CROSS-CULTURAL COMMUNICATION COMPETENCE AND TEAM PERFORMANCE OF PLASTIC INDUSTRIES IN THE SOUTH-SOUTH REGION, NIGERIA

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ABSTRACT

This study examined the relationship between cross-cultural communication competence and team performance of plastic industries in the South-South, Nigeria. A cross sectional research design was adopted for the study. The study respondents from the institutions constituted the population; from the field study, we retrieved and analyzed one hundred and fourteen (114) copies of questionnaire; descriptive statistics was employed in analyzing the demographic data of respondents as well as percentage frequencies for univariate analysis; also, Structural Equation Modeling (SEM) from AMOS version 20.0 was the statistical tool utilized to examine the relationship between the dimensions of cross-cultural communication competence and the measures of team performance and to test hypotheses postulated for the research with the beta (β) values obtained. The findings revealed that the dimensions of cross-cultural communication competence as reviewed in extant research such as relationship skills, formality in interactions and cultural empathy significantly associate with team performance measures such as role clarity, feedback and cooperative culture. It was then concluded cross-cultural communication competence will undoubtedly enhance good performance of teams at workplace in order to assure this and achieve the intended outcome, thus, a cross-cultural communication competence engineers all organization members to work cooperatively to attain its estimated objectives and goals. Thus, it was recommended that management of these organizations should strive towards developing employees' competence knowledge across cultural boundaries such that they can fit in and work together without bias and cultural stereotype effects that hamper organizational success and growth

KEYWORDS: *Cross-cultural communication competence, Relationship Skills, Formality in Interactions and Team Performance*

1.0 INTRODUCTION

The increasing globalization of businesses presents the need for increased understanding of cultural differences amongst the employees of modern corporations some of which are multinationals with a global workforce (Ainsworth, 2013; Angouri & Miglbauer, 2014; Okoro, 2012).The traditional management model and methods would face the biggest challenges with the rapid change of globalization alongside the strong impact of economy (Shachaf, 2008). Therefore, many companies are looking for strategies and methods that would help them copewith complexities in the modern work environment as well as competition among themselves (Armistead & Machin, 1997). Organizations need to respond quickly and accurately towards the change of the market due to external factors and the companies have to change the traditional production mode into the flexible mode (Garud & Kotha, 1994).

The traditional management model is no longer suitable for the current market. It is normal for a team to play an important role in every organization. Furthermore, teamwork becomes the core of a team due to the industrial revolution (Hahn, Moon & Zhang, 2008).Team performance is a crucial component of organizational success. Organizations rely on teams to work on various complex tasks delivering quality output and in enriching organizational knowledge. Many new challenges are arising in complex environments characterized by geographical dispersion, virtual work, collaboration, and various types of diversities. According to Cohen and Baoley (1997) teamwork is a collection of individuals who are interdependent in the tasks and who share responsibility for the

outcomes. Teams enables people to cooperate, enhance individual skills and provide constructive feedback without any conflict between individuals (Jones et al.,2007).Teamwork is an important factor for smooth functioning of an organization. Most of the organizational activities become complex due to advancement in technology therefore teamwork is a major focus of many organizations. One research study concluded that teamwork is necessary for all types of organization including non-profit organizations (Pfaff & Huddleston, 2003). Team members enhance the skills, knowledge and abilities while working in teams (Fröbel & Marchington, 2005; Trivett, 2013).

Leadership is very important to every organization nowadays. A good leadership requires a leader to communicate with people effectively and honestly (Eisenberg, Goodall & Trethewey, 2010). There are four basic characteristics of the effective communication between team leader and team members such as openness, supportiveness, motivation and empowerment (Eisenberg, Goodall & Trethewey, 2010). As seeing the prominence of the characteristics, openness is a desired approach to the relationship between the supervisors and subordinates (Redding, 1972). The key features for the leadership are trust, support and empowerment for the team membership in the process of communication (Fairhurst & Chandler, 1989). Having a positive team relationship can integrate the leadership into critical social network (Sparrowe & Liden, 1997). In the process of a team communication, leader communication behaviors or characteristics affects the teamwork atmosphere, communication climates, employee behavior and satisfaction, and team effectiveness.

Competent and committed employees apart from being the most important resources available to any organization, largely determines organizational objectives and its successful achievements. Therefore, the competencies of employees are a critical success factor for any organization (Devaraj&Babu, 2004). Competency covers employees' surface and core personality which allows an individual to perform a task within a specific function (Boyatzis, 1982). The demand for competent workforce is continually on the increase which is motivated by the vibrancy of the global marketplace, rising local and intentional competition and the demand for high quality private and public goods and services from providers (Hay Group, 2004).

In a multicultural workforce environment, cultures play important roles in the interactions of employees (Kim, 2015; Martin & Nakayama, 2015; Rozkwitalska, 2013). According to Nair-Venugopal (2015), the behavior, actions, and levels of interactions among the individual members of an organization are reflections of the overall cultural environments within which the organization operates.Cultural diversity is an increasingly important phenomenon which tends to affect not only social and political institutions but also corporate organizations; and managing cultural diversity in organizations has become significantly important (Lozano & Escrich, 2017).

Diversified teams have the twin potential to benefit and also disrupt team performance; hence, it is a complex challenge (Pieterse, Van Knippenberg & Van Dierendonck, 2013). Martin (2014) indicated that cultural diversity had both positive and negative consequences in cross-cultural relationships. Optimal performance of both the individual and organization will depend essentially on the value the organization places on diversity and the implementation programs in place to reconcile, as well as facilitate, adjustment to the different individual, organizational and national cultures (Palthe, 2014).

Communication is the exchange and flow of information and ideas from one person to another. It involves a sender transmitting an idea to a receiver. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. Many of the problems that occur in an organization are the direct result of people failing to communicate. Leaders of organizations who keep everything inside or cannot communicate a message leave individuals to their devices to try and figure out what they may, or may not, want. This is a failure of leadership and communication (Baldoni, 2003). Faulty communication causes the most problems. It leads to confusion and can cause a good plan to fail. Communication is a big problem to many companies in the world including Tanzania Communication problem are more often a symptoms of more deep rooted problem as a results it causes uncertainty about the direction of the organization (Koontz, 2001).Person (1999) stated that communication problem does affect the work adversely and hinders the progression of the company and making the output of the whole system virtually impossible.

1.2 Statement of the Problem

As globalization progresses, the need to understand the role of culture in team performance becomes more salient. To date, the bulk of team performance research involves U.S. or Western populations. However, the increasing prevalence of organizational structures such as globally distributed virtual teams in industry and joint-coalition forces in the military raises the possibility that the extant models are insufficient for teams with a heterogeneous cultural composition.

The degree to which the existing models and frameworks apply to these multicultural contexts must be assessed, and the models must evolve to include the role of culture in team performance (Altman-Klein & Pongonis-McHugh, 2005). The business environment of the 21st century has changed drastically, with 3.3% of the global population counted as international immigrants in 2015 (Perspectives on Global Development Report, 2017). In addition, the increased internationalization of business presents the opportunity to work in culturally challenging environments (Lauring & Klitmoller, 2015; Wells, 2013), with associated challenges, including limited intercultural skills and ineffective communication skills (Angouri & Miglbauer, 2014; Kim, 2015; Rozkwitalska, 2013).

The general problem is that the management of culture in multinational organization has become a growing concern, especially as this may affect overall company performance (Phipps, 2012; Slessor, Phillips, Ruffman, Bailey & Insch, 2014).

An influx of multinational foreign investors in the Nigerian Plastic industry has created companies employing both local and international staff with different cultural backgrounds. Cultural backgrounds can be very diverse (Podsiadlowski, Gröschke, Kogler, Springer & van der Zee, 2012) and companies operating in a multicultural workforce environment often fail to recognize the need to understand cultural differences in the workplace (Angouri & Miglbauer, 2014; Beckers & Bsat, 2014; Odrakiewicz & Zator-Peljan, 2012). The specific problem is that management of cultural differences among team members in multinational companies could result in misunderstandings, workplace inefficiency, and affect overall company profitability (Chandrakumara, Glynn, Gunathilake & Senevirathne, 2010).

These human resources require clear, concise and complete information for better implementation and success of the business. Therefore, effective communization as a strategic tool for organization success lays emphasis on learning team work, safety, and innovation and develops quality of decision making.

Furthermore, the results of this study aim to identify factors of cross-cultural communication competence and provide solutions or suggestions for organizations to improve the issues impacting job outcomes such as team performance in organizations. Improving employees' job outcomes will reduce turnover rates and achieve the Nigeria's government's national unemployment policy regulations. Sequentially, organizational effectiveness can possibly improve which will significantly boost economic activities thus diversifying income sources in the economy.

2.0 REVIEW OF LITERATURE

Theoretical Framework

Social Identity Theory

Social Identity Theory (SIT) is a well-established theory developed by Tajfel and Turner (1979) used to facilitate an understanding of individual identity and identification in organizational contexts. The SIT has been reviewed by a number of authors (Brown, 2001; Hogg & Terry, 2001), and refers to the degree to which an individual belongs and perceives him/herself based on membership in certain group in terms of in-groups or non-membership in out-groups (Scott, 2007). SIT is not only applicable to the proposed study but also has capacity to explicitly explain differences in employee behaviors due to their diverse background (e.g., Richard *et al.,* 2004; Tajfel, 2010; Van *et al.,* 2004).

According to Hogg and Terry (2001), there are two socio-cognitive processes within the SIT that characterize group boundaries and self-enhancement where individuals favor their own in-group. The Social Cognitive Theory considers self-efficacy control behavioral intensity (Bandura, 2012), and hypothesizes that individuals experiencing increases in anxiety and fear will not be able to develop self-efficacy because of the negative emotions (Bandura, 1977). Self-

efficacy refers to "beliefs in one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands" (Wood & Bandura, 1989, p. 408). Thus, individuals' belief about their ability influences their actions (Ng & Lucianetti, 2015).

Although the SIT has been applied to and guided the understanding of how cognitive and social factors contribute to individual behavior in organizations.

Researchers have linked SIT with communication in an organizational context studying the use of language, interaction styles, and cross-cultural circumstances in order to examine other variables and to predict and explain behavior attitude (e.g., Fortman, 2003; Fox, Giles, Orbe & Bourhis, 2000). Several studies have been formulated to integrate communication constructs into SIT (Kuhn & Nelson, 2002).In-group behavior also has examined issues such as crowd behavior, ethnic attitudes, racial prejudice, fascism, social conflict, and social influence (Turner & Giles, 1981).

Scott *et al.* (1998) noted that social identities are created by language expressed in our interactions with others. Within this realm, Scott (2007) emphasized how communication is shaped through varied identities in different groups. On the other hand, dis-identifications occur with various groups during team meetings. For example, Scott's (2007) study further addressed the importance of examining how active information processing and active listening influence in-group or out-group status, which might shape identification. Although identity and identification issues are based on communication, expressing one's belongingness to various collectives is a key to measure reputation and image of those collectives (Scott, 2007).

Communication in in-group contexts within international organizations involves out-group communication as well. There is a relationship between member identity and social distance, "members seek close relationships with those of the same nationality to increase their sense of security" (Suzuki, 1998, p. 176). Hence, Suzuki (1998) stated, "one important factor that may differentiate intergroup communication from intragroup communication is individuals' awareness of their group memberships" (p.156). Suzuki (1998) uses the social identity theory to test boundary conditions within the cultural membership of groups from Japan and the US. Suzuki (1998) noted groups in international organizations were aware of their group categories based on national cultural labels; the cognitive process of the awareness will have an impact on the motivational process. The study found that Japanese individuals ranked low on identity and they feel insecure regarding their own group's statues because they hold a minority status.

Social identity theory will support this study by understanding individual's identity within group's context. Individuals during information processing and interaction with in-group or out-group might shape their identities; thus, they may only seek information or communicate with their in-group instead of managers. Hence, multicultural workforce may favor their own in-group, which will build boundaries affecting their attitudes and behavior. Also, the theory will support how minorities such as the Nigerian nationals' workforce in the tourism industry may not be motivated to seek information due to the low identity and negative emotions.

Cross-Cultural Communication Theory
These theories work at how the culmination of people from different culture or conflicting traits interact together and how such cultures impact on their interaction. Using languages, gesture and body language helps these cross-cultural individual to find a common ground for interaction. Finding a balance between cultural differences makes it possible for them to communicate effectively and efficiently through coherent dialogue.

The proponent of this theory includes Edward Hall an anthropologist known for it high and low context cultural factors and Richard Lewis (1990). Lewis categorizes human based on behavior instead of religious or nationality. He defines and simplifies intercultural analysis with the aim to improve interaction between different cultures. The three categories differentiated human beings into Linear-active, multi-active and reactive. These categories determine how individual from different culture reasons and this can affect the way they interact.

Edward Hall discovered and examined high or low context culture. Someone with a high context culture easily understands the unwritten rules while someone from low context culture needs explanation for every little detail. The implication for cross-cultural communication competence is that leaders, managers and employees, should be trained in such a way to accommodate people from other cultural background and relate with them depending on their level of understanding
an lead to lower their intention to leave the organization.

Conceptual Review
Communication
Koontz (2001), defined communication as the process of transferring information from the sender to the receiver with the information understand by the receiver so as to produce feed back to the sender. This is supported by Drenth *et al.* (1998) defined communication as the sending information and receiving of massages from the sender by a means of symbols and considering organization communication as a key element of organization climate.

The term communication is derived from the Latin word, (Communis), which means "to share" (Ezezue, 2008). Consequently, this means sharing would enable one to partake and co-operate hence it is a social activity. However, if there are no common understanding results from the transmission of symbols (verbal or non-verbal), there is no communication (Donnelly, Gibson & Ivancerich, 1984).

Effective communication is strategic for organizational goal achievement. However, ineffective communication in an organization may result in uncertainty, apprehension and dissatisfaction; these result in poor productivity. It is therefore necessary that managers communicate with employees effectively. The extent to which a manager accomplishes corporate goals depends on his ability to communicate effectively (Herich, 2008). The fact remains that many executives still do not understand what communication is and its role in the success of an enterprise (Nnamseh, 2009).Effective communication enhances organizational relationship and minimizes strikes and lockouts. Organizational purposes and goals are sometimes defeated when communication is not effective. Wastes and costly mistakes have been made due to gaps in communication. Lack of effective communication is one of the major reasons that can lead to confusion and poor planning in many organizations. This is because communication is the source of information used by managers in making decisions that affect the performance of the organization.

Cross-Cultural Communication
Culture is "the manifold ways of perceiving and organizing the world that are held in common by a group of people and passed on interpersonally and inter-generationally" (Yuan, 2006, p. 5). According to David Victor, it is "the part of behavior that is at once learned and collective," and is therefore, "taught rather than instinctive or innate" (2001, p. 30). Starting at birth, "the infant mind is somewhat like a blank tape, waiting to be filled," culture plays a large part "in the recording process" (Fisher, 1988, p. 45). Handed down from members within the larger community, it is gradually reinforced and imprinted into individual's mind as time progresses. Culture directly influences the way in which people within the context communicate, and the way in which they perceive each other (Victor, 2001).
As a result, one organization's conduct, developed in a particular environment and reflecting the local staff's cultural identity, may not be applicable to another culture.

Cross-cultural communication, also known as intercultural and trans-cultural communication, indicates the exchange of ideas, emotions, and information by means of language, words, and body language between people from different cultural backgrounds (Xu, 2007). In international organizations, it serves as a lubricant, mitigating frictions, resolving conflicts, and improving overall work efficiency; likewise, it serves as a coagulant, integrating the collective wisdom and strength, enhancing the collaboration of team work, and uniting multiple cultures together between race and ethnicity, hence generating a desirable virtuous circle of synergy effect. In the following paper, I identify three aspects of culture that constitute people's understanding of each other in professional settings, namely: language and non-language codes; cultural values and beliefs; and cultural stereotypes and preconceptions.

Cross-cultural Communication Competence (C-CCC)

Cross-cultural communication competence is the ability to understand the host culture quickly, and at the same time, act effectively (Nunes, Felix& Prates, 2017). Cross-cultural competence prepares individuals to attain the skills needed for problem resolution, stress coping, communication, language acquisition, experience in living among other cultures and tolerance for ambiguity (Lokkesmoe, Kuchinke & Ardichvili, 2016).

Ramsey and Lorenz (2016) revealed that several definitions of cross-cultural competence include the ability to function in a different culture effectively .Reichard *et al.* (2015) found that cross-cultural competence enhances the ability to better work with people in and of different cultures and origins. Generally, cross-cultural competence comprises affective/motivational, the cognitive, behavioral elements of the individuals to effectively adapt the intercultural environments (Nunes *et al.,* 2017). Cross-cultural competence can determine the success or failure of a mission in the current operating environment (Bartel-Radic & Giannelloni, 2017).

Dimensions of Cross-Cultural Communication Competence
Relationship Skills

Becoming culturally competent is an ongoing process—one that requires introspection, awareness, knowledge, and skill development. Primary misperception among students' is that communication skills are inherently innate, that one is either born with or without it, and that the ability to communicate cannot be taught (Back & Baile, 2003; Cleland *et al.,* 2005; Rees &Garrud, 2001). Conversely, White *et al.* (2008) stressed that the ability to communicate skillfully is rarely a gift that one possesses but rather one that is learned. The danger of misperceptions about it is that even when students' realize its' importance, they may perceive it as something they already possess, as common sense or instinctively acquired, results in them undermining the relevance of training.

Flexibility in dealing with problems of cultural differences involves competence in two aspects: (1) the participant's competence to make flexible adjustment to his communicative behavior according to the mutual cultural background so as to achieve the desired result; (2) the competence to deal with the communicative conflict resulting from the cultural differences.

In the cross-cultural communication, a likely situation is that how the two sides can make sure of the smooth going-on of the communication since they both come from non-English-speaking countries with different rules of social communication in their cultures though they both take English as communicative tool. The ideal situation is that with high sensitivity and tolerance to the cultural differences both sides try to understand the other's communicative rules and draw to each other as close as possible so as to achieve the final success of communication through continuous consultation and adjustment. The communicative rule involved in the cross-cultural communication is different from not only the communicative rule in the culture of target language but also in the participant's native language. We may call it inter-cultural communicative rule (Wen Qiufang, 2000). The difference between it and the general communicative rule lies in the fact that it is decided by the two sides" continuous consultation and adjustment and comes into being during the process of communication instead of before it. Consequently, the participants need to have great competence in dealing with unexpected communicative conflicts.

Formality in Interactions

Formality is subdivided into 'deep' formality and 'surface' formality. Deep formality is defined as avoidance of ambiguity by minimizing the context-dependence and fuzziness of expressions. This is achieved by explicit and precise description of the elements of the context needed to disambiguate the expression. A formal style is characterized by detachment, accuracy, rigidity and heaviness; an informal style is more flexible, direct, implicit, and involved, but less informative.

A classic issue in the study of language is the measurement of variation between different genres or registers. As Labov (1972) noted, 'the most immediate problem to be solved in the attack on sociolinguistic structure is the quantification of the dimension of style' (1972). Stylistic variation results from the fact that different people express themselves in different ways, and that the same person may express the same idea quite differently when addressing different audiences, using different modalities, or tackling different tasks (Bell, 1984, 1997).

The number of possible variations is so large, though, that Labov's problem seems unsolvable as a whole. The problem may be substantially simplified by focusing on just one aspect or dimension of style. Perhaps the most frequently mentioned of these aspects is formality. Everybody makes at least an intuitive distinction between formal and informal manners of expression.

Team Performance
For performing 'to fulfill obligations or requirements; accomplishment of something as promised and expected' (American Heritage College Dictionary, 2007). Although in project management body of knowledge, there is actual usage of the term 'performance', the terminology normally has several implications dependent on the context in which it is applied. Conventionally, the term is employed for signifying the results of actions and also in identification of an individual and/ or a group which is being productive and efficient (Yasamis *et al.,* 2002; Ahadzie *et al.,* 2008). More importantly, a highly-performing work environment lays emphasizes on improvement of the influences on the individual working in the organization as well as the impacts of procedures, methods, physical environment, technology and tools for the enhancement of team work(Ahadzie *et al.,* 2008).

Measures of Team Performance
Role Clarity
Role clarity (RC) is evaluated to have important outcomes for the teams' performance and success in industry and business which is sometimes referred to by the contrasting term role ambiguity, (Rizzo *et al.,* 1970). According to role theory (Rizzo*et al.,* 1970), clarity of role means ''the degree to which required information is provided about how the employee is expected to perform his or her job.'' One key of measurable indicators of team structure, as identified by previous research, is the clarity of its goals and members roles (Gladstein, 1984; Deeter-Schmelz, 1997).

According to Drach-Zahavy and Freund (2007), two types of organizational structure (mechanistic and organic) are distinguished in terms of how to manage control of job accomplishment of teams and how to differentiate and coordinate roles of individuals within these teams. For example, Richardson (2010: 86), identifies shared objectives and specified roles as criteria for assessing real teams.

Feedback
Feedback and goal setting have become integrated management tools because they are thought to serve both informational and motivational functions that enhance an employee's work performance (Mamula, PerićandVujić2019). Feedback can provide information about the correctness, accuracy, and adequacy of work behaviors. Feedback may be necessary for instilling a sense of competence, accomplishment and control in workers (Zenger &Folkman2016).

Scholars have noted that an incomplete understanding of various important aspects of feedback still remains prominent (Ashford, Susan, Blatt, Ruth & VandeWalle, 2003). The value of organizational feedback culture on feedback outcomes is a recognized gap in literature (Ashford *et al.,* 2003)

Cooperative Culture
When a situation is structured cooperatively, there are positive correlations among team members' rewards, but when a situation is structured competitively, there are negative correlations among team members' rewards. According to goal interdependence theory, cooperatively structured situations create perceptions of shared fate and promote supportive behavior, whereby each group member looks out for the interests of the others. In addition, insights and lessons learned by one member are shared so that all can benefit vicariously from others' experiences (Liebrand & McClintock, 1988). On the other hand, rather than share information and experience, people placed in competitive structures tend to keep valuable information proprietary. Moreover, rather than supporting each other, people placed in competitive reward structures may be motivated to impair the progress of others in an effort to gain positive advantage.

The relationship between cross-cultural communication competence and team performance
Cross-cultural communication refers to the socioeconomic, gender, religious, ethnic, and cultural background of an individual and how this influences the efficiency of communication among workers (Dawson, Madera, Neal, & Chen, 2014). Lauring (2011) examined intercultural communication in organizations where messages have implications that can be interpreted differently by various groups. Notwithstanding its impact on individuals, cross-cultural communication has been found to be an essential strategy for boosting an organization's business internationally and for promoting solutions to contemporary issues that can affect an organization's relationships with its stakeholders and other corporate organizations (Lauring, 2011).

Lee and Moreo (2007) discussed one of the human resources obstacles within a multicultural hospitality workforce. Their results revealed that the industry faces challenges in employee satisfaction for those working in teams because employees' perceptions of work environment vary depending on regions and countries. Most recently, Madera and Kapoor (2011) indicated that there are complex management issues facing human resources and researchers regarding communication matters because of the diverse workforce found especially in the hospitality and tourism industry. Examples of diversity, such as gender, age, religion, disability, sexual orientation, ethnic origins, and cultural backgrounds shift the understanding of communication (Madera &Kapoor, 2011). It is because people's identities enhance or cause conflict regarding work responsibilities. Skills for managing diverse backgrounds workforce are needed to positively enhance supervisors and coworkers relationships, understanding work assignment and company policy, respect for social and moral values, and respect for cultural diversity (Lee & Moreo, 2007).
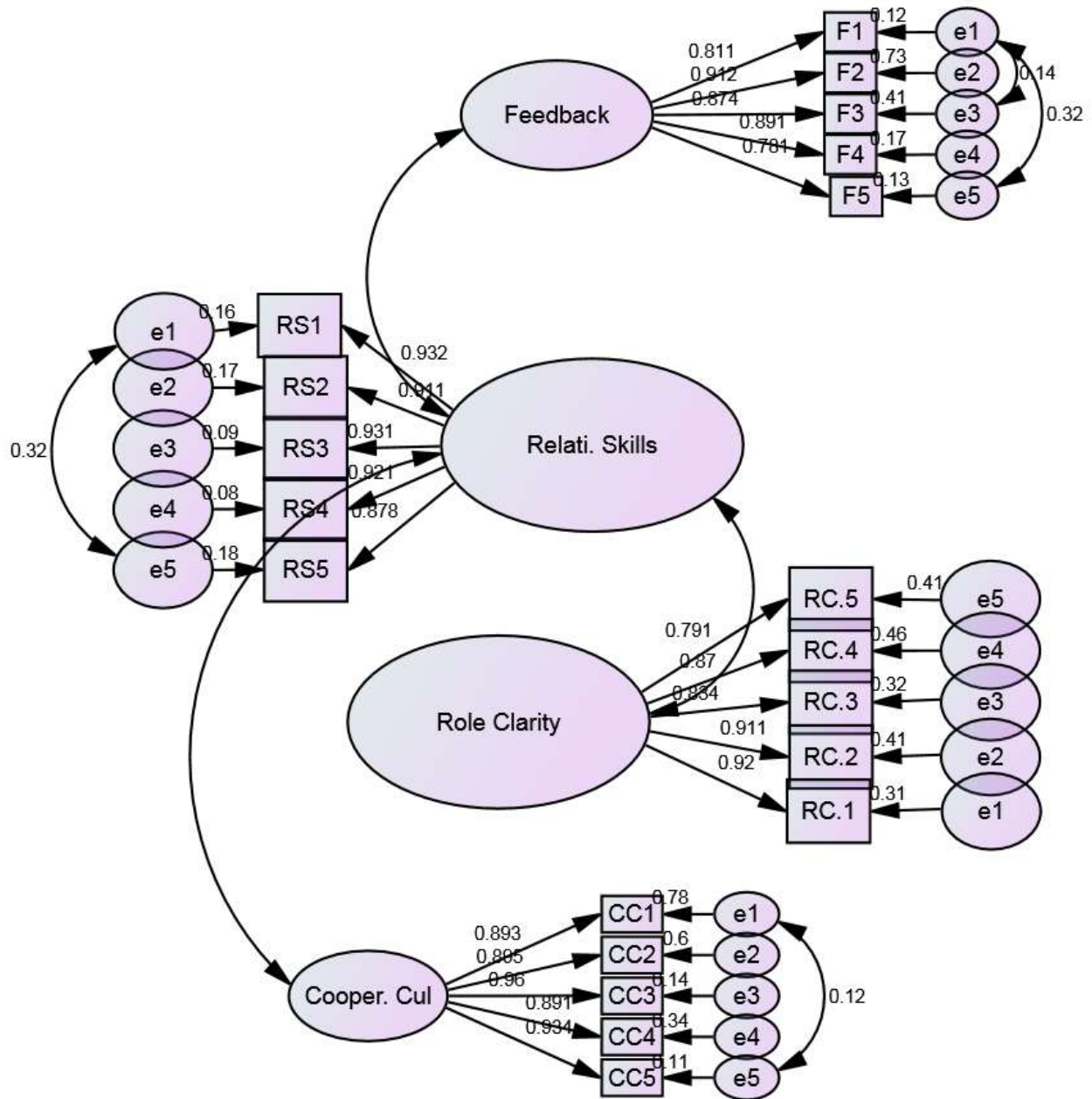
Methodology
This study adopted a cross sectional research design and the study respondents from the institutions constituted the population; from the field study, we retrieved and analyzed one hundred and fourteen (114) copies of questionnaire; descriptive statistics was employed in analyzing the demographic data of respondents as well as percentage frequencies for univariate analysis; also, Structural Equation Modeling (SEM) from AMOS version 20 was the statistical tool utilized to examine the relationship between the dimensions of cross-cultural communication competence and the measures of team performance. The instrument with which we elicited data from the respondents is structured questionnaire explaining the study variables.
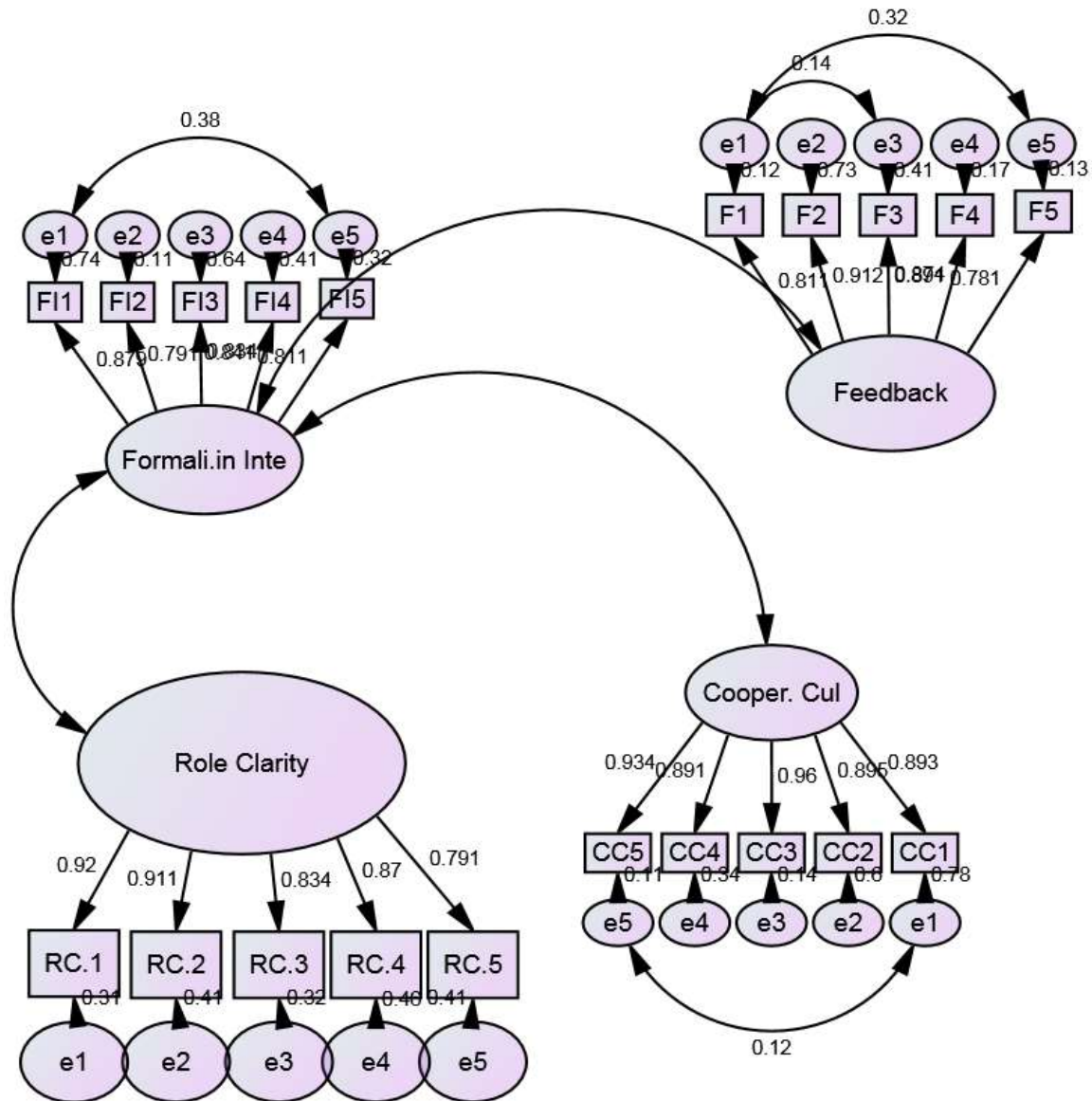
Structural Model
We used the recursive structural model approach to predict the dependent variable. Parameters of structural equation modeling when means are not analyzed include (1) direct effects on endogenous variables from other variables, either exogenous or endogenous; and (2) the variances and covariance of exogenous variables. This means that the model has a covariance structure only, not also a mean structure. This model, adopted the multiple-indicator measurement approach, using the reflective indicators, reflective measurement model and

recursive structural model. Thus, we assessed the direct relationship between the exogenous constructs and endogenous construct(s) (X→Y).

Structural Model Correlating Hypotheses 1 to 3

Structural Model Correlating Hypotheses 4 to 6

Test of Hypotheses
Table 1: Result of Standardized and Unstandardized Regression Estimate of the Model

Mediation Stage	Relationship	Std. Beta	Actual Beta	S.E	C.R	P	Remark
RS →RC (Hypothesis 1)	Relationship skills and role clarity	0.632	0.373	0.35	3.14	0.000	Not Supported
RS →F (Hypothesis 2)	Relationship skills and Feedback	0.758	7.091	0.20	3.07	0.000	Not Supported
RS →CC (Hypothesis 3)	Relationship skills and Cooperative culture	0.734	2.947	0.41	3.09	0.000	Not Supported
FI →RC (Hypothesis 4)	Formality in interaction and role clarity	0.822	5.358	0.28	2.04	0.000	Not Supported
FI →F (Hypothesis 5)	Formality in interaction and feedback	0.725	14.035	0.27	3.62	0.000	Not Supported
FI →CC (Hypothesis 6)	Formality in interaction and cooperative culture	0.791	0.933	0.22	4.15	0.000	Not Supported

Source: Amos Version 22.0.0 output on research data, 2022

Interpretation of Results (Inferential Analysis)
This section gives attention to the interpretation of the results concerning the inferential data analysis. Four hypotheses were analysed in four clusters. The analysis was based on significance criteria of $\beta > 0.3$ (Brown, 2015); $r > 0.7$ (Hair *et al.,* 2014) and $p < 0.05$. Results on each cluster of the hypotheses are summarized in table formats. These tables will serve as reference points for the interpretation of the results.

DISCUSSION OF FINDINGS
The study examined the relationship between cross-cultural communication competence and team performance of plastic industries in South-South, Nigeria; ten (10) hypotheses were formulated as tentative answers to research questions raised and were tested to find support for the propositions, thus;

Relationship skills significantly contributes to team performance of plastic industry in the South-South region, Nigeria
From Table 1.0, the result of the tested $H0_1$ revealed the existence of a significant relationship between relationship skills and role clarity ($\beta = 0.632$, $r = 0.373$, $p < 0.005$); this empirical evidence is supported from literature such that competent and committed employees apart from being the most important resources available to any organization, largely determines organizational objectives and its successful achievements. Therefore, the competencies of employees are a critical success factor for any organization (Devaraj & Babu, 2004).

The result of the tested $H0_2$ in Table 1.0 revealed the existence of a significant relationship between relationship skills and feedback ($\beta = 0.758$, $r = 7.091$, $p < 0.005$).; According to Bartel-Radic and Giannelloni (2017), Cross-cultural competence can determine the success or failure of a mission in the current operating environment;

In Table 1.0, the result of the tested $H0_3$ revealed the existence of a significant relationship between relationship skills and cooperative culture ($\beta = 0.734$, $r = 2.947$, $p < 0.005$); thus, becoming culturally competent is an ongoing process—one that requires introspection, awareness, knowledge, and skill development. Primary misperception among students' is that communication skills are inherently innate, that one is either born with or without it, and that the ability to communicate cannot be taught (Back & Baile, 2003)

Formality in Interactions significantly contributes to team performance of plastic industries in the South-South region, Nigeria

In Table 1.0, the result of the tested $H0_4$ revealed the existence of a significant relationship between formality in interactions and role clarity (β=0.822, r=5.358, p<0.005); thus, in a multicultural workforce environment, cultures play important roles in the interactions of employees (Kim, 2015; Martin & Nakayama, 2015; Rozkwitalska, 2013). According to Nair-Venugopal (2015), the behavior, actions, and levels of interactions among the individual members of an organization are reflections of the overall cultural environments within which the organization operates.

The result of the tested $H0_5$ in Table 1.0 revealed the existence of a significant relationship between formality in interactions and feedback (β=0.725, r=14.035, p<0.005); thus, the failure to understand the impact of employee's cultural background remains as the main challenge and several businesses fail in this aspect (Shaban, 2016). Since workplaces are becoming quite diverse, it is important for the employers to learn the means of effective communication.

The result of the tested $H0_6$ in Table 1.0 revealed the existence of a significant relationship between formality in interactions and cooperative culture (β=0.791, r=0.933, p<0.005); this empirical result aligns with the view of Scott *et al.* (1998) who noted that social identities are created by language expressed in our interactions with others. Within this realm, Scott (2007) emphasized how communication is shaped through varied identities in different groups. On the other hand, dis-identifications occur with various groups during team meetings. For example, Scott's (2007) study further addressed the importance of examining how active information processing and active listening influence in-group or out-group status, which might shape identification. Although identity and identification issues are based on communication, expressing one's belongingness to various collectives is a key to measure reputation and image of those collectives (Scott, 2007).

CONCLUSION
Empirical findings from data analyzed inform the following conclusions as it concerns our study;
The aim of the study was to examine the relationship between cross-cultural communication competence and team performance of plastic industries in the South-South, Nigeria.

In this era of competitiveness, organizations operating within the service sector consider product quality to be a strategic component of their marketing plan and every effort is made to gain sustainable competitive advantage and this they do by closely examining their performance to assure this, therefore a cross-cultural communication competence will undoubtedly enhance good performance of teams at workplace in order to assure this and achieve the intended outcome, thus, a cross-cultural communication competence engineers all organization members to work cooperatively to attain its estimated objectives and goals.

Thus, relationship skills related significantly with team performance such that competent and committed employees apart from being the most important resources available to any organization, largely determines organizational objectives and its successful achievements. Therefore, the competencies of employees are a critical success factor for any organization

Accordingly, formality in interactions related significantly with team performance; thus, in a multicultural workforce environment, cultures play important roles in the interactions of employees; therefore, the behavior, actions, and levels of interactions among the individual members of an organization are reflections of the overall cultural environments within which the organization operates and as such can engender positive work outcomes.

RECOMMENDATIONS OF THE STUDY
Today, executives of production and service organizations are aware that superior that good team performance in organizations could elicit benefits such as customer loyalty, market share and growth and increased productivity for the enterprise.

To this end, the following recommendations result from aforementioned empirical findings and conclusions reached;

i.   Organizations should strive towards developing employees' competence knowledge across cultural boundaries such that they can fit in and work together without bias and cultural stereotype effects that hamper organizational success and growth;

ii. Management of a culturally diverse workforce entails that individual employees' cultural differences must be recognized by managers and put into consideration at all times so that no one feels shortchanged or marginalized.

iii. The management of these organizations should also put in place required policies and procedures in order to create a more hospitable and productive work environment.

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