


Employee relations, cross-cultural training and organizational resilience in higher education sector: Basis for employee adaptability framework

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Abstract

Higher Education Institutions (HEIs) in China are undergoing rapid internationalization, leading to diverse faculty and student bodies. Despite this shift, research on the intricate connections between employee relations, cross-cultural training, and organizational resilience within these institutions remains limited. Aiming to enhance employee adaptability in Chinese HEIs, the study examined employee relations, cross-cultural training, and organizational resilience, leading to the creation of an Employee Adaptability framework. A descriptive design was chosen for the study due to its strengths in exploring existing conditions, identifying potential relationships, informing framework development, providing practical data, and serving as a springboard for future research. The 397 teaching staff were the respondents of the study who play a crucial role in organizational resilience by directly impacting student learning and contributing to the institution's academic atmosphere. Focusing on this group allows to gather insights on factors directly related to the educational effectiveness and adaptability of the HEIs. A well-designed questionnaire was utilized as the data gathering instrument to ensure standardized data collection, meaning questions are consistent across respondents, allowing for meaningful comparisons and analysis. Results of the study found a moderate level of agreement among HEI teachers regarding the importance of effective communication, trust, respect, employee participation, and conflict resolution in fostering positive employee relations. The study revealed agreement among the HEI teacher respondents regarding the value and positive impact of their cross-cultural training, particularly in developing skills related to cultural awareness, intercultural communication, and cultural adjustment. The teachers from the HEI perceived the requirements of building an organizational resilience including cognitive resilience, behavioral resilience and contextual resilience. This research showed a close relation between positive employee relations, effective cross-cultural training and organizational resilience in HEIs, which shapes a solid platform for adaptability, innovation and steady success. An employee adaptability framework for HEIs in China was established in this study. The research has tremendous potential to improve employee relations, enhance intercultural training, and build the organizational

resilience of Chinese higher education institutions. Publishing the results and promoting further research and application may help creating a more flexible, more resilient academic environment, beneficial to university administrative staff, faculty and students.

Keywords: employee relations, cross-cultural training, organizational resilience, employee adaptability framework

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1. Introduction

The 21st century has brought both huge potential and extraordinary difficulties to higher education around the world, with far-reaching consequences for various countries. As technology advances, new intrinsic convergence emerges in the global higher education sector, causing significant instability in many old higher education sectors in diverse countries whose schools were originally constructed on differing ideas. Many tactics that were thought to be correct in the past have shown to be insufficient in today's more diversified and international environment. Anhui, one of China's key education exchange centers, is likewise evolving in response to the changing globe, but it also provides us with a critical perspective on what is going on in the world today.

China's higher education system has seen significant changes in recent decades as a result of legislative reform, more worldwide collaboration, and, most notably, its objective of becoming a global education hub. As a result, today's universities and colleges are increasingly intellectually diverse. Indeed, this academic variety has both benefits and drawbacks, such as communication issues, cultural misunderstandings, and the need to dumb down distinct ideas into some form of agreement, which are obstacles for everyone who works in a university or college setting, from academics to administrative and support staff and everyone in between. Every department of a university or school has met and continues to face these interactive crossroads. As a result, intellectual acuity or academic distinction, as well as the ability to adapt or be pliable, and the resilience to continue in the quest of higher learning, are critical for everyone who has been or will be educated at a university or college. The highly distinct higher education institutional environment featured in China draws from a variety of sources, including the broad Confucian concept of hierarchy, combined with strong governmental control, pressures associated with a fast-paced economy, and drastically changing student demographics, yielding what I find to be a curious intersection in employee relations in higher education from a Chinese perspective. Balancing the requirements of various faculty, administrative, and staff members while maintaining the strong hierarchical structure of Chinese HEIS is a significant difficulty.

Employee representation exists in China through the union system, but as the country transitions to a more performance-based structure, acknowledgment of professional development is growing among professors and staff members. Despite other appealing elements such as competitive compensation and benefit packages, work-life balance, and job security, communicating and addressing China's diverse difficulties remain ongoing concerns for existing and prospective higher education personnel. Cheng et al. (2018) advocate for a more in-depth look at the factors and forces that contribute to these things in order to conduct critical analysis and establish improved employee relations within Chinese academia.

Chinese higher education institutions embrace internationalization and a varied student body, and they attempt to manage this globalized environment through Cross-Cultural Training (CCT). CCT can assist HEIs in preparing to engage with and collaborate with students and academics from all over the world by identifying the complexity and depth of culture in both the sender and receiver, communication styles, how to adjust teaching methods, and student support services. Li et al. (2018) applied CCT to improve intercultural sensitivity and teaching competency, whereas Yu et al. (2018) investigated intercultural training. As the single constant in Chinese higher education in this quickly changing world, each of the linked HEIs will have distinct requirements for CCT to foster a better learning and teaching community. Chinese higher education institution (HEI) workers receive cross-cultural training to help them adapt to a varied academic environment. Chinese higher education institution (HEI) workers require cross-cultural training (CCT) to succeed in a globalized academic environment while feeling comfortable. As academic environments diversify, HEI professionals need cross-cultural training.

Higher education institutions may help create an inclusive and dynamic society by giving its workers the knowledge, skills, and attitudes to interact with individuals from all backgrounds. Li et al. (2018) found that cross-cultural training for internationalized university professors improves intercultural awareness, communication, and teaching practice.

In China, organizational resilience means higher education institutions (HEIs) can foresee, negotiate, and adapt to challenges and upheavals while maintaining purpose and roles. China's universities are getting more complicated and experiencing more internal environmental difficulties, therefore resilience has been a primary concern (Wang et al., 2018). He examined Chinese higher education performance and organizational resilience. Their findings suggest that organizational resilience greatly affects Chinese university performance. The study found that resilient institutions have better academic achievement, research production, financial success, and student happiness. Managerial investments and organizational resilience are crucial to improving performance and achieving strategic goals.

Triple challenges include: 1) employee relationship challenges due to workload and lack of communication; 2) cross-cultural training challenges due to limited resources and resistance to change; and 3) organizational resilience challenges influenced by technological innovation, financial constraints, and human capital flight. These issues compound the efforts to deal with organizational influence. To address these difficulties, more creative interventions would be required to develop an academic environment that is more lively, inclusive, and robust to future needs in the province of Anhui, China. Despite the well-established link between cross-cultural training and employee relations, there has been little empirical research on the impact of cross-cultural training on organizational resilience in higher education institutions. This study addresses a gap by looking into how an effective cross-cultural training program might improve organizational resilience in Anhui HEIs. Furthermore, while many studies have been done on employee interactions, cross-cultural training and organizational resilience in Chinese higher education institutions, there is relatively little research done in the Anhui region. Focusing on these concepts within the context of Anhui HEIs can be a great contribution.

The study focused on cross-cultural training, organizational resilience, and employee interactions in higher education businesses, with the goal of introducing an employee adaption framework. The report outlines the way to enhancing employee relations, cross-cultural competency, and organizational resilience in higher education around the world, while local colleges face similar difficulties in a global environment, by providing readers with practical ideas and strategies. To better understand the future of Anhui higher education and the correlation between employee relations, cross-cultural training, and organizational resilience, this intends to develop valuable insights and practical solutions to help Anhui and numerous other universities in today's complicated higher education.

Objectives of the Study - The study used employee relations, cross-cultural training, and organizational resilience as the foundation for developing an Employee Adaptability framework among employees in the Chinese Higher Education industry. Specifically, it described the employee relation as to communication, trust and respect, employee participation and conflict resolution; determined the cross-cultural training in terms of cultural awareness, intercultural communication and cultural adjustment; assessed the organization resiliency as to cognitive resilience, behavioral resilience and contextual resilience; tested the significant relationship among employee relations, cross-cultural training and organizational resilience and developed an employee adaptability framework.

2. Methods

Research Design - Descriptive research design was used in this study for an adequate and precise interpretation of the findings. Descriptive method of research is a type of research which obtains relevant facts, data and information at present state, providing a precise outline of situations, people or events. Descriptive research seeks to study and monitor an arising sensation which cannot be recognized by an impartial factor. The

researcher sought to gather information from the respondents through providing survey questionnaires and distributing these to them. This descriptive kind of research was helpful in collecting the respondents' data efficiently.

Participants of the Study - The research subjects are the faculty of five famous universities in Anhui Province: China University of Technology, Hefei University of Technology, Anhui University, Anhui Normal University, Anhui Medical University. These five schools are famous in Anhui Province and even in China. They have complete hardware facilities, strong teaching staff, and their own educational characteristics. These five schools to a certain extent represent the level of higher education in Anhui Province, so the selection of teachers from these schools as the survey subjects is widely representative. In order to determine the interviewees from five universities, supporters sent a request letter to the institution, inquiring about the total number of faculty and employees at the institution. The number of teaching staff of these five universities ranged from 400 to more than 500. Out of 2230 total teaching staff in these five universities, the sample size was 397.

Instruments of the Study - A self-made questionnaire allowed the researcher to tailor the questions directly to the unique context of HEIs in Anhui, China. This included considering factors like the specific cultural nuances of the region, the unique challenges faced by HEIs in China, and the specific employee relations practices within those institutions. Some employee relations difficulties, cross-cultural training, and organizational resiliency may be seen as sensitive, leading to employees not responding honestly. One solution is to create a custom questionnaire. Employees who keep their responses anonymous and secret may be more honest and forthcoming. A self-created questionnaire is also more flexible in terms of time, and it is easier to modify the questions based on the initial response than a fixed questionnaire. Despite the benefits of self-created questionnaires, rigorous design and validation are required to assure the quality and reliability of study findings. In such circumstances, it is critical to consult with professionals in questionnaire design and technique. The study relied on three sets of questionnaires as its primary data collection instrument. The instrument items were supplied in the form of descriptive statements. Subjects were asked to rate the frequency of each statement applicable to them on a four-point Likert scale based on its verbal interpretation. The 3.50 - 4.00 scale represents strong agreement, the 2.50 - 3.49 scale represents agreement, the 1.50 - 2.49 scale represents disagreement, and the 1.00 - 1.49 rating indicates significant disagreement.

Part I presents the questions on employee relation in terms of communication, trust and respect, employee participation and conflict resolution. Employee relation is a three-factor model consisting of communication (5 items), trust and respect (5 items) and employee participation (5 items), and conflict resolution (5 items), having a total of 20 items. Part II is cross-cultural training that covers dimensions such as are cultural awareness, intercultural communication, and cultural adjustment. It applies a four-point Likert scale with verbal interpretation of 3.50 – 4.00 scale means strongly agree (highly committed), 2.50 – 3.49 rate means agree (moderate committed), 1.50 – 2.49 scale means disagree (slightly committed) and, 1.00 – 1.49 rating means strongly disagree (least committed). It is a 15-item questionnaire with three factors, cultural awareness (5 items), intercultural communication (5 items) and the third factor cultural adjustment (5 items) witnessed the alpha reading of 0.941. Part III is the organization resiliency that includes the cognitive resilience, behavioral resilience, and contextual resilience dimensions. It applies a four-point Likert scale with verbal interpretation of 3.50 – 4.00 scale means strongly agree (with great evidence), 2.50 – 3.49 rate means agree (with moderate evidence), 1.50 – 2.49 scale means disagree (with little evidence) and, 1.00 – 1.49 rating means strongly disagree (without evidence). It is a 15-item questionnaire with three factors. Cognitive resilience (5 items) recorded the highest alpha reading. Behavioral resilience (5 items) with alpha reading of 0.939. Contextual resilience dimensions (5 items) with alpha reading of 0.931.

Cronbach's alpha was used by the authors to test the reliability of the adopted instrument. It is used under the assumption that you have multiple items measuring the same underlying construct. The instruments were validated by experts in the field and the adviser. They were subjected by the assigned statistician into the Test of Reliability, results are shown below:

Table 1*Summary of Reliability Test*

Variable	Cronbach's Alpha	Remarks
1A. Communication	0.785	Acceptable
1B. Trust and Respect	0.836	Good
1C. Employee Participation	0.834	Good
1D. Employee Participation 2	0.856	Good
2A. Cultural Awareness	0.856	Good
2B. Inter-cultural Communication	0.822	Good
2C. Cultural Adjustment	0.739	Acceptable
3A. Cognitive Resilience	0.882	Good
3B. Behavioral Resilience	0.773	Acceptable
3C. Contextual Resilience	0.827	Good

Legend: *George and Mallery (2003) provided the ff rule of thumb: ≥ 0.90 = Excellent; ≥ 0.80 = Good; ≥ 0.70 = Acceptable; ≥ 0.60 = Questionable; ≥ 0.50 = Poor; < 0.50 = Unacceptable*

Data Gathering Procedure - The researcher of this study used the published thesis as a source for the gathering and collection of data or information. In addition, books, articles and journals that are reliable for the study was used where relevant data and related information was collected. Additional and relevant information on the universities were collected through an informal interview. Before gathering of data, request letters to conduct the study were approved by the adviser and endorsed by the universities. The researcher prepared a letter of request to the President of universities to acquire approval to conduct the research work. The researcher also prepared a letter to the Human Resource Management (HRM) of the five universities for the total number of their staff (teaching and non-teaching) in the institution. It was reiterated that the purpose of the survey is conducted only in writing for academic purposes and that all information collected was kept confidential. Upon the approval of the universities, and approval of the adviser in the adopted questionnaires, the research started by distributing questionnaires to the teaching staff of five (5) selected universities in Anhui Province. The schedule for the date of distribution and retrieval of the questionnaire was discussed and set on a mutually agreed date with universities staff. The questionnaires were administered personally by the researcher or by using google forms to ensure the accuracy and confidentiality of the results.

Ethical Considerations - Since the questionnaire is to understand the current situation that affects the work engagement of college teachers in Shandong Province, analyze the problems existing in the work engagement of college teachers in Shandong Province, any personal information of the survey object was involved, and the results of the survey was kept strictly confidential. The researcher considered ethical factors in conducting the study such as the informed consent and disclosure of information. The researcher also provided a letter for the respondents before they answer the questionnaire seeking permission if they could participate in the study. The participants have the right to refuse to participate or answer the questions that make them feel uncomfortable to do so. To disclose the information, no name or personal identification was required to be written in the questionnaire. No video or audio recording was done to maintain the confidentiality of the respondents who answered the questionnaire.

3. Results and discussion

Table 2*Summary Table on Employee Relation*

Key Result Areas	Composite Mean	VI	Rank
Communication	2.96	Agree	2.5
Trust and Respect	2.95	Agree	2.5
Employee Participation	2.93	Agree	4
Conflict Resolution	2.97	Agree	1
Grand Composite Mean	2.95	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

The summary table of employee relation as to communication, trust and respect, employee participation, and conflict resolution is presented in Table 2 with a grand composite mean of 2.95 which denotes agree in all

indicators. Conflict resolution ranked highest in terms of dimensions, with a composite mean of 2.97 resulting in an agreed-upon verbal interpretation. Given that we now live in a global environment, teams are frequently made up of people from varied origins, ethnicities, and perspectives, and because of this diversity and richness, certain individuals can offer more to the team than others. In addition, this will lead to misunderstandings and disagreements among team members.

The importance of having realistic techniques to manage teams with diverse backgrounds while respecting all team members was emphasized. The concept of skillfully building productive teams emphasizes the importance of dispute resolution abilities. Conflict is most recognized for creating an environment that encourages new ideas and discoveries. If conflict is not handled properly, it can generate a number of challenges in our work environment. Conflict management is critical for team success; we must learn how to use conflict constructively for our team's advantage while also minimizing the negative impact. A team gains many advantages from a fight that are harder to see in a non-conflict context. This explains why there is currently a lot of interest in conflict resolution technologies that will help teams maximize the benefits of disagreements while minimizing the negative consequences.

In the article by Burgoon et al. (2020), it was demonstrated that when people feel safe to voice their disagreements and objections, conflict becomes a pathway to learning and growth, instead of a threat. Intercultural communication and conflict resolution provides tools for negotiating cultural differences and comprehending multiple views in order to effectively resolve problems. Furthermore, intercultural competence investigates many theoretical frameworks and practical approaches to resolving conflict caused by cultural differences. The significance of active listening, empathy, and finding common ground in order to achieve positive outcomes must be highlighted. Leadership practices that promote open communication and respectful dissent.

Table 3
Summary Table on Cross-cultural Training

Key Result Areas	Composite Mean	VI	Rank
Cultural Awareness	2.92	Agree	3
Intercultural Communication	2.96	Agree	1
Cultural Adjustment	2.95	Agree	2
Grand Composite Mean	2.94	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 3 presents the summary table on cross-cultural training as to cultural awareness, intercultural communication, and cultural adjustment with a grand composite mean of 2.94 which indicates agree on all indicators. Among the dimensions, intercultural communication obtained the highest rank with a composite mean of 2.96 and an agreed verbal interpretation. This indicates that intercultural communication is critical for a variety of reasons, affecting both personal and professional lives. Intercultural communication that is effective allows us to connect with others from various backgrounds, developing mutual understanding and respect. This results in stronger partnerships, teamwork, and cross-cultural cooperation. Hostility and prejudice spring from misconceptions and cultural stereotypes. Clear, polite communication closes these gaps, promoting open-mindedness and eradicating unhelpful stereotypes about diverse cultures.

McCauley et al. (2023) argue that in today's interconnected world, the capacity to negotiate conflicting cultures shrewdly is critical for success in a variety of fields such as business, politics, education, and international relations. Individuals with intercultural communication skills and knowledge are better positioned to take advantage of these opportunities. Engaging in close touch with people from other cultures broadens our perspectives on new ideas, ethical behaviors, and lifestyles. It is a rewarding life lesson that fosters empathy, ingenuity, and adaptability. An excellent cross-cultural communicator is required to mediate and resolve international crimes and conflicts. Understanding cultural conventions and sensitivities can help us avoid confusion and accommodate one another in harmony. Whether or not we are content in our personal confines, we must acknowledge that the sphere in which we live is shrinking to the point where it will eventually touch all

individual lives. By recognizing the importance of intercultural communication and actively developing the necessary skills, we can build a more connected, cooperative, and peaceful world.

Table 4
Summary Table on Organization Resiliency

Key Result Areas	Composite Mean	VI	Rank
Cognitive Resilience	2.93	Agree	3
Behavioral Resilience	2.96	Agree	1
Contextual Resilience	2.94	Agree	2
Grand Composite Mean	2.94	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 4 summarizes organizational robustness in terms of cognitive resilience, behavioral resilience, and contextual resilience. The grand composite mean, which is 2.94, indicates agreement on all parameters. The highest-ranked dimension is behavioral resilience, with a composite mean of 2.96 and an agreed-upon verbal interpretation. This suggests that behavioral resilience is very essential in many domains, including personal well-being and professional performance. Life may be unpredictable, and unexpected setbacks can be stressful. Behavioral resilience gives you the abilities and mindset to negotiate challenging situations, recover from setbacks, and effectively manage stress. This can help to keep negative emotions in check and improve emotional well-being. Opportunities for learning and progress are frequently presented by challenges. Behavioral resilience enables you to recognize problems as stepping stones, to learn from your failures, and to change your behavior to overcome future challenges. This constant progress develops a sense of personal accomplishment and boosts your self-esteem.

Smith et al. (2023) proved that the modern workplace is ever-changing and dynamic. Behavioral resilience enables you to adapt to new conditions, gain new skills, and accept change with enthusiasm. Better work prospects and growth result from adaptability. Individuals that are resilient tend to persevere in the face of adversity, overcome hurdles, and stay focused on their goals. This focus and tenacity frequently result in enhanced performance and production. The capacity to properly negotiate problems while remaining hopeful can considerably minimize stress and burnout. Individuals who are resilient are better able to maintain a healthy work-life balance and avoid the harmful impacts of persistent stress. Overall, behavioral resilience is a cornerstone of both personal and professional success. It allows you to overcome challenges, embrace change, and thrive in all aspects of life.

Table 5
Relationship Between Employee Relation and Cross-cultural Training

Variables	rho	p-value	Interpretation
Communication			
Cultural Awareness	0.590**	<.001	Highly Significant
Intercultural Communication	0.590**	<.001	Highly Significant
Cultural Adjustment	0.547**	<.001	Highly Significant
Trust and Respect			
Cultural Awareness	0.555**	<.001	Highly Significant
Intercultural Communication	0.554**	<.001	Highly Significant
Cultural Adjustment	0.548**	<.001	Highly Significant
Employee Participation			
Cultural Awareness	0.588**	<.001	Highly Significant
Intercultural Communication	0.509**	<.001	Highly Significant
Cultural Adjustment	0.529**	<.001	Highly Significant
Conflict Resolution			
Cultural Awareness	0.558**	<.001	Highly Significant
Intercultural Communication	0.522**	<.001	Highly Significant
Cultural Adjustment	0.501**	<.001	Highly Significant

** . Correlation is significant at the 0.01 level

As seen in the table, the computed rho-values ranging from 0.501 to 0.590 indicate a moderate direct relationship among the sub variables of employee relation and cross-cultural training. There was a statistically

significant relationship between employee relation and cross-cultural training because the obtained p-values were less than 0.01. The high significant relationship between employee relations and cross-cultural training in higher education arises from the need to navigate a diverse and interconnected world. It's about creating a supportive and inclusive environment for both employees and students, enhancing learning and research, and promoting institutional success in a globalized context. HEIs attract and employ faculty and staff from diverse backgrounds, both nationally and internationally. Similarly, they cater to a diverse student body representing various cultures and ethnicities. Effective employee relations involve understanding and respecting these diverse perspectives, fostering inclusivity, and creating a supportive work environment. Cross-cultural training gives employees the skills and knowledge they need to navigate this diversity productively. It enhances communication, reduces prejudice, and builds trust between colleagues and with students.

Universities collaborate in international research, partnerships, and student exchanges. Developing multicultural awareness is crucial. Working with foreign partners and developing collaboration requires competent, interpersonal cross-cultural communication. It helps professionals communicate well and engage students from different cultures. Good employee relations create a supportive and cooperative workplace. This is essential for cross-cultural collaboration and engaging foreign students and coworkers. Cross-cultural training and good employee relations diversify the workforce. These attract diverse talent and enhance staff retention. Valued and culturally aware employees are more engaged and productive. The work environment improves, and the HEI may better exhibit its inclusive and diverse employer status. Cross-culturally skilled faculty and staff can help college students from diverse backgrounds. Cross-cultural employees may create a more inclusive learning environment, improving student engagement and performance. Excellent employee interactions create a more supportive and collaborative campus atmosphere, which improves student well-being and intercultural understanding.

According to Bhawalkar et al. (2019), strong employee relations and effective cross-cultural training programs at higher education institutions make it easier to address the needs of a globalized world, attract a diverse range of students and faculty, establish international partnerships, and contribute to global knowledge exchange. This improves the institution's reputation and positions it as a leader in promoting diversity, inclusion, and intercultural understanding, making it more competitive and relevant in the evolving higher education landscape.

Table 6
Relationship Between Employee Relation and Organization Resiliency

Variables	rho	p-value	Interpretation
Communication			
Cognitive Resilience	0.608**	<.001	Highly Significant
Behavioral Resilience	0.562**	<.001	Highly Significant
Contextual Resilience	0.557**	<.001	Highly Significant
Trust and Respect			
Cognitive Resilience	0.523**	<.001	Highly Significant
Behavioral Resilience	0.535**	<.001	Highly Significant
Contextual Resilience	0.574**	<.001	Highly Significant
Employee Participation			
Cognitive Resilience	0.487**	<.001	Highly Significant
Behavioral Resilience	0.502**	<.001	Highly Significant
Contextual Resilience	0.530**	<.001	Highly Significant
Conflict Resolution			
Cognitive Resilience	0.508**	<.001	Highly Significant
Behavioral Resilience	0.504**	<.001	Highly Significant
Contextual Resilience	0.508**	<.001	Highly Significant

***. Correlation is significant at the 0.01 level*

As seen in table 6, the computed rho-values ranging from 0.487 to 0.608 indicate a moderate to strong direct relationship among the sub variables of employee relation and organization resiliency. There was a statistically significant relationship between employee relation and organization resiliency because the obtained p-values

were less than 0.01. Positive employee relations, characterized by respect, trust, and open communication, foster motivation and engagement, leading to increased effort, commitment, and creativity from employees. This heightened engagement contributes to organizational resilience by enabling HEIs to adapt to challenges quicker and more effectively, innovate and develop new solutions to address unforeseen circumstances and maintain high performance even during periods of disruptions or change.

A study of Brunner et al. (2018) revealed that a strong employee relations facilitate knowledge sharing and collaboration across departments and teams. This will allow HEIs to rely on a variety of viewpoints and experience, resulting in higher-quality judgments and more effective problem-solving. As a result, HEIs will be able to respond to disruptive events more quickly and accurately, as well as implement reforms through collective intelligence and action. It will also encourage continuous education and learning, resulting in a more robust organization in the long run. Ensuring positive employee contact will promote employee well-being, reduce stress, and hence increase employee retention while minimizing disruption due to staff turnover. It will have a favorable impact on the employee's physical and mental health, increasing resilience to manage, adapt, and respond to change. It will have a favorable impact on employees' ability to manage, recuperate, and rebound from adversity, resulting in a more resilient and flexible organization. Effective employee relations in HEIs create a safe space for risk-taking, experimentation, and innovation. This should boost creativity and adaptability. HEIs must adopt a 'both/and' leadership style to build on their successes and navigate uncharted territories locally and internationally with new educational offerings and research initiatives in a highly competitive environment due to changing student and industry needs and rapid technological advances. Finally, Dearnley et al. (2020) research shows how higher education institutions may create resilient learning organizations. HEIs that empower people, provide continuous learning, and promote cooperation are more dynamic, versatile, and adaptive to change. Resilient HEIs aggressively promote a learning culture so that all members, regardless of rank, may learn. This includes providing professional development, encouraging HEI personnel to share ideas, and researching innovative teaching methods.

Creating safe experimental spaces where individuals may explore new things without falling is crucial. It helps to guarantee that adaptability becomes a habit. Collaboration within the institution and with external partners is crucial for building resilience. This includes fostering effective communication channels, building trust between different departments, and actively engaging with industry, government, and community stakeholders. The study emphasizes the importance of shared goals and values as a foundation for this collaboration, ensuring everyone works towards the same vision for the future of the HEI.

Table 7
Relationship Between Cross-cultural Training and Organization Resiliency

Variables	rho	p-value	Interpretation
Cultural Awareness			
Cognitive Resilience	0.565**	<.001	Highly Significant
Behavioral Resilience	0.559**	<.001	Highly Significant
Contextual Resilience	0.584**	<.001	Highly Significant
Intercultural Communication			
Cognitive Resilience	0.564**	<.001	Highly Significant
Behavioral Resilience	0.526**	<.001	Highly Significant
Contextual Resilience	0.521**	<.001	Highly Significant
Cultural Adjustment			
Cognitive Resilience	0.512**	<.001	Highly Significant
Behavioral Resilience	0.541**	<.001	Highly Significant
Contextual Resilience	0.518**	<.001	Highly Significant

** Correlation is significant at the 0.01 level

As seen in the table, the computed rho-values ranging from 0.512 to 0.584 indicate a moderate direct relationship among the sub variables of cross-cultural training and organization resiliency. There was a statistically significant relationship between cross-cultural training and organization resiliency because the obtained p-values were less than 0.01. Many HEIs host a globally diverse faculty and staff, alongside students

from various cultural backgrounds. Navigating this diversity effectively requires intercultural skills, which cross-cultural training provides. This leads to improved communication, trust, and collaboration across cultural lines, fostering a more cohesive and supportive work environment. In light of the study of Cheng et al. (2018), HEIs actively engage in international collaborations, research partnerships, and student exchange programs. Cross-culturally competent faculty can navigate these collaborations effectively, promoting productive partnerships and successful student exchanges. Participating in these international initiatives will improve the institution's reputation and bring up new opportunities. Faculty with intercultural abilities can provide more educational support and advice to students from many cultures, foster an inclusive learning environment, and develop culturally relevant teaching and learning approaches. This will boost student engagement and success rates, with immediate pleasant student experience, higher academic outcomes, a solid reputation.

A cross-culturally competent workplace does the following: it creates an environment that is more inclusive and welcoming, resulting in attracting and retaining diverse talent, which in turn increases the institution's expertise and perspective, which contributes to innovation and adaptability; it yields high employee satisfaction and retention, which reduces associated costs with staff turnover, which in turn increases the institution's financial resilience; and it prepares More specifically, cross-cultural training assists faculty and staff in becoming open to new ideas and perspectives when confronted with the challenges of globalization, technological advancement, and social shifts; it makes faculty and staff adaptable and flexible to change when confronted with the turbulence of globalization, technological advancement, and social shifts; and it prepares faculty and staff to be creative problem solvers in diverse contests. As a result, when faculty and staff are more adaptable, they are able to innovate and develop new programs and research in order to remain relevant in the landscape. The more complex the ecology of the landscape is, the more uncertain the future of higher education will be, and the more institutional organizational resilience will be the primary contributor. Lee et al. (2020) emphasize the role that teacher intercultural competence plays in promoting student intercultural learning. To make the lives of teachers and students simpler in a varied educational environment, institutions should consider offering cross-cultural training programs to faculty as well as encouraging inclusive teaching approaches in the classroom. The researchers discovered a statistically significant association between instructor intercultural competency and student intercultural learning outcomes. As a result, the findings of this study show that faculty members with higher intercultural qualities such as empathy, communication, and the ability to keep an open mind foster an environment in which students can gain intercultural knowledge, skills, and attitudes.

The study also found culturally inclusive instructional practices mediated the faculty intercultural competency and student learning relationship. Faculty with higher levels of intercultural competence are more likely to employ inclusive teaching strategies. These strategies include incorporating multiple perspectives within the content, using interactive and participatory instructional strategies, and establishing a safe and inclusive learning environment, among others. Cultural diversity in the classroom also enhances student intercultural learning, as the mix of cultural backgrounds brings myriad ideas and experiences directly to the students.

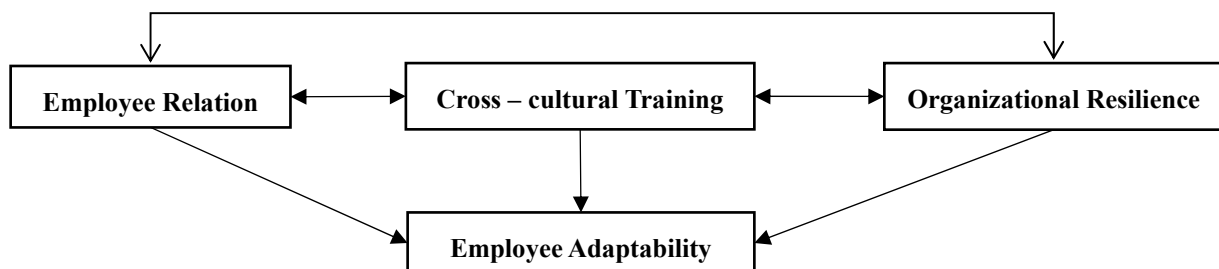


Figure 1. Employee Adaptability Framework

The studies and relationships that emerge from cross-cultural training, employee relations, and

organizational resilience at Anhui's HEIs are significant, and they serve as the foundation for the Employee Adaptability Framework. The framework can easily address such needs by identifying the determinants of adaptability within the context of HEIs in Anhui, assessing the levels of adaptability of both the individual and the organization, and finally proposing intervention strategies for improving employee adaptability through training, development, and employee relations. In any scenario, theories and research on organizational resilience will most likely be utilized to generate frameworks for adaptation, continuous learning, and proactive issue solutions. Similarly, theories and research on cross-cultural competency and its implications for collaboration, communication, and conflict resolution will be used to improve employee adaptability. Similarly, research and theories on employee relations will be used to improve employee relations, trust, respect, and engagement for the benefit of all employees.

Institutional trust, respect, and open communication will promote engagement, motivation, and collaboration. Cross-cultural training will be provided to workers to help them negotiate diverse backgrounds and viewpoints in order to improve communication, cooperation, and cross-cultural conflict resolution skills. Through this organization, resilience will be improved, allowing educational institutions to adapt and thrive in the face of obstacles in an ever-changing environment. The three variables positively influence each other. Good employee relations create a fertile ground for effective cross-cultural training. Culturally competent employees contribute to stronger employee relations through better understanding and collaboration. Both contribute to organizational resilience by fostering adaptability, innovation, and problem-solving in a diverse context. In the context of Anhui, China where there is rapid development and globalization, Anhui's HEIs face increasing international collaboration, student exchange programs, and diverse faculty/staff. Cultural complexities are also prevalent in China. Navigating differences within China and with international partners requires intercultural skills and awareness. The importance of employee well-being and engagement is also enhanced. Retention of skilled personnel in a competitive environment benefits from positive relations and cultural understanding.

4. Conclusions and recommendations

This study found a moderate level of agreement among HEI teachers regarding the importance of effective communication, trust, respect, employee participation, and conflict resolution in fostering positive employee relations. The study revealed moderate agreement among the HEI teacher respondents regarding the value and positive impact of their cross-cultural training, particularly in developing skills related to cultural awareness, intercultural communication, and cultural adjustment. The HEI teachers moderately recognized the importance of cognitive resilience, behavioral resilience and contextual resilience in building organizational resilience. This study reveals a strong inter-connectivity between positive employee relations, effective cross-cultural training, and organizational resilience in HEIs which creates a robust foundation for adaptability, innovation, and sustained success. An employee adaptability framework was developed for higher education institutions in China.

The HR head may develop a holistic strategy addressing all aspects of employee relations, from recruitment and on-boarding to performance management and conflict resolution. The cross-cultural training program coordinator may conduct a regular needs assessments and feedback surveys from training participants to identify areas for improvement and update the curriculum accordingly. Consider incorporating emerging trends in intercultural communication and addressing specific challenges faced by HEI teachers in diverse classroom settings. The HR head may implement workshops on stress management, mindfulness, critical thinking, and problem-solving skills to incorporate elements of cognitive, behavioral, and contextual resilience. The employee adaptability framework may be integrated into the institutional environment and maximizing its benefits for both employees and the HEI as a whole. Future researchers may incorporate the perspectives of students, administrators, and staff alongside faculty to gain a more comprehensive understanding of how employee relations, cross-cultural training, and organizational resilience interact within the HEI ecosystem.

5. References

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