The situation is more of a win-win. Thus, until all sides are fairly satisfied and can work together to promote a resolution, a collaborative conflict cannot be resolved.
4. **Obliging (Accommodating) Style:** This style is a peaceful and cooperative method of resolving disputes. The person puts the other party's needs ahead of his or her own. Despite being one of the most common answers to interpersonal conflict, obliging is frequently the least acknowledged (p.174).
5. **Compromise Style:** Compromise is a form of intermediate style. Each party experiences some gains and some losses as a result. It is cooperative and forceful to a moderate degree.

Furthermore, the Thomas-Kilmann conflict model instruments were used in a study to identify conflict handling styles. Tang and Kirkbride (1986) looked at the orientational disparities between Hong Kong's Chinese and Western managers. employing the Thomas-Kilmann conflict handling style, the findings indicate that the Western managers' dominating style was more collaborative and competitive, while the Chinese were less assertive, compromising, and avoidant in their behavior. In a different study, Kim and Meyer (2012) used a novel cultural framework known as holism to compare the conflict resolution approaches of American and South Korean workers. The findings indicate that South Koreans were more holistic than Americans. The chosen style of the United States was avoidance, while that of South Korea was collaboration.

Similarly, Easterners are less combative than Westerners, according to earlier research. The findings of a comparison between the Chinese and British approaches to conflict management indicate that the Chinese employ less forceful tactics, like avoiding confrontation and compromising, while the British employ more direct approaches, like competing and cooperating. Doucet et al. (2009) posit that the conflict-handling styles of Chinese and American people were compared to identify cultural differences. The findings indicate that the two cultures have different approaches to conflict.

Lee (2009) examines the connection between employee happiness and conflict resolution style in a significant Malaysian industry. Workers expressed dissatisfaction with their supervisors'

accommodating, compromising, and integrating styles. Other employees' job happiness was also impacted by their perceptions of their supervisors as being incompetent and controlling. As a result, the findings indicate that obliging, compromising, and integrating were thought to be strongly related. On the other hand, dominant stood alone and had the least correlation with the other types. Furthermore, this study found that the dominant style is most closely associated with the avoiding style. In a different study, the authors distinguished between three distinct conflict management strategies: avoidance, competition, and cooperation. They added that competitors are constantly vying for dominance, are open-minded, and are driven to succeed; cooperation is proactive, while collaboration focuses more on problem-solving. and those who avoid the issue will always avoid it (Gelfand et al., 2012).

According to Hocker & Wilmot (2018), there are roughly three advantages to developing good conflict resolution techniques. These include:

1. The emotional health of both parties will benefit from having conflict management skills.
2. Others will gain from those abilities.
3. It will bring consistency to your family, career, relationships, and romantic life.

In addition, one of the abilities utilized in conflict management is emotional intelligence. We typically experience emotions daily. Thus, expressing these feelings is linked to conflict. For instance, grief, bitterness, rage, and so forth. However, Goleman (2009) has found twenty-five abilities that explain emotional intelligence and divided them into two sets. One part focuses on our personal competency, which includes self-awareness, self-regulation, and motivation, which influence how we behave. The second part focuses on social competency, which encompasses empathy and social skills, and describes how we manage relationships.

*Table 1. EI. Competence*

<b>Personal Competence</b> (How we handle ourselves)	<b>Social Competence</b> (How We Handle Relationships)
<b>Self-awareness:</b> Knowing our internal states, preferences, resources, and institutions. Includes: <ul style="list-style-type: none"> <li>Emotional awareness</li> <li>Accurate assessment of our strengths and limits</li> <li>Self-confidence</li> </ul>	<b>Empathy:</b> Having awareness of others' feelings, needs, and concerns. Includes: <ul style="list-style-type: none"> <li>Understanding others</li> <li>Developing others</li> <li>Service orientation: anticipating and meeting others' needs</li> <li>Leveraging diversity</li> <li>Political awareness: reading a group's emotional currents and power relationships</li> </ul>
<b>Self-regulation:</b> Managing our internal states, preferences, resources, and intuitions. Includes: <ul style="list-style-type: none"> <li>Self-control of disruptive impulses</li> <li>Trustworthiness</li> <li>Conscientiousness</li> <li>Adaptability to change</li> <li>Innovation: Comfort with new ideas and approaches</li> </ul>	<b>Social Skills:</b> adeptness at inducing desirable responses in others. Includes: <ul style="list-style-type: none"> <li>Ability to influence others</li> <li>Clear communication</li> <li>Conflict management</li> <li>Leadership</li> <li>Ability to catalyze change</li> <li>Building bonds</li> <li>Collaboration and cooperation</li> <li>Team Capability: ability to create group synergy</li> </ul>
<b>Motivation:</b> Moving toward the achievement of goals. Includes: <ul style="list-style-type: none"> <li>Achievement drive,</li> <li>Initiative</li> <li>Commitments to a group's or organization's goals</li> <li>Optimism despite obstacles or setbacks</li> </ul>	<p><b>Adopted from Daniel Goleman (2009). Working with Emotional Intelligence, pp. 26-27.</b></p>

**Self-awareness** refers to individuals' awareness of who they are, a better understanding of themselves, and identification of their strengths and flaws. Consequently, EL leaders can better understand and connect with individuals they meet. In other words, this serves as a foundation for the other skills (McKee et al, 2008). You cannot move on to other competencies unless you recognize how you feel.

**Self-Regulation.** Learning to recognize and understand one's emotions is the first step in regulating them. You can keep track of how you connect with them both inside and outside. You can find better ways to express yourself and ensure that nothing comes

across incorrectly, which can impede your personal development (Goleman, 2005)

**Motivation.** After gaining a greater understanding of yourself, you become more motivated to succeed. You will be able to manage your emotions healthily while also motivating those around you to overcome their anxieties and concerns about dealing with their emotions. You can demonstrate your ability to be an effective leader by setting an excellent example of how to do your tasks and working on your own emotions (Goleman, 2005).

**Empathy** is to understand others' emotions about what they are going through. It involves putting yourself in their shoes and

understanding their perspective. In this way, you build a stronger relationship with them and can also help them find ways to handle their emotions. It is easy to advise from the outside until you go through the same thing. So to be a good leader, you also need to empathize with the ones around you, to more efficiently understand their needs and expectations, and help them in conquering them (Goleman, 2009).

**Social awareness.** Your social skills influence how you interact with others and form relationships with them, and they improve as you become more emotionally sophisticated and understanding. You can engage successfully with others when you can sense how they feel about a topic, and hence approach any issue based on their thought process to connect with them more effectively. Social skills can be promoted at an early age by introducing them into children's educational curricula, as these talents, when developed, will help an individual grow as a more socially conscious and intellectual being (Goleman, 2009).

Emotional intelligence skills are significant and worth noting that to perform well in the last collection, known as social skills, the first three must be learned. Goleman (2009) claimed that emotional intelligence is vital in leadership, which is essentially about getting others to do their tasks better. Leaders who lack interpersonal skills underperform everyone else. It wastes time, causes resentment, undermines motivation and dedication, and fosters hatred and apathy. Boyatzes et al. (2002; quoted by Miao et al., 2018). argues that emotional intelligence may be developed and learnt. As a result, global leaders must use emotional intelligence to build their capabilities, as well as the proper leadership style for a specific workforce based on culture.

On another front, Miao, Humphrey, and Qian (2018) proposed that authentic leadership is closely linked to emotional intelligence. This study underlines that an emotionally intelligent leader employs appropriate leadership styles, such as authentic leadership, in the workplace, and the results are significant to the organization. Therefore, a leader's emotional competency strengths or weaknesses can be judged by the organization's gain or loss of the full potential of the individuals they oversee.

## Discussion and Conclusion

Conflict is unavoidable in an organization. As a result, multicultural leadership must possess the necessary competencies, such as emotional intelligence (EI) competencies in all five areas, and establish an organizational culture that facilitates conflict resolution in the workplace. Moreover, multicultural leaders should possess the abilities required to establish a pleasant workplace for their employees, such as listening, patience, respect, and empathy. As supported by Byiringiro & Awuor (2023) that says settling conflicts requires the understanding and practices of multicultural leadership. Hence, reducing and understanding cultural differences opens the door for conflict resolution and the application of suitable leadership styles, resulting in a healthy method to deal with concerns that does not lead to conflict. Nonetheless, Leaders, regardless of their differences, should maintain professional conduct befitting a multicultural environment.

Finally, organizational culture is significant in conflict management; leaders and employees must share a common culture to prevent relying on individual techniques. Furthermore, to achieve globalization and Sustainable Development Goal 16, leaders must demonstrate skills and talents related to managing a diverse workforce, one of which is emotional intelligence

(Khamruddin, 2017). Notably, people from many origins are employed in the workplace, cultural variations cause employees to hold various opinions. Consequently, understanding how to interact with people from diverse backgrounds is critical for leaders.

## Recommendation

To actualize Sustainable Development Goal 16, utilizing conflict management skills in a multicultural setting, leaders and employees should possess:

- Shared organizational culture to avoid employing individual strategies.
- Leaders and employees should utilize emotional intelligence (self-awareness, self-management, social awareness, relationship management) to foster a positive workplace culture, prevent conflict, and promote peace.

Lastly, a multicultural leader should foster an organizational culture that promotes or regulates conflict thereby, enhancing peace, justice, and strong institutions.

## References

1. Ali, S. (2017). Effective Leadership in Cross-Cultural Situations. *International Journal of Management & Business Studies*, 7(1), 9–13. <https://doi.org/ISSN: 2230-9519> (Online) | ISSN: 2231-246
2. Al-Asfour, A., & Shield, S. W. (2015). Leadership for Multicultural Organizations. *Journal of Leadership and Management*, 3, 67–74. <https://doi.org/ISSN: 2391-6087>
3. Byiringiro, O., & Awuor, R. (2023). Multicultural Leadership: A Literature Review. *Pan-African Journal of Education and Social Sciences*, 4(2). Retrieved from <https://journals.aua.ke/pajes/article/view/389>
4. Cahn, D. D., & Abigail, R. A. (2014). *Managing conflict through communication*. Pearson.
5. Cameron, K. S., & Ettington, D. R. (1988). The conceptual foundation of organizational culture. Michigan. Retrieved March 1988, from <https://deepblue.lib.umich.edu/>.
6. Corey, C. M., Fok, L. Y., & Payne, D. M. (2014). Cross-cultural differences in values and conflict management: A comparison of U.S. and Puerto Rico. *Journal of Organizational Culture, Communications and Conflict*, 18(2).
7. Doina, P. I. (2008). Multicultural leadership. In *Management and marketing* (Vol. 4, pp. 1–1576). essay, Ministerul Educației Și cercetării Analele Universității din Oradea.
8. Doucet, L., Jehn, K. A., Weldon, E., Chen, X., & Wang, Z. (2009). Cross-cultural differences in Conflict Management. *International Journal of Conflict Management*, 20(4), 355–376. <https://doi.org/10.1108/10444060910991066>
9. Gelfand, M. J., Leslie, L. M., Keller, K., & de Dreu, C. (2012). Conflict cultures in organizations: How leaders shape conflict cultures and their organizational-level consequences. *Journal of Applied Psychology*, 97(6), 1131–1147. <https://doi.org/10.1037/a0029993>
10. Goleman, D. (2005). *Emotional Intelligence: Why It Can Matter More Than IQ*. United Kingdom: Random House Publishing Group.

11. Goleman, D. (2009). Working with Emotional Intelligence. United Kingdom: Bloomsbury Publishing.
12. Goleman, D. (2020). *Emotional intelligence*. Bantam Books.
13. Gupta, J., & Vegelin, C. (2016). Sustainable development goals and inclusive development. *Int Environ Agreements* **16**, 433–448 <https://doi.org/10.1007/s10784-016-9323-z>
14. Hocker, J. L., & Wilmot, W. W. (2018). *Interpersonal conflict*. McGraw-Hill Education.
15. Katila, P., Colfer, C. J. P., De Jong, W., Galloway, G., Pacheco, P., & Winkel, G. (Eds.). (2019). *Sustainable development goals*. Cambridge University Press.
16. Khamruddin, S. (2017). Emerging Leadership Skills in Global and Multicultural Organizations. *International Journal of Research and Analytical Reviews*, *4*(1), 208–215. <https://doi.org/E-ISSN 2348-1269, P- ISSN 2349-5138>
17. Kim, J., & Meyers, R. A. (2012). Cultural Differences in Conflict Management Styles in East and West Organizations Employing Holism as a Cultural Theoretical Frame to Investigate South Korean and U.S. Employee Conflict Management Styles. *Journal of Intercultural Communication*, (29). <https://doi.org/ISSN 1404-1634>
18. Knutson, T. J., Hwang, J. C., & Deng, B. C. (2000). *Perception and Management of Conflict: A Comparison of Taiwanese and US Business Employees*, *9*(2), 1–32.
19. Lee, K. L. (2009). An examination between the relationship of Conflict Management Styles and employees' satisfaction with supervision. *International Journal of Business and Management*, *3*(9). <https://doi.org/10.5539/ijbm.v3n9p11>
20. McConnon, S., & McConnon, M. (2008). *Conflict management in the workplace: How to manage disagreements and develop trust and understanding*. How To Books.
21. McKee, A., Boyatzis, R. E., & Johnston, F. (2008a). *Becoming a resonant leader: Develop your emotional intelligence, renew your relationships, sustain your effectiveness*. Harvard Business School Pub.
22. Miao, C., Humphrey, R. H., & Qian, S. (2018). Emotional intelligence and authentic leadership: A meta-analysis. *Leadership & Organization Development Journal*, *39*(5), 679–690. <https://doi.org/10.1108/lodj-02-2018-0066>
23. Mohammed, U. K., White, G. R. T., & Prabhakar, G. P. (2008). Culture and Conflict Management Style of International Project Managers. *International Journal of Business and Management*, *3*(5), 3–11.
24. Pakpahan, B. A. (2018). The impact of organizational culture, conflict management, and procedural justice towards normative commitment of human resource at STAKPN Tarutung. *International Journal of English Literature and Social Sciences*, *3*(2), 174–180. <https://doi.org/10.22161/ijels.3.2.8>
25. Paulienè, R. (2012). Transforming leadership styles and knowledge sharing in a multicultural context. *Business, Management and Education*, *10*(1), 91-109. <https://doi.org/10.3846/bme.2012.08>
26. Schein, E. H. (1988). Organizational Culture. Retrieved 1988, from <https://dspace.mit.edu/>.
27. Sudhakar, G. P. (2015). A review of conflict management techniques in projects. *Brazilian Journal of Operations & Production Management*, *12*(2), 214. <https://doi.org/10.14488/bjopm.2015.v12.n2.a3>
28. Sun, S. (2009). Organizational culture and its themes. *International Journal of Business and Management*, *3*(12), 137–141. <https://doi.org/10.5539/ijbm.v3n12p137>
29. Tang, S. F. Y., & Kirkbride, P. S. (1986). Developing conflict management skills in Hong Kong: An analysis of some cross-cultural implications. *Management Education and Development*, *17*(3), 287–301. <https://doi.org/10.1177/135050768601700315>
30. Trends, G. (2017). Challenges and opportunities in the implementation of the Sustainable
31. Development Goals. *United Nations Development Programme & United Nations Research Institute for Social Development*, 0-3.
32. Utunen, M. (2021). *Elements of Leading Cultural Diversity – A Quantitative Case Study "[Unpublished master's thesis]"* (thesis).