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USING INTERCULTURAL COMMUNICATIVE COMPETENCE DIMENSIONS IN MANAGING MULTICULTURAL TEAM PERFORMANCE

Abstract

This article provides the relevance and effectiveness of intercultural communication competence for managing multicultural teams within Kazakhstan-based international companies. This research seeks to assess project managers and team members' knowledge, attitudes and skills related to intercultural communication competence. Byram's model of intercultural communication competence will be utilized with its emphasis on cultural knowledge and attitudes. This study's significance lies in its focus on cross-cultural management and communication in diverse work environments, using quantitative survey research methodologies conducted among project managers and team members in Kazakhstan international companies. The purpose is to investigate whether project managers and team members from multinational companies in Kazakhstan, operating in diverse cultural settings, possess the ability to identify elements of cross-cultural communicative competence while overseeing their teams and supervising the performance of their subordinates. Data analysis offers insights into intercultural communication competence knowledge, attitudes and skills within their specific context. These findings contribute to existing knowledge on intercultural communication competence and its application in managing multicultural teams, emphasizing the significance of cultural knowledge, positive attitudes toward diversity and effective communication skills for achieving successful project results. Furthermore, the results can provide practical implications for project managers and organizations looking to enhance their intercultural communication competence.

Key words: Project Management, Culture, Communication, Intercultural Communicative Competence.

Introduction

Project managers and senior leaders must possess intercultural competency to manage multicultural teams in today's globalized business environment successfully. Cultural exchange is becoming an increasing trend due to political issues driving people from one country to another and represents an invaluable opportunity for workers to learn from one another, share knowledge, develop new skills and advance in their fields. For such experiences to be fruitful, both project managers and staff members must accept and respect those with differing cultural backgrounds.

Studies conducted in previous years demonstrated the importance of understanding the perspective of the receiver for effective communication. Communication skills are also considered crucial to project managers working on multicultural teams. This paper highlights that professionals with developed intercultural communication abilities possess good knowledge and are aware of cultural differences. Their goal should be to use this expertise when engaging people from diverse language and cultural backgrounds.

This study will assess the effectiveness of intercultural communication for managing multicultural team performance by focusing on three components of Byram's model of intercultural communication competence – knowledge and attitudes – which provide insights into its efficacy in doing so. They demonstrate the significance of adopting positive attitudes toward cultural diversity while mastering effective communication techniques.

Today's global business world places greater demand on project managers and senior leaders to have experience managing cross-cultural communications and dealing with diversity within their teams. At present, as political issues drive people from their home countries and into other nations, cultural and experience sharing has become a worldwide trend. Working communities offer ample opportunities to learn, share knowledge, and develop new abilities within their field. To ensure a productive exchange of experiences and maintain healthy working relationships, project managers and their employees must accept people from diverse cultural backgrounds and communicate in ways which demonstrate respect for diversity.

Objectives

The objective of this study is to investigate whether project managers and team members from multinational companies in Kazakhstan, operating in diverse cultural settings, possess the ability to identify elements of cross-cultural communicative competence while overseeing their teams and supervising the performance of their subordinates. Additionally, the study aims to determine whether these individuals exhibit an inclusive and open approach by integrating intercultural communicative competence knowledge and skills into their leadership styles. The research inquiries in this investigation will be categorized based on the key dimensions of intercultural communicative competence:

Intercultural Communication Competence Knowledge and Awareness

1. Do team members in the project area have knowledge about key elements and fundamental ideas of Intercultural Communicative competence?

Attitudes to Intercultural Communication/ Motivation

2. What attitudes do they reflect towards implementing intercultural communication competence dimensions when communicating and managing the workflow of their teams and subordinates? Do they believe it is necessary to consider cultural differences in their working environment when assigning work and building communications?

Intercultural Communication Competence Skills

Do project team members use intercultural communication competence skills when communicating with their subordinates or resolving conflict situations? If yes, what are the most common intercultural contexts they mention? If not, what are the boundaries towards using these skills?

Main Provisions

Susana Schulz and Rosabel Rodig-Vila's Intercultural Communication Competence as a Key Competence for Global and Multicultural Organizations published in Intercultural Education (2016) explores the concept and significance of Intercultural Communication Competence [15]. They emphasize its significance as essential for individuals, organizations and societies in today's globalized society. The authors explore various models for intercultural communication competence, including Byram's Model. Aksana Kvalchuk's article entitled, "The Role of Intercultural Communicative Competence in Enhancing Cross-Cultural Management Effectiveness," published in Human Resource Management Review in 2019, examines the crucial role played by intercultural communication competence, in enhancing effective cross-cultural management effectiveness [8]. This article describes the challenges associated with cross-cultural management, such as differences in communication styles and values, as well as practical suggestions to assist managers and employees develop intercultural competency. The author emphasizes cultural sensitivity, adaptability, awareness and suggests that cultivating Intercultural communication competence requires continual learning, reflection and practice. Garcia-Lorca & Rubio-Andrada (2010) present a framework to conceptualize the relationship between intercultural team performance and intercultural communication competency [12]. They maintain that intercultural communication competence plays a significant role in intercultural team performance, thus organizations looking to become successful in multicultural environments must understand and develop this competency.

Brief Overview of the Theoretical Model

Byram's Intercultural Competence Model is a well-recognized framework of theory applied in research relating to cross-cultural communication, intercultural education and related areas. The model comprises five components – attitudes, knowledge and skills, language use and discourse. Byram (1997) asserts that intercultural competency refers to being able to effectively interact and communicate across cultures by appreciating cultural differences while adapting easily in unfamiliar cultural environments [1].

Attitude is one of the key components of intercultural competency. This involves being open-minded and curious about other cultures while showing care and consideration towards them. Knowledge is the cognitive component of intercultural competency and includes comprehending cultural similarities and differences as well as becoming aware of one's personal biases. Intercultural competence is an indispensable skill that involves being able to navigate and communicate in cross-cultural environments. Discourse provides another dimension - being able to analyze and interpret how values and norms are communicated across cultural divides through language is crucial in this respect. Byram's Model has been widely utilized by various studies related to language learning, intercultural training and study abroad programs. Deardorff (2006) used Byram's model to identify intercultural competence as an outcome of internationalization within US institutions of higher education; Huang and Van der Zee used Byram's Model to assess impact of study abroad programs on intercultural attitudes while O'Dowd (2003 p3) utilized it to study computer-mediated communication's role in language acquisition and intercultural competency using Byram's Model; finally Risager (2007) proposed an innovative transnational language and culture pedagogy using Byram's Model as its source [5].

Byram's Intercultural Competency Model provides a framework to understand and develop intercultural communication abilities. Its five components – attitudes, knowledge, skills and language – have been extensively used in cross-cultural research studies as well as many field applications of its application in different contexts.

Intercultural project management can be achieved using two frameworks: Byram's model of Intercultural Communicative Competence and Project Management Body of Knowledge.

Byram's Model of Intercultural Communication and PMBOK Concepts

Project managers can better navigate intercultural projects by drawing upon Byram's model and the PMBOK for guidance [11]. Byram's model can help project managers to understand cultural

differences that might impede project outcomes while the PMBOK helps plan, organize, control, and achieve specific project goals – for instance through using its project communication management knowledge area in planning communications strategies that account for cultural differences or reflecting upon own cultural biases and assumptions by using Byram's critical cultural awareness competency.

Byram's Model of Intercultural Communicative Competence provides a framework for building intercultural communications skills and attitudes necessary for effective cross-cultural dialogue. This model comprises interdependent components:

1. Knowledge: Recognizing cultural differences and similarities, including values, beliefs and customs from various cultures as well as communication styles between them.

2. Skills: Gain practical skills that enable you to understand and interact with people of various cultural backgrounds, including listening actively, empathizing with one another and adapting your communication style accordingly.

3. Attitudes: Exhibit an openness and curiosity towards other cultures. Assess and challenge any biases or assumptions you might hold within yourself about other peoples or societies.

By applying Byram's model to intercultural project management processes, project managers will be able to enhance their ability to collaborate effectively with multiple stakeholders – such as recognizing cultural differences and adapting communications strategies – while creating an inclusive project environment. The Project Management Body of Knowledge or PMBOK, provides an exhaustive guide to project management. Used alongside Byram's model, this standard guide from the Project Management Institute serves as a definitive reference [11]. The PMBOK recognizes communication as a critical component of project success. Communication encompasses transmitting, receiving and interpreting information at all stages of a project's life cycle – this means its importance is essential for stakeholder engagement, project performance measurement, risk mitigation strategies and issue resolution.

Materials and Methods

Research Design

This study encompassed three key research questions that pertain to the dimensions of Intercultural Communicative Competence, namely knowledge, attitudes, and skills.

To address these research questions, a mixed research design was chosen as research method for this project, allowing for the utilization of multiple research tools to investigate the study's problem.

To address the first question, a quantitative questionnaire will be administered to project managers and senior leaders in various organizations dealing with culturally diverse employees. The questionnaire will consist of different sections covering various aspects related to intercultural communicative competence. The questionnaire will also incorporate questions related to Hofstede's cultural dimensions model and topics like stereotyping and discrimination to assess participants' knowledge of intercultural communication competence.

To primarily address the second and third questions, interviews will be conducted with representatives from the sample group. This qualitative approach will enable the analysis of the main intercultural communication challenges faced by project managers and team members.

Population and Sampling

Population for this study is defined as international organizations, businesses that involve international project groups, employees to whom this study might become beneficial. Understanding of cultural dimensions and its potential impact on team performance will help the population to build and reconsider business strategies that they use within their teams and organizations in terms of improving internal communications and business processes.

Sample group is represented by questionnaire and interview respondents. Main goal is to reach and collect responses from employees and team members of international organizations who work for a long period of time in multicultural environments interacting in different projects.

The sample group for this research paper comprised a selection of Kazakhstani international companies operating across diverse industries. Employees of the following companies took part in the questionnaire and interview for this study: Haileybury Almaty, KPMG, the American Consulate, Homecredit Bank, the British Consulate, and Suleyman Demirel University.

Instrumentation

To address all research questions, a two-step investigation method comprising a questionnaire and semi-structured interview is essential. Each instrument will target specific questions to gather information relevant to the research. To ensure content validity, utilizing existing questionnaires is preferred. After extensive literature review, it was observed that most works focus on human resources. Researchers conducted agreement analysis to select questions for the questionnaire, ensuring it measures intended aspects. Five main models were analyzed to inform the construction of project management-based questionnaires, with some questions adapted from these studies.

"Developing Intercultural Communicative Competence through a Virtual Exchange Program" by Dorothy Chun. This study explores the use of virtual exchange programs to develop intercultural communicative competence and highlights the key communication components involved in successful intercultural communication [2]. Research review of "Assessing the impact of cross-cultural communication competence on expatriate business operations in multinational corporations of a Sub-Saharan African context" by James Baba Abugre and Yaw A. Debrah examines the impact of cross-cultural communication competence and importance of cultural awareness, empathy, and communication skills in developing intercultural competence on expatriates work outcomes [6]. And "Assessing Intercultural Competence in Higher Education: Existing Research and Future Directions" by Darla K. Deardorff provides an overview of the current research on intercultural competence assessment and highlights the importance of communication skills and intercultural sensitivity in developing intercultural competence [5]. "Intercultural Competence: A Review of Existing Concepts, Frameworks and Models" by Katrin Voltmer and Christina A. Victoroff examines the different conceptualizations of intercultural competence and highlights the key communication components involved in effective intercultural communication [17].

The development of the intercultural communication questionnaire for project management research drew from various resources, including the Project Management Body of Knowledge (PMBOK) and PM Process Chart. Particularly, the communications management section of the PMBOK provided insights into how intercultural communication impacts project success. Additionally, the PM Process Chart proved useful in formulating questions related to specific project execution stages. By leveraging established project management frameworks, the research questionnaire gathered comprehensive data on intercultural communication abilities and experiences among project managers and team members. The questionnaire consists of 18 questions, with six related to different areas of Byram's model, divided into three sections, using a 5-point Likert scale for responses. For the third research question, interview questions were prepared for participants willing to discuss intercultural communication cases from their work experiences. Conducted semi-structuredly, the interviews aim to elicit full, open-ended answers, with the potential for follow-up questions based on participant responses. Recordings of the interviews will be transcribed and analyzed to provide valuable insights for both researchers and readers who may relate to the described cases.

Analysis Plan

Triangulation Method

Using multiple sources of data is a way to verify the findings and reduce the possibility of errors, biases, or inconsistencies. In this research project investigators chose to use both questionnaire and interview methods to collect data from project managers and team members. By using both methods, it's possible to obtain a more comprehensive understanding of the intercultural communication skills and experiences of the participants. By combining quantitative and qualitative methods, researchers could compare and contrast the data, identify discrepancies or inconsistencies, and develop a more nuanced and nuanced analysis of the intercultural communication experiences of project managers and team members.

SPSS Method

In this research project on intercultural communication in project management, the researchers will use the Statistical Package for the Social Sciences method to analyze the data collected from the questionnaire. The SPSS method is a widely used statistical analysis software that allows researchers to perform a range of analyses on the data, including descriptive statistics, inferential statistics, and multivariate analysis.

The semi-structured interviews will be conducted, recorded, and transcribed. Descriptive statistics and visual aids will be used to analyze the data, identifying general patterns and trends in respondents' intercultural communication competence knowledge, attitudes, and skills. Thematic analysis will be used to identify common themes related to intercultural communication competence knowledge, attitudes, and skills for each level based on the interview data.

Results and Discussion

Data Analysis

The data analysis for this study was conducted using IBM SPSS 25.0 software package. Firstly, a frequency distribution table was generated to examine the demographic characteristics of the participants.

To assess the normality of the Likert-scale scores used in the study, the Shapiro-Wilk test was employed. Given that the sample size was less than 50, it was determined that the scores exhibited a normal distribution, as indicated by a p-value greater than 0.05.

Furthermore, the reliability of the Likert-type questions was evaluated using the Cronbach's Alpha coefficient.

Survey Findings

This section of the research focused on the examination of participants' involvement and the investigation of various aspects related to Intercultural Communicative Competence. Specifically, the study examined participants' knowledge level concerning the fundamental concepts and key elements of intercultural communication competence, their attitudes towards incorporating intercultural communication competence dimensions into their communication and team management practices, as well as the projected utilization of intercultural communication competence skills by team members during communication with subordinates and conflict resolution situations.

The findings pertaining to these areas were rigorously analyzed, and comprehensive interpretations of the results were provided. The objective was to gain a deep understanding of the participants' perspectives and behaviors regarding intercultural communication competence. The outcomes aimed to uncover insights into their comprehension of intercultural communication competence, their willingness to implement intercultural communication competence dimensions in their communication and team management practices, and the potential utilization of intercultural communication competence skills within their teams.

By delving into these dimensions, the research aimed to provide valuable insights for enhancing intercultural communication practices within the context under investigation, highlighting potential areas for growth and improvement.

Findings on Participants' Work Experience and Team Members

This section presents the findings related to the work experience of the participants and their corresponding team members. The provided table presents data concerning the total number of years of working experience and the total count of team members associated with each participant. The mean value of total years of seniority was computed as 6 years, with a minimum of less than one year and a maximum of 26 years. The approximate average number of team members who participated in the survey for each project was found to be 8 individuals. The range of team members varied, with a minimum of 2 people and a maximum of 25 people.

Table 1 – Years of working experience of respondents

	N	Minimum	Maximum	Mean	Std. Deviation
Total years of working experience:	30	0	26	6.57	6.574
The approximate number of team members in project:	29	2	25	8.07	5.196
Valid N (listwise)	29				

Findings of the respondents experiences in international community

This chart shows us a percentage of respondents' total work experience in the international community.
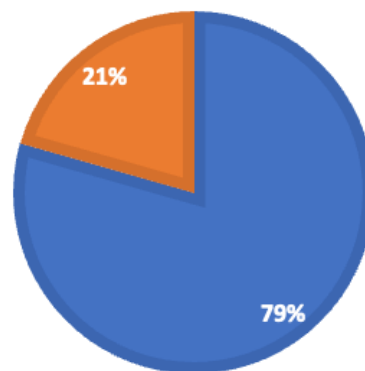

Figure 1 – Years of working experience with international community

Respondents have been working in international communities for more than 12 months. Only 21% have less than 12 months of work experience.

Test of Normality

A test of normality was conducted using the Shapiro-Wilk test to assess the normal distribution of the data. The resulting test statistic yielded a value of 0.445. According to the Shapiro-Wilk test interpretation, when the p-value exceeds 0.05, it indicates that the data follows a normal distribution. Consequently, this allows for the application of subsequent analyses such as regression and correlation.

The table below represents the data regarding the status of the respondents' knowledge and awareness of intercultural communication competence dimensions. The presented tabular data provides insights into the respondents' level of familiarity with the crucial components and fundamental concepts pertaining to the dimensions of Intercultural Communicative Competence. The obtained result yields a p-value of 3.177, or according to the Likert-scale interpretation, falls within the neutral range. This implies that a substantial portion of the respondents do not possess comprehensive knowledge (i.e., a complete understanding) of the key elements and fundamental ideas underpinning intercultural communication competence dimensions. However, it is noteworthy that they are not entirely uninformed either, indicating a moderate level of awareness.

Table 2 – Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Icc_awareness	30	1.83	4.33	3.1778	.61109
Valid N (listwise)	30				

Findings regarding respondents' attitudes toward the implementation of intercultural communication competence dimensions in their communication and team management practices

The tabular data presented offers valuable insights into the attitudes of the respondents regarding the incorporation of intercultural communication competence dimensions within their communication and team management endeavors. The resulting p-value of 3.533, as per the Likert-scale interpretation, indicates a predominantly positive stance among the majority of respondents. This suggests that they possess favorable attitudes towards the implementation of intercultural communication competence dimensions when engaging in communication activities and overseeing the workflow of their respective teams.

Table 3 – Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
attitude	30	2.50	4.83	3.5333	.49789
Valid N (listwise)	30				

The findings pertaining to the utilization of intercultural communication competence skills by respondents during communication with subordinates and conflict resolution situations . The presented table provides an overview of the responses to questions concerning the utilization of intercultural communication competence skills. The calculated result of 3.7, or the corresponding positive interpretation based on the Likert Scale, indicates that a significant majority of the respondents demonstrate the use of ICC skills when engaging in communication with their teammates or resolving conflicts.

Table 4 – Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
skill	30	2.83	4.83	3.7556	.50236
Valid N (listwise)	30				

Regression Analysis

A regression analysis was conducted to examine the hypothesis that the total years of experience would significantly predict Intercultural Communicative Competence dimensions. The results of the analysis yielded the following coefficients: intercultural communication competence awareness Table 1 (0.242), intercultural communication competence skill Table 2 (0.641), and intercultural communication competence attitude Table 3 (0.300), in relation to the total years of experience.

To evaluate the hypothesis, an Anova test was performed. If the resulting p-value is greater than 0.05, it indicates that the hypothesis should be rejected. In this case, all of the obtained p-values are greater than 0.05. Therefore, it can be concluded that there is no significant prediction of intercultural communication competence dimensions by total years of experience.

Ho: There will be significant prediction intercultural communication competence dimensions by total years of experience.

Ha: There will be no significant prediction of intercultural communication competence dimensions by total years of experience.

Table 5 – Regression Analysis

ANOVA[a] Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.275	1	.275	1.114	.300[b]
	Residual	6.914	28	.247		
	Total	7.189	29			

a. Dependent Variable: attitude
b. Predictors: (Constant), Total years of working experience: 30

Table 6 – Regression Analysis

ANOVA[a] Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.527	1	.527	1.431	.242[b]
	Residual	10.303	28	.368		
	Total	10.830	29			

a. Dependent Variable: awareness
b. Predictors: (Constant), Total years of working experience: 29

Table 7 – Regression Analysis

ANOVAa Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.058	1	.058	.223	.641b
	Residual	7.261	28	.259		
	Total	7.319	29			

a. Dependent Variable: skill
b. Predictors: (Constant), Total years of working experience: 30

Correlation Analysis

In this section, a correlation analysis was conducted to investigate the relationship between years of working with the intercultural community and Intercultural Communicative Competence dimensions. The null hypothesis (Ho) posited that there would be a positive correlation between these two variables, while the alternative hypothesis (Ha) suggested the absence of a positive correlation.

The obtained p-values from the correlation analysis were 0.09, 0.05, and 0.09 for the respective intercultural communication competence dimensions. These p-values indicate a relatively low correlation between years of working with the intercultural community and the intercultural communication competence dimensions under investigation.

It should be noted that a p-value of 0.05 is commonly used as the threshold for determining statistical significance. In this case, all three p-values exceeded this threshold, suggesting that the

observed correlations are not statistically significant. Consequently, the results suggest a weak or negligible relationship between the years of working with the intercultural community and the intercultural communication competence dimensions being examined.

Table 8 – Correlations

		Years of working experience with international community:	skill	awareness	attitude
Years of working experience with international community:	Pearson Correlation	1	.090	.055	.091
	Sig. (2-tailed)		.636	.771	.633
	N	30	30	30	30
skill	Pearson Correlation	.090	1	.468**	.700**
	Sig. (2-tailed)	.636		.009	<.001
	N	30	30	30	30
awareness	Pearson Correlation	.055	.468**	1	.650**
	Sig. (2-tailed)	.771	.009		<.001
	N	30	30	30	30
attitude	Pearson Correlation	.091	.700**	.650**	1
	Sig. (2-tailed)	.633	<.001	<.001	
	N	30	30	30	30
**. Correlation is significant at the 0.01 level (2-tailed).					

Interview results

Findings of No. 1 interview:

Participants were interviewed three times regarding their perspectives on intercultural communication skills in managing multicultural teams. In the first interview, one participant emphasized the necessity of these skills for organizations operating across borders. They illustrated how adapting communication styles and understanding cultural norms contributes to strong relationships with local partners. Participants acknowledged that cultural differences can cause friction within teams. Lack of representation and disparate salaries between international and local employees were cited as reasons for inconsistent skill application.

Findings of No. 2 interview:

In the second interview, the participant underscored the significance of intercultural capabilities when working with individuals from diverse backgrounds and achieving goals. They shared examples of how adaptability and cultural knowledge affected communication with team members from the United States and another country. The team's knowledge of Russian culture helped prevent a dispute that could have hindered project completion. Lack of interest and knowledge about other cultures were identified as primary obstacles to consistently applying Intercultural Communication Competencies.

Findings of No. 3 interview:

In the third interview, the participant discussed the value of intercultural skills in organizing inclusive multicultural events. They shared a scenario where pictures and open dialogue helped overcome communication challenges with a team member from a different cultural background. Participants revealed conflicts among team members with differing cultural backgrounds, adversely impacting project timelines and morale. Conflicts were resolved through meetings, active listening sessions, and finding common ground. Language barriers, lack of cultural understanding, and biases were major challenges to consistent skill application.

Discussion of interview findings

Interviews demonstrated the significance of intercultural skills for managing multicultural teams and achieving project success. Participants consistently stressed understanding cultural norms, adapting communication styles, encouraging open dialogue, and addressing challenges such as lack of knowledge, prejudices, language barriers, and disparities within teams, which require training or awareness to overcome.

Analysis of the interviews provides qualitative insights into the application of intercultural communication competence in managing multicultural teams. Several recurring themes emerged through inductive methods.

Intercultural Communication: All participants recognized the importance of intercultural skills for project completion and building relationships among culturally diverse team members. They emphasized respect, understanding, and adapting communication styles based on cultural preferences.

Participants demonstrated how intercultural competency skills led to successful project outcomes, such as adjusting communication styles and using visual aids according to cultural norms.

Communication Challenges: While conflicts between team members of different cultures were rare, participants acknowledged the risk of miscommunication due to cultural differences. They emphasized the significance of curiosity and knowledge about other cultures to overcome communication barriers.

Language barriers, biases, and lack of cultural awareness were identified as primary obstacles to consistent use of intercultural communication competencies. Participants suggested cultural exchanges and training programs as solutions to address these challenges.

Key Findings:

a) Intercultural communication skills are vital for leading multicultural teams, fostering strong relationships, avoiding conflict, and meeting project objectives.

b) Acknowledging and adjusting to cultural considerations positively influences communication, enabling adaptability and forming bonds with teammates from diverse backgrounds.

c) Conflict resolution is facilitated by intercultural communication skills, emphasizing finding common ground, active listening, and open discussions.

d) Complications in applying intercultural communication competence skills include an absence of diversity within teams, salary disparities, lacking knowledge and interest, biases, and language barriers. Solutions include promoting diversity, addressing salary disparities, fostering a learning culture, providing language support, and cultural training.

Conclusion

In conclusion, the presented findings offer valuable insights into the respondents' level of familiarity, attitudes, and utilization of Intercultural Communicative Competence dimensions. The analysis of the tabular data indicates that a substantial portion of the participants do not possess comprehensive knowledge of the key elements and fundamental ideas underlying intercultural communication competence dimensions. However, it is important to note that they do exhibit a moderate level of awareness.

Furthermore, the data reveals that the majority of respondents hold positive attitudes towards the incorporation of intercultural communication competence dimensions in their communication and team management endeavors. This suggests that they recognize the value and importance of intercultural communication competence in their interactions and workflow.

Additionally, the findings indicate that a significant majority of the participants demonstrate the use of intercultural communication competence skills when engaging in communication with their teammates or resolving conflicts. This highlights the practical application and relevance of intercultural communication competence in their day-to-day activities.

Overall, these findings contribute to the understanding of the respondents' familiarity, attitudes, and utilization of intercultural communication competence dimensions. They provide insights into the current state of intercultural communication competence awareness and implementation among the participants, offering a basis for further research and potential interventions in promoting intercultural competence and effective communication within diverse teams and contexts.

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КӨПМӘДЕНИЕТТІ ҰЖЫМНЫҢ ЖҰМЫСЫН БАСҚАРУ ҮШІН МӘДЕНИЕТАРАЛЫҚ КОММУНИКАТИВТІ ҚҰЗЫРЕТТІЛІК ӨЛШЕМДЕРІН ҚОЛДАНУ

Аңдатпа

Берілген мақалада жобаларды басқару саласындағы халықаралық компаниялардағы көпмәдениетті ұжымдарды басқару үшін мәдениетаралық коммуникациялық құзыреттіліктің (ICC) өзектілігі мен тиімділігін қамтамасыз етеді. Бұл зерттеудің мақсаты жоба менеджерлері мен топ мүшелерінің мәдениетаралық коммуникациялық құзыреттілікке (ICC) қатысты білімдерін, көзқарастарын және дағдыларын бағалауға бағытталған, ол үшін Байрамның ICC моделі мәдени білімдер мен көзқарастарға баса назар аудара отырып пайдаланылады. Бұл зерттеудің маңыздылығы оның қазақстандық халықаралық компаниялардағы жоба менеджерлері мен топ мүшелері арасында жүргізілген сандық сауалнамалық зерттеу әдістемелерін пайдалана отырып, әртүрлі жұмыс ортасында мәдениетаралық басқару мен коммуникацияға бағытталғандығында. Деректерді талдау олардың нақты контекстінде ICC біліміне, көзқарастарына және дағдыларына түсінік береді. Бұл нәтижелер жобаның сәтті нәтижелеріне қол жеткізу үшін мәдени білімнің, әртүрлілікке оң көзқарастың және тиімді коммуникациялық дағдылардың маңыздылығын атап көрсете отырып, мәдениетаралық коммуникация құзыреттілігі (МКС) және оны көпмәдениетті ұжымдарды басқаруда қолдану туралы бар білімге ықпал етеді. Сонымен қатар нәтижелер жоба менеджерлері мен ұйымдар үшін олардың мәдениетаралық коммуникация құзыреттілігін арттыруға практикалық әсер ете алады.

Тірек сөздер: жобаларды басқару, мәдениет, коммуникация, мәдениетаралық коммуникативті құзыреттілік.

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ИСПОЛЬЗОВАНИЕ ИЗМЕРЕНИЙ МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ В УПРАВЛЕНИИ РАБОТОЙ МУЛЬТИКУЛЬТУРНОЙ КОМАНДЫ

Аннотация

В данной статье представлена актуальность и эффективность компетенции межкультурной коммуникации для управления мультикультурными командами в казахстанских международных компаниях. Целью данного исследования является оценка знаний, отношений и навыков менеджеров проектов и членов команд, связанных с компетентностью в межкультурном общении. Модель межкультурной коммуникативной компетентности Байрама будет использоваться с акцентом на культурные знания и отношения. Значимость этого исследования заключается в том, что оно сосредоточено на межкультурном управлении и общении в различных рабочих средах с использованием методологий количественного опроса, проводимого среди менеджеров проектов и членов команд в казахстанских международных компаниях. Цель состоит в том, чтобы выяснить, обладают ли менеджеры проектов и члены команд транснациональных компаний в Казахстане, работающих в различных культурных средах, способностью выявлять элементы межкультурной коммуникативной компетентности при наблюдении за своими командами и работе своих подчиненных. Анализ данных дает представление о знаниях, отношениях и навыках межкультурной коммуникации в их конкретном контексте. Эти результаты дополняют существующие знания о компетентности межкультурного общения и их применении в управлении мультикультурными командами, подчеркивая важность культурных знаний, позитивного отношения к разнообразию и эффективных коммуникативных навыков для достижения успешных результатов проекта. Кроме того, результаты могут иметь практическое значение для менеджеров проектов и организаций, стремящихся повысить свою компетентность в межкультурном общении.

Ключевые слова: управление проектами, культура, коммуникация, межкультурная коммуникативная компетентность.