

INVESTIGATING THE IMPACT OF CULTURAL COMPETENCE TRAINING ON RELATIONSHIP CAPITAL: THE ROLE OF EMOTIONAL INTELLIGENCE AS A MEDIATOR AND COGNITIVE FLEXIBILITY AS A MODERATOR

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ABSTRACT

The study by investigated the impact culture competence training on relationship by considering the role of emotional intelligence as a mediator and cognitive flexibility as a moderator. Quotative methods were employed, involving a survey of 337 employees in the banking sector of Karachi, Pakistan. Structural Equation Modeling (SEM) was used to analyse the data, revealing significant relationship among variables. The findings demonstrated that Cultural Competence Training significantly enhances relationship capital ($\beta = 0.382, p < 0.001$). Emotional Intelligence serves as a key mediator in this process, with a significant positive impact on Relationship Capital ($\beta = 0.383, p < 0.001$). Additionally, Cognitive Flexibility moderates the relationship between Cultural Competence Training and Relationship Capital, amplifying the positive effects of Emotional Intelligence. The study highlighted the significance of cultural competence training in fostering inclusive work environments and also developing stronger relationship within organisation. It is recommended that; organisations must encourage training programmes related to cultural competency to foster a more diverse workplace, and improve and communication and collaboration among employees.

Keywords: Cultural Competence Training, Relationship Capital, Emotional Intelligence, Cognitive Flexibility

INTRODUCTION

Cultural competence stands prominent among cultural diversity concepts and is considered as ethical imperative and a central aspect of social work practice. In today's globalised work, firms are continuously faced with challenges of managing diverse workforces and client bases that include various cultural contexts (Morris, 2023). The ability to navigate cultural differences and foster meaningful relationships across cultural boundaries has emerged as a critical factor for organisational success (Syed, and Tariq, 2017). Therefore, it has driven the adoption of cultural competence training within organisations, which seeks to equip employees and workers with the necessary skills and knowledge to interact effectively across different cultural settings. As per Young, and Guo, (2020) cultural competence means understanding cultural differences, being

conscious of one's own cultural perspective and devising appropriate communication and interaction strategies that respect and bridge these gaps. As organisations attempt to create a cohesive and inclusive environment, cultural competence training has become a cornerstone of many diversity and inclusion programs (Mouboua, Atobatele, and Akintayo, 2024).

According to Shan, Dan, and Qiu, (2020) relationship capital is the value from networks, partnership and collaborations both within and outside an organization which is a key outcome of effective cultural competence. A healthy and strong relationship capital is developed on the basis of trust, mutual respect and understanding which are critical for effective collaboration and achieving organizational goals (Moshtari, and Vanpoucke, 2021). However, while the importance

of cultural competence is building relationship is widely acknowledged, the mechanisms through which cultural competence translates into enhanced relationship capital are not fully understood. It is within the context that the current study aims to explore the psychological constructs of emotional intelligence and cognitive as potential mediators in the relationship between cultural competence training and relationship capital.

Moreover, as per the study by Dong, Peng, and Jiang, (2022) emotional intelligence has gained significant attention both psychological and organizational research referring to the ability to perceive, understand, manage and regulate emotions in oneself and others. According to Kai Liao et al. (2021) high emotional intelligence allows individuals to navigate complex emotional environment, which is particularly important in cross-cultural interactions where misunderstandings and conflicts may arise. The study by Shadiev, Wang, and Huang, (2021) argued that, cultural competence training is expected enhance emotional intelligence by encouraging greater awareness and sensitivity to cultural differences; thus, enabling individuals to respond more effectively to the emotional dynamics in culturally diverse environments. On the other hand, Uddin, (2021) stated that, cognitive flexibility refers to the mental ability to sweat between different thinking strategies and adapt to new unexpected or changing situations. In the context of cultural settings, cognitive flexibility allows individuals to adjust their behavior and through processes in response to varying cultural norms and practices (Gutchess, and Rajaram, 2023). This adaptability is crucial for the successful application of cultural competence skills and in real-world situations. Therefore, the role of cognitive flexibility suggests that individuals with higher cognitive flexibility have high probability to effectively apply emotional intelligence in developing relationship capital, especially in diverse cultural contexts.

Although the role of emotional intelligence and cognitive flexibility has been studied in prior research, the relationship between these constructs and relationship capital is an area of research that is yet to be explored in detail (Rokos, 2024). The authors have found that cultural competence training may result in better cross cultural relations and improved organizational outcome (De Guzman

et al., 2016) however, the exact mechanism how and through which cultural competence training increases relationship capital have not been described. Additionally, the moderating role of emotional intelligence relationship capital are also not studied extensively especially in the way it can bridge the gap between cultural competence training and relationship capital. In the same way, the mediating role of cognitive flexibility, which may enhance the impacts of emotional intelligence on relationship capital is another area of research that has not been explored to the full extent. In doing so, the study endeavours to fill the following gaps by explaining how cultural competence affects relationship capital where the moderating role of cognitive flexibility and the mediating role of emotional intelligence. The reason for the emphasis on these psychological constructs is based on the understanding cultural knowledge alone is not sufficient. Individuals must also have the cognitive skills required for effective operationalization of this knowledge in their interactions. Thus, including these constructs in the analysis, the study expects to provide a more profound explanation of the mechanisms by which cultural competence training promotes relationship capital. The results of the study can assist in acquiring a clearer perspective of cultural competence training on the performance and the relationship. This has the potential to enhance organizational performance in sectors such as banking where communication and agility are critical. The study's findings are reliable and practical since they are based on well-established measurements, strong data analysis procedures and an adequate sample size. These findings offer valuable insights for practitioners and scholars interested in improving workplace cultural competency and outcome.

Literature Review

As it has been described in the literature review, cultural competence, emotional intelligence, social capital are all claimed to be the significant factors that are helpful to enhance the organizational performance, particularly in the complex and diverse environment (Kai Liao et al. 2021). Cultural competence has become crucial in the management strategy through which individual's adaptation and performance in overseas assignments can be assured (Kai Liao et al. 2021).

This is described as a person's psychological endowment and orientation too many aspects of a different culture that are associated with his/her encounter in the given culture (Cai, 2016). Emotional intelligence has also been established as an important predictor of individuals' cross-cultural adjustment as it has been posited that people with high EI are able to understand themselves and other people, possess positive attitude and good interpersonal skills that may help them cope with the vagaries of cross cultural situations (Koveshnikov et al 2014; Wechtler et al. 2015). According to the study conducted by Arokiasamy, and Kim, (2020), EI assists people to know new environments and in general adaptation by reducing the difference between perception and actual environment.

Emotional Intelligence (EI) is known to be the most significant element that is responsible for determining job success, happiness and burnout at the workplace. There lies an association between cultural competency and awareness and EI in the organisations. Neong, (2023) has established a connection between emotional intelligence and cultural understanding and competency. Furthermore, it shown that emotional intelligence is influenced by culturally competent and conscious individuals Neong, (2023). The relationship between EI and culture is especially important in organizational contexts where collaboration and teamwork are required. The study by Rezvani, Khosravi, and Ashkanasy, (2018) contended that EI originates from team members' social interactions and share experiences and that the prevailing team culture has a significant impact. A well-established system of cultural values inside the team encourages actions that develop emotional awareness and collective EI, hence improving team performance and relationship capital. Research supports that positive relationship between EI and team performance indicating that emotionally intelligent individual and teams more likely to achieve higher levels of efficiency and effectiveness (Chang et al. 2012; Ghuman, 2016). These findings are extremely relevant to the current study which looks at the impact of cultural competency training on relationship capital, using EI as a mediator and cognitive flexibility as a moderator. As per the literature, improving EI through cultural competency training may result in enhanced team

relationship and performance, especially in culturally diverse teams (Clark, and Polesello, 2017).

Furthermore, the areas of relational and cognitive social capital are pertinent to this study given that relationship capital is at the center of its inquiry. As defined by Clark, and Polesello, (2017) social capital which can be described as the improvements resulting from relationships and interactions positively influences knowledge, exchange and cooperation within businesses. Among elements of the relational dimension of social capital, which consists of such factors as trust norms, obligations, and identity, it is necessary to pay special attention to the opportunity of forming relationship capital inside teams (Jamshed, and Majeed, 2019). It can therefore be concluded that in a multicultural situation, efficiency of cultural competency abilities is likely to enhance these relational factors, therefore enhancing the relationship capital. Also, there is the cognitive aspect of social capital which concerns common knowledge and background, is critical in communication and coordination in diversity (Kim 2018; Thomas and Paul 2019). In this component, self-regulation is stressed which refers to the ability of people to alter thoughts and behaviours in relation to diverse cultures for better interpersonal interactions and collaboration.

Cognitive flexibility is an individuals' ability to modify cognitive processes in response to changing situational demand. This capacity is critical in culturally varied environments when knowing and adapting to different cultural standard is required (Orakci, 2021). Cognitive flexibility entails detecting alternate viewpoints, developing multiple answers and adjusting behavior accordingly. Such adaptability enables individual to negotiate cross-cultural encounter's more efficiently, increasing relationship capital. As per Bernardo. and Presbitero, (2018) cognitive flexibility is closely related to the personality trait to openness to change, which overlaps with cognitive qualities such as the ability to adapt thoughts and behaviors in response to changing surroundings. Culturally intelligence helps individuals manage complicated cultural dynamics in varied circumstances (Laureiro-Martínez and Brusoni, 2018). It can be stated that, cognitive flexibility acts as a moderator influencing the

effectiveness of emotional intelligence and mediating the link between cultural competence and relationship capital. Additionally, emotional intelligence makes it easier to handle emotions, resulting in stronger interpersonal ties across cultures. When cognitive flexibility is combined with cultural competency training, individuals are more suited to exploit it resulting in greater relationship capital.

It is common for the Theory of Planned Behavior (TPB) to explain people's attitudes and perspectives on their own actions. Shamlou, Saberi, and Amiri, (2022) support the idea that TPB features can reliably predict human behavior. According to study, TBP can foresee the intention to distribute information. Arpacı, and Baloğlu, (2016) suggested that subjective cultural factors influence knowledge sharing. Intezari et al. (2017) and Shin et al. (2016) discovered that knowledge is ingrained in cultural values, norms, and roles, all of which influence individual behavior. Each of the four multidimensional components comprises the study framework. When many healthcare personnel work together, the team's performance in the second-order construct improves. A team culture fosters circumstances that promote emotional intelligence and information exchange, ultimately leading to improved performance (Malik, 2022). Individuals who undergo cultural competency training are more likely to have a beneficial attitude diversity since they are able to understand how important it is creating strong cooperative cross-cultural interactions (Adler, and Aycan, 2018). Subjective norms, or other people's expectations reflected in behavior underlines the significance of cultural competence and raises the possibility that people would act in ways that deepen relationships. Training-based skills increase perceived behavior control, or the belief that one can successfully navigate cross-cultural relationships. In addition, Kai Liao et al. (2023) argued that, emotional intelligence facilitates emotion regulation while also promoting deeper understanding and connection with individuals from wide range of cultural backgrounds.

Methods and Framework

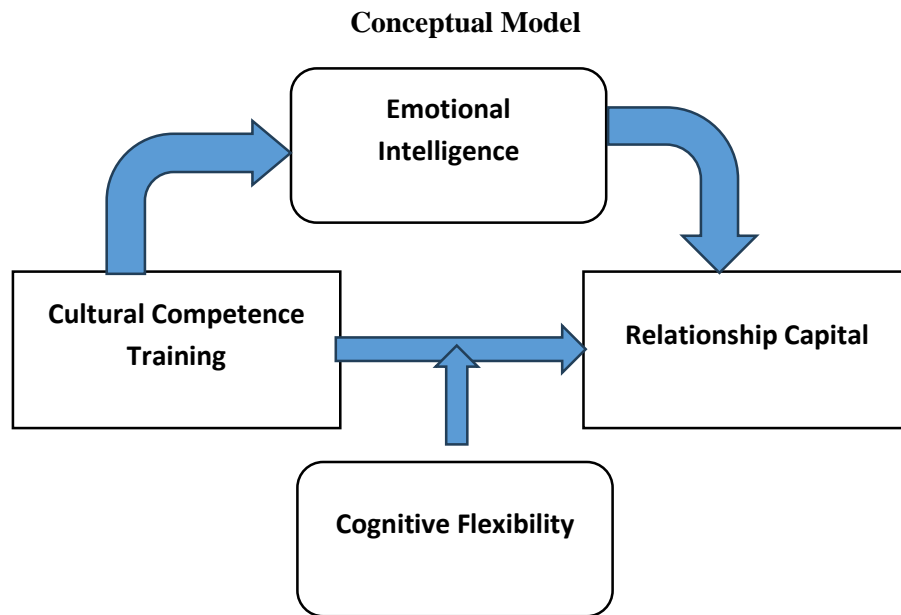
Quantitative method was used to find out the impact of cultural competence training on relationship by checking the role of emotional intelligence and cognitive flexibility among

employees in the banking sector of Karachi, Pakistan. The method was chosen to gain statistical insight into the relationship between these variables and develop conclusions that may be applied to a broader context. Existing scales were utilized for each variable such as 5-points Likert scale developed by Çakır, and Güngör, (2016); Relationship Capital specifically focusing on Communication was evaluated using the Likert scale developed by (Hebles et al. 2022); employing a 4-point Likert scale developed by Mehta (2013) for Emotional Intelligence, and cognitive flexibility was evaluated using the scale developed by Dennis and Vander Wal (2010), was also based on 5-point Likert scale. The instruments were opted for reliability and validity in the previous sources.

The data was gathered from 337 employees through survey form from different banks in Karachi. It was shown that the sample guaranteed a 95% confidence level with a 5% error margin. The final sample size was determined to be 337 due to the large number of employees and the approach's ability to provide a strong representative sample for the study. Out of the 400 respondents who were contacted for the survey at first, 337 were the final target sample. Convenience sampling was selected to select participants based on their proximity to the researcher and the ease with which they could obtain information. Despite its limitation in terms of generalizability, convenience was appropriate for this study given the time and the method involved. The study focused on the Karachi banking sector since it has a diverse workforce and values communication, cultural competency and emotional intelligence. The study utilized SmartPLS as it is an effective technique for exploratory confirmatory studies. The collected data was thoroughly examined using SMRT PLS, which was chosen because it accommodates complex methods and is appropriate for both exploratory and confirmatory research. It started with Confirmatory Factor Analysis (CFA) to confirm the measurement model, which makes sure all concepts from theory are included into it. In a similar vein a wide range of measurements were investigated, including individual construct component loadings, composite reliability, and Average Variance Extracted (AVE). A multicollinearity test was run to check that the predictor variables were independent. Variance

Inflation Factors (VIF) were computed for each independent variable. The study was conducted to look into effect of cultural competency training and how it impacts relationship capital and communication among employees in the banking

sector. Similarly, emotional intelligence and cognitive flexibility were further examined as mediators and moderators of the association between relationship capital and participation in cultural competency training.



Results

Measurement model using confirmatory factor analysis (CFA)

Table 1: Measurement model using CFA

| Constructs | Indicators | Factor Loadings | Cronbach's alpha | Composite reliability | Average variance extracted (AVE) |
|------------------------------|------------|-----------------|------------------|-----------------------|----------------------------------|
| Cultural Competency Training | CCT1 | 0.848 | 0.823 | 0.884 | 0.658 |
| | CCT2 | 0.869 | | | |
| | CCT3 | 0.833 | | | |
| | CCT4 | 0.679 | | | |
| | CCT4 | 0.894 | | | |
| Cognitive Flexibility | CF1 | 0.878 | 0.860 | 0.899 | 0.642 |
| | CF2 | 0.871 | | | |
| | CF3 | 0.771 | | | |
| | CF4 | 0.741 | | | |
| | CF5 | 0.734 | | | |
| Emotional Intelligence | EI1 | 0.911 | 0.900 | 0.937 | 0.833 |
| | EI2 | 0.926 | | | |
| | EI3 | 0.900 | | | |
| Relational Capital | RC1 | 0.903 | 0.894 | 0.934 | 0.825 |
| | RC2 | 0.931 | | | |
| | RC3 | 0.890 | | | |

As per the study by Brown (2015), Confirmatory Factor Analysis (CFA) can evaluate component structure in terms of discriminant convergent and reliability. Additionally, composite reliability and Cronbach’s alpha helps in determining the reliability of constructs. The above Table 1 demonstrates the reliability of the internal consistency. On the other hand, the study by Kline (2023) argued that, the value of Cronbach’s alpha and composite reliability must be greater than 0.7 to prove the reliability. The table reveals Cronbach’s alpha coefficients for variables Cultural Competency Training (0.823), Cognitive Flexibility (0.860), Emotional Intelligence (0.990), and Relationship Capital (0.990) as these values demonstrated that items are reliable. The table shows composite reliability for the variables Cultural Competency Training (0.884), Cognitive

Flexibility (0.889), Emotional Intelligence (0.937), and Relationship Capital (0.934), as these values ensures that instruments are reliable. Furthermore, factor loadings were employed to verify the validity of the indicators. Latan, Noonan, and Matthews (2017) stated that, factor loadings should be greater than 0.6, in order to ensure validity. There is no need to exclude any of the indicators and confirm their validity, as Table 1 illustrates, as all of the indicators have factor loadings larger than 0.6. Moreover, Cheung et al. (2024) the study also tested and reported convergent validity, which characterizes the extent of relatedness, using the Average Variance Extracted (AVE) with a threshold of 0.5. Among other things, the AVE values in Table 1 are significantly more than 0.5, demonstrating convergent validity.

Table 2: Discriminant Validity

| Variables | Cognitive Flexibility | Cultural Competence Training | Emotional Intelligence | Relation Capital | Cognitive Cultural Training | Flexibility x Competence |
|--|-----------------------|------------------------------|------------------------|------------------|-----------------------------|--------------------------|
| Cognitive Flexibility | | | | | | |
| Cultural Competence Training | 0.378 | | | | | |
| Emotional Intelligence | 0.422 | 0.649 | | | | |
| Relation Capital | 0.478 | 0.751 | 0.731 | | | |
| Cognitive Flexibility x Cultural Competence Training | 0.471 | 0.198 | 0.216 | 0.200 | | |

The Heterotrait-Monotrait (HTM) ratio was utilised to ascertain the study's constructs' discriminant validity. This ratio demonstrates the disparities between the constructs. According to Wong (2013), in order to show discriminant validity and prevent multicollinearity, HTMT ratios must be smaller than 0.85. Table 3's correlation levels demonstrate that the construct has a stronger association with its indicators than it does with other constructs, proving the discriminating validity of the model. Since the

correlation values are less than 0,85, the discriminant validity analysis shows that the variables are distinct from each other. There are moderate associations Cognitive Flexibility, Relationship Capital (0.478), Emotional Intelligence (0.422), and Cultural Competency Training (0.378). Cultural Competency Training has significant correlations with Relationship Capital (0.751), and Emotional Intelligence (0.649).

Structural Model

Table 3: Structural Model

| Variables | Coefficients | T statistics | P values |
|--|--------------|--------------|----------|
| Cognitive Flexibility -> Relation Capital | 0.174 | 4.191 | 0.000 |
| Cultural Competence Training -> Emotional Intelligence | 0.562 | 14.150 | 0.000 |
| Cultural Competence Training -> Relation Capital | 0.382 | 7.850 | 0.000 |

| | | | |
|--|-------|-------|-------|
| Emotional Intelligence -> Relation Capital | 0.383 | 7.405 | 0.000 |
| Cognitive Flexibility x Cultural Competence Training -> Relation Capital | 0.025 | 0.725 | 0.469 |

As per the Table 3, the results from structural model shows positive correlations with one another. Relationship Capital is positively impacted by Cognitive Flexibility ($\beta = 0.174, p < 0.001$) suggesting that stronger relationship capital is a result of higher cognitive flexibility. Effective Cultural Competency Training appears to boost Emotional Intelligence and strengthen Relationship Capital as seen by considerable influences it has on both Emotional Intelligence ($\beta = 0.562, p < 0.001$) and Relation Capital ($\beta = 0.382, p < 0.001$). Relationship Capital is positively

impacted by Emotional Intelligence as well ($\beta = 0.383, p < 0.001$), emphasising the critical role impacted by Emotional Intelligence plays in developing solid interpersonal relationships. On the other hand, Relationship Capital is not significantly impacted by the interactions between Cognitive Flexibility and cultural Competency Training ($\beta = 0.025, p = 0.469$), suggesting that the sum of both factors; effect does not increase their respective contributions of Relationship Capital.

Predictive Relevance and Quality Assessment

Table 4: Predictive Relevance and Quality Assessment

| Variables | R-square | R-square adjusted |
|------------------------|----------|-------------------|
| Emotional Intelligence | 0.316 | 0.314 |
| Relation Capital | 0.566 | 0.561 |

As per the Table 4, the model explains 31.6% of the Variance in Emotional Intelligence (R-Square = 0.316), after adjusting for 31.4% (R-square adjusted = 0.314). With a mentor adjustment the model explains 56.1% of the variation in Relationship Capital (R-Square = 0.561), and 56% of the overall variance (R-square = 0.566). It shows that a moderate predictive relevance for Relationship Capital and Emotional Intelligence.

Table 5: Multicollinearity

| Constructs | Indicators | VIF |
|------------------------------|------------|--------|
| Cultural Competency Training | CCT1 | 2.078 |
| | CCT2 | 2.392 |
| | CCT3 | 1.933 |
| | CCT4 | 1.345 |
| Cognitive Flexibility | CF1 | 13.851 |
| | CF2 | 13.552 |
| | CF3 | 1.702 |
| | CF4 | 1.860 |
| | CF5 | 1.801 |
| Emotional Intelligence | EI1 | 2.805 |
| | EI2 | 3.348 |
| | EI3 | 2.544 |
| Relational Capital | RC1 | 2.618 |
| | RC2 | 3.317 |
| | RC3 | 2.474 |

Table 5 demonstrates that all Variance Inflation Factor (VIF) values are less than Hair et al.'s (2019) suggested threshold of 5.0. This shows that multicollinearity does not exist. The VIF is found in the range between from 1.345 to 13.851 for Cultural Competency Training, Cognitive Flexibility, Emotional Intelligence, and Relational Capital. The findings implies hat the modes does not demonstrate multicollinearity between the

variables since none of its components is above the threshold level. Therefore, this ensures both stability of the model and the reliability of coefficient.

Discussion

The findings from the study provided evidence that cultural competence training significantly enhances relationship capital within the employees, with emotional intelligence action as a critical mediator in the process. Employees who completed cultural competency training program can better showcase improvements in their ability to develop and maintain effective relationships, especially in multicultural settings. The results also shows that cultural competency training teaches individuals about wide range of cultures but also develops the interpersonal and emotional skills needed to develop a strong relationships with people from diverse cultural backgrounds. Kia Liao et al. (2021) findings align with the current context the authors emphasized the significance of cultural competence in generating psychological comfort, lowering cultural misconceptions, and also facilitating effective adaption in cross-cultural contexts. Additionally, Koveshnikob et al. (2014) emphasised the relevance of EI which included attributes such as self-awareness, adaptability and empathy for successful cross-cultural transition and professional performance. The assumption of EI is critical for strengthen efficiency and effectiveness in culturally diverse teams is backed

the high-EQ team members’ superiors communication and collaborative abilities (Rezvani, Khosravi and Ashkanasy 2018). Cognitive flexibility is also found to mediate the relationship between cultural competence and relationship capital. According to the study, those with higher scores of cognitive flexibility are likely to have higher correlation between cultural competence and relationship capital implying that cognitive flexibility help individuals to manage on better on cultural barriers. The findings are in line with Orakci (2021) who pointed out that cognitive flexibility is vital for a person to shift his or her cognitive and behavioral processes when located in new cultural environments and thus enhance the ability to form and maintain relationships with others in multicultural teams. Furthermore, Wu et al. (2021) pointed out that cognitive flexibility increases the efficiency of cultural compete training, which prepares a person to act in various, and often, complex cultural and social situations using their knowledge of cultural signals and emotions. In the study conducted by Shamlou, Saberi and Amiri (2022), it was indicated that it is possible to enhance the staff members’ attitude towards diversity and inclusion training through combining of emotional intelligence and cultural competence.

Table 6: Table of Hypothesis

| Hypothesis | Accepted/Rejected | Previous Literature |
|---|--------------------------|---|
| H1: Cultural competence training will have a positive impact on relationship capital. | Accepted | Syed, and Tariq, 2017; Shan, Dan, and Qiu, 2020 |
| H2: Emotional intelligence will mediate the relationship between cultural competence training and relationship capital. | Accepted | Kai Liao et al., 2021; Shadiey, Wang, and Huang, 2021 |
| H3: Cognitive flexibility will moderate the relationship between cultural competence training and relationship capital, mediated by emotional intelligence. | Rejected | De Guzman et al., 2016; Rokos, 2024 |

Conclusion and Implications

The study found that cultural competency training of employees is an effective way of improving relationship capital which is essential for generation of value-creation and organisational

performance. The approach pointed out emotional intelligence as a mediator with a focus on having and maintaining healthy relationships. Culturally competent individuals have better emotional intelligence and can thus handle interpersonal

difficulties and build understanding with the co-workers. In addition, cognitive flexibility moderates the relationship between emotional intelligence and relationship change improving the positive impact. The high level of cognitive flexibility enables the individuals to successfully change a number of cultural contexts, use the acquired knowledge of culture properly, and establish good interpersonal relationships with other co-workers from diverse cultural backgrounds. Organisations can increase the positive attitude, cooperation between employees and departments, employee satisfaction and organisational performance. Based on the findings, it is recommended that organisations must ensure regular culture competency training for their employees. The organisations can work towards making the workplace a more diverse and friendly one and the satisfaction of the employees can be enhanced.

The enhancements of relationship through cultural competency training therefore, has a broader implications to organisational effectiveness. Relationships in particular can make conflict levels lower, team cohesiveness higher and work satisfaction better in organisations. This is particularly so in the current workplace where there is a rising flow of multiculturalism mainly witnessed in the workplace where employees are from different cultures. When implementing human resource development interventions, cultural competency should be a top training consideration to create a diverse staff with greater scope. Besides, enhancing individual efficiency, such kind of training is useful in building more robust teams better to cope with the demands of multicultural contexts.

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- iv) 45-55
- v) More than 55 years

Appendix 1: Questionnaire

1. Please specify your age:
 - i) 18-25
 - ii) 25-35
 - iii) 35-45
 - v)

2. Please specify your Gender:
 - i) Male
 - ii) Female
 - iii) Other
 - iv) Not feeling comfortable to specify



Based on your knowledge and experience, select any one of the options given below each of the following statements.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| Cultural Competence Training (<i>Çakır, and Güngör, 2016</i>). | | | | | |
| I think I have the ability to communicate with friends from different cultures | | | | | |
| I endeavour to understand the beliefs of my friends from different cultures | | | | | |
| I take into consideration my friends' cultural differences when setting a goal in any sorts of classroom work | | | | | |
| I can help my friends from different cultures with everything as far as I can | | | | | |
| When performing joint activities with my friends from different cultures, I can adapt to their cultural norms (rules) | | | | | |
| Relationship Capital (Communication) (<i>Hebles et al. 2022</i>). | | | | | |
| I make sure that what I communicate is clearly understood by others | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| I check with my colleagues to ensure we all understand the same thing | | | | | |
| I actively search for all possible sources of information | | | | | |
| I share relevant information proactively, without needing to be asked | | | | | |
| Emotional Intelligence (<i>Mehta, 2013</i>) | | | | | |
| I am aware of my emotions as I experience them | | | | | |
| When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself | | | | | |
| I know what other people are feeling just by looking at them | | | | | |
| I help other people feel better when they are down | | | | | |
| I use good moods to help myself keep trying in the face of obstacles | | | | | |
| Cognitive Flexibility (<i>Dennis, and Vander Wal, 2010</i>) | | | | | |
| I consider multiple options before making a decision | | | | | |
| I try to think about things from another person's point of view | | | | | |
| I seek additional information not immediately available before attributing causes to behaviour | | | | | |
| I like to look at difficult situations from many different angles. | | | | | |
| I am good at sizing up situations. | | | | | |

