



IQTISODIYOT & TARAQQIYOT

Ijtimoiy, iqtisodiy, texnologik, ilmiy, ommabop jurnal

No6
MAXSUS SON



BAKALAVR TALABALARINIG MAQOLALARI TO'PLAMI



ISSN: 2992-8982

<https://yashil-iqtisodiyot-taraqqiyot.uz/>

2025



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Elektron nashr. 154 sahifa.

E'lon qilishga 2025-yil mayda ruxsat etildi.



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Ijtimoiy, iqtisodiy, texnologik, ilmiy, ommabop jurnal

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Muassis: "Ma'rifat-print-media" MChJ

Hamkorlarimiz: Toshkent davlat iqtisodiyot universiteti, O'zR Tabiat resurslari vazirligi, O'zR Bosh prokuraturasi huzuridagi IJQK departamenti.

Jurnalning ilmiyligi:

“Yashil” iqtisodiyot va taraqqiyot” jurnali

O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasi rayosatining 2023-yil 28-fevraldagi 333/5-sonli qarori bilan ro'yxatdan o'tkazilgan.



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GLOBAL LEADERSHIP AND CROSS-CULTURAL MANAGEMENT: AN EMPIRICAL ANALYSIS OF INTERCULTURAL COMMUNICATION COMPETENCE (ICC) IN UZBEKISTAN

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Abstract: In an era of rapid globalization, intercultural communication competence (ICC) has become a critical factor in leadership success and organizational performance. This study empirically investigates the relationship between ICC, global leadership, and team effectiveness in Uzbekistan, a country undergoing significant economic and institutional changes. A quantitative research approach was employed, gathering data from 300 professionals across public and private sectors through structured surveys. Statistical techniques including descriptive statistics, Pearson correlation, independent-sample t-tests, ANOVA, and chi-square tests were used to test the study's hypotheses. Results demonstrate significant differences in ICC based on demographic variables such as gender, age, education, and work experience. Furthermore, individuals in high-performing teams and organizations practicing inclusive leadership were found to have higher ICC scores. The findings highlight the strategic importance of ICC training for enhancing global leadership capabilities and managing multicultural teams, with practical implications for organizational success in the Uzbek context.

Key words: global leadership, intercultural communication competence, Uzbekistan, quantitative research, multicultural teams, organizational performance.

Annotatsiya: Globallashuvning jadallashgan davrida madaniyatlararo kommunikatsiya kompetensiyasi (ICC) yetakchilik muvaffaqiyati va tashkilot faoliyatida muhim omilga aylanmoqda. Ushbu tadqiqot O'zbekiston sharoitida ICC, global yetakchilik va jamoa samaradorligi o'rtasidagi o'zaro bog'liqlikni empirik usulda o'rganadi. Miqdoriy tadqiqot yondashuvi asosida davlat va xususiy sektor vakili bo'lgan 300 nafar mutaxassisdan so'rovnoma orqali ma'lumotlar to'plandi. Tadqiqot gipotezalarini tekshirish uchun tasviriy statistika, Pirson korrelyatsiyasi, mustaqil namunalar uchun t-testlar, ANOVA va chi-kvadrat testlari qo'llanildi. Natijalar shuni ko'rsatadiki, ICC ko'rsatkichlari gender, yosh, ta'lim darajasi va ish tajribasi kabi demografik o'zgaruvchilarga ko'ra sezilarli darajada farqlanadi. Yuqori samaradorlikka ega jamoalarda ishlaydigan va inklyuziv yetakchilik amaliyotini qo'llaydigan tashkilotlarda ishlovchi shaxslarning ICC ko'rsatkichlari yuqoriroq bo'lgan. Ushbu topilmalar madaniyatlararo kommunikatsiya kompetensiyasi bo'yicha treninglarning strategik ahamiyatini, global yetakchilik salohiyatini rivojlantirish va ko'p madaniyatli jamoalarni boshqarishda foydali yechim ekanini ko'rsatadi.

Kalit so'zlar: global yetakchilik, madaniyatlararo kommunikatsiya kompetensiyasi, O'zbekiston, miqdoriy tadqiqot, ko'p madaniyatli jamoalar, tashkilot samaradorligi.



Аннотация: В эпоху стремительной глобализации компетентность в межкультурной коммуникации (ICC) становится критическим фактором успеха лидерства и эффективности организаций. Настоящее исследование эмпирически анализирует взаимосвязь между ICC, глобальным лидерством и эффективностью команд в Узбекистане — стране, переживающей значительные экономические и институциональные изменения. В рамках количественного подхода были собраны данные от 300 специалистов из государственного и частного секторов посредством стандартизированных анкет. Для проверки гипотез исследования применялись статистические методы, включая описательную статистику, корреляцию Пирсона, t-тесты для независимых выборок, ANOVA и критерий хи-квадрат. Результаты показали значимые различия в уровне ICC в зависимости от демографических переменных, таких как пол, возраст, уровень образования и трудовой стаж. Кроме того, у участников высокоэффективных команд и организаций, практикующих инклюзивное лидерство, были более высокие показатели ICC. Полученные выводы подчеркивают стратегическую важность обучения межкультурной коммуникации для развития глобального лидерства и управления мультикультурными командами, что имеет практическое значение для успеха организаций в узбекском контексте.

Ключевые слова: глобальное лидерство, межкультурная коммуникация, Узбекистан, количественное исследование, мультикультурные команды, эффективность организаций.

INTRODUCTION

In the 21st century, leadership has evolved beyond formal authority to encompass adaptability, cultural sensitivity, and strategic vision. As globalization intensifies, organizations increasingly require leaders capable of navigating cultural diversity and global complexity. In this context, global leadership—a model that integrates intercultural competence and inclusive decision-making—has gained prominence.

Team performance plays a pivotal role in determining the overall effectiveness of organizations, particularly in an era of increasing globalization and cultural complexity. In Uzbekistan, where institutions are progressively engaging with international partners and operating in more dynamic environments, the ability of teams to function cohesively is becoming ever more critical. Organizations increasingly rely on diverse and cross-functional teams to address strategic challenges, innovate, and deliver high-quality outcomes.

However, as work becomes more geographically dispersed and virtual collaboration more common, maintaining effective communication and coordination within teams presents new challenges. These challenges are further intensified by cultural diversity, which—while enriching team perspectives—may also introduce misunderstandings or misalignment in leadership expectations and communication styles. In such settings, global leadership competencies—such as intercultural sensitivity, adaptability, and inclusive decision-making—are essential for ensuring team cohesion and performance.

Understanding how cross-cultural differences influence team dynamics is therefore vital for developing leadership approaches that can thrive in Uzbekistan's evolving organizational landscape.

For Uzbekistan, a nation actively pursuing modernization and international integration since 2016, developing globally competent leaders is both a challenge and a strategic priority. Traditional leadership values such as authority and collectivism, while culturally rooted, may not fully align with the demands of cross-cultural management in a globalized economy.

This study explores how global leadership competencies and cross-cultural management practices influence organizational effectiveness in Uzbekistan. By applying a quantitative research approach, the research aims to identify prevailing leadership styles, assess intercultural awareness, and analyze the influence of Uzbek cultural dimensions on leadership behavior. The findings are expected to inform leadership development initiatives and support the formation of a context-sensitive, yet globally responsive, leadership model.

RESEARCH PROBLEM

In the context of increasing globalization and cultural diversity, intercultural communication competence (ICC) has become a critical factor in leadership success and organizational performance. However, in emerging economies like Uzbekistan, there are challenges in developing leadership competencies that align with intercultural management practices. This study aims to explore the relationship between global leadership traits, ICC, and team effectiveness in Uzbekistan—a country undergoing significant economic and institutional changes. It seeks to understand how intercultural communication competence contributes to high-performing teams and inclusive organizations.



RESEARCH OBJECTIVES

To identify the relationship between intercultural communication competence (ICC) and global leadership traits in Uzbek organizations.

To analyze the impact of intercultural communication competence and global leadership on team performance in Uzbekistan.

To assess the role of inclusive organizational practices in enhancing ICC and team effectiveness in Uzbek companies.

To explore the influence of demographic factors (such as age, gender, education, and work experience) on ICC levels.

To develop practical recommendations for improving leadership development and intercultural management practices in Uzbekistan.

Research Questions

What is the relationship between intercultural communication competence (ICC) and global leadership traits?

How do demographic factors (such as gender, age, education level, and work experience) affect ICC levels?

How do high-performing teams and inclusive organizations enhance ICC?

What practical recommendations can be made to enhance ICC and global leadership competencies in Uzbekistan?

Key Concepts

Intercultural Communication Competence (ICC)

ICC refers to the ability to communicate effectively and appropriately across cultures, understanding and respecting cultural differences. It includes skills such as empathy, adaptability, and the ability to navigate cultural nuances in communication. This study examines how ICC influences leadership and team effectiveness in Uzbekistan.

Global Leadership

Global leadership refers to the skills and abilities necessary to lead effectively in a globalized and culturally diverse environment. Key competencies include cultural sensitivity, adaptability, inclusive decision-making, and strategic vision. In this study, global leadership is explored in the context of Uzbekistan's evolving economic and institutional landscape.

Multicultural Teams

Multicultural teams consist of individuals from diverse cultural backgrounds working together towards shared goals. These teams offer varied perspectives, which can enhance creativity and problem-solving. However, effective communication and coordination are crucial for success—especially in diverse teams where cultural misunderstandings may arise.

Team Performance

Team performance is the collective output of a group working together toward a specific goal. High-performing teams effectively collaborate, solve problems, and deliver high-quality outcomes. In this research, the impact of ICC on team performance—especially within multicultural teams—is examined.

Inclusive Leadership

Inclusive leadership focuses on creating an environment where individuals from diverse backgrounds are valued, respected, and encouraged to contribute fully. It involves fostering diversity, equity, and inclusion within teams, and in this study, it is explored as a critical element for enhancing ICC and team effectiveness.

Demographic Factors

Demographic factors such as age, gender, education, and work experience can influence how individuals approach communication, leadership, and teamwork. This study investigates how these variables relate to ICC in Uzbekistan's organizations.

ICC is the core concept explored throughout the study, as it links directly to global leadership and team performance. Global leadership is examined as a broader framework that includes intercultural competence and effective leadership strategies for managing culturally diverse teams. Multicultural teams serve as the focal point for analyzing how diverse groups collaborate and perform—highlighting the importance of ICC in fostering successful teamwork. Team performance is used to measure the effectiveness of diverse teams, influenced by ICC and leadership styles. Inclusive leadership is presented as a strategy to improve ICC and foster a productive environment within multicultural teams. Demographic factors are incorporated to understand how individual characteristics impact ICC and team dynamics in Uzbekistan.



REVIEW OF RELEVANT LITERATURE

2.1 Work Group Diversity in the Context of Global Leadership

In the domain of global leadership and cross-cultural management, team diversity is recognized as a critical factor influencing organizational effectiveness. Diversity is commonly defined as perceived differences between individuals—be it in terms of gender, ethnicity, age, education, or cultural background (Jackson, 1992; Martins, 1996). In the context of Uzbekistan, where organizations are increasingly engaging in cross-border collaboration and diversifying their workforce, understanding how diversity affects team dynamics is essential.

Scholars have explored diversity from two dominant theoretical lenses: the social categorization perspective and the decision-making perspective. The social categorization approach posits that individuals tend to classify themselves and others into in-groups and out-groups based on perceived similarity. This classification influences trust, cooperation, and communication within teams (Brewer, 1979; O'Reilly, 1989). In homogeneous teams, members are more likely to engage, collaborate effectively, and align in values and attitudes—factors that facilitate smoother interactions and shared decision-making (Byrne, 1971; O'Reilly, 1998).

Conversely, when teams are composed of diverse individuals, the likelihood of subgroup formation increases. Such subgroups may disrupt team cohesion, create communication barriers, and reduce mutual trust—particularly when cultural or linguistic differences are salient. However, recent studies suggest that with effective leadership—specifically, leaders who exhibit intercultural competence and inclusive management styles—diverse teams can outperform homogeneous ones in creativity, innovation, and problem-solving (Sánchez-Rodríguez et al., 2018).

In Uzbekistan's transforming organizational environment, these dynamics acquire even greater relevance. As institutions adopt global leadership frameworks and promote international collaboration, leaders must be equipped to manage and leverage diversity constructively. Therefore, understanding the implications of team diversity through the lens of global leadership and cross-cultural sensitivity is crucial for enhancing both team performance and organizational effectiveness.

2.2 Cultural Diversity and Communication Effectiveness in Global Leadership

In today's globalized and multicultural work environments, effective communication across cultural boundaries has become a key competence for both employees and leaders. Since the 1980s, organizations worldwide have experienced a marked increase in workforce diversity, leading to fundamental shifts in communication norms and workplace interaction (Shaban, 2016). This trend is also evident in Uzbekistan, particularly within institutions undergoing internationalization, joint ventures, or collaborations with foreign partners.

Cultural diversity introduces not only richness in perspectives but also complexity in communication. Variations in language, non-verbal cues, social norms, and religious practices can create misunderstandings and reduce team cohesion if not managed properly. Research shows that one of the primary barriers to communication effectiveness is the lack of cultural awareness among co-workers and organizational leaders (Janssens, 2005). For instance, failure to acknowledge religious customs—such as hosting formal gatherings during Ramadan without accommodations—can alienate employees and reduce their sense of inclusion.

The expansion of digital technologies and global business operations has further intensified these challenges. Teams now collaborate virtually across borders, time zones, and cultural lines, increasing the need for culturally intelligent leadership. In such environments, leaders with high intercultural sensitivity and communication adaptability are better positioned to foster trust, inclusion, and productivity.

In the Uzbek context, where collectivism and respect for tradition remain strong cultural values, leaders must navigate the delicate balance between honoring local norms and adopting global standards of communication and leadership. This study contributes to understanding how global leadership traits—particularly in cross-cultural communication—enhance organizational effectiveness in culturally diverse settings.

2.3 Theoretical Framework

Global Leadership Theory

Global leadership refers to the set of skills and traits necessary for leaders to successfully navigate the complexities of cultural diversity and global business environments. Key competencies include cultural sensitivity, adaptability, inclusive decision-making, and strategic vision. This theory draws on the GLOBE (Global Leadership and Organizational Behavior Effectiveness) study, which identifies nine dimensions of global leadership. In the context of this study, global leadership incorporates intercultural communication competence (ICC) as an essential trait for effective leadership, particularly in managing multicultural teams.

Intercultural Communication Competence (ICC)

ICC refers to the ability to communicate effectively and appropriately across cultural boundaries. It involves skills such as empathy, cultural sensitivity, adaptability, and an understanding of cultural differences in communication styles. This study focuses on how ICC affects leadership effectiveness and team performance



in Uzbekistan. ICC is seen as essential for enhancing mutual understanding, fostering collaboration, and resolving conflicts in multicultural environments.

Cross-Cultural Management Theory

Cross-cultural management theory explores how leaders manage teams from different cultural backgrounds and navigate cultural differences in communication, work styles, and expectations. This theory includes the concepts of team dynamics and intercultural communication, which are critical in managing multicultural teams. According to this theory, managing cultural diversity effectively can lead to improved creativity, innovation, and problem-solving. In Uzbekistan's evolving organizational environment, effective cross-cultural management practices are crucial for enhancing team performance and organizational success.

Team Performance Theory

Team performance theory focuses on how groups of individuals work together to achieve common goals. One prominent model in this area is Tuckman's "Forming, Storming, Norming, Performing" model, which identifies the stages of team development. The theory suggests that the performance of teams is influenced by effective leadership, clear communication, and the management of group dynamics. In the context of this study, team performance is assessed through objective measures such as goal achievement, task completion, and overall productivity—all of which are influenced by the intercultural competence of team members and leaders.

Inclusive Leadership Theory

Inclusive leadership involves creating an environment where all team members, regardless of their background, feel valued, respected, and able to contribute fully. Inclusive leadership practices include promoting diversity, equity, and inclusion within teams, especially in multicultural contexts. This theory highlights the role of leaders in fostering inclusivity, which is linked to the development of ICC within organizations. Inclusive leadership is expected to enhance communication, collaboration, and overall team performance by ensuring every individual feels heard and supported.

Demographic Factors and ICC

Demographic factors such as age, gender, education, and work experience can influence how individuals communicate, interpret information, and engage in cross-cultural interactions. This theory suggests that demographic variables shape an individual's level of ICC by affecting their communication preferences, empathy, and adaptability. Understanding the impact of demographic factors on ICC is vital to ensure that leadership development programs are tailored to the specific needs of different groups within an organization.

RESEARCH METHODOLOGY

3.1 Structural Model and Hypotheses Testing

This study is based on a quantitative research approach, with data collected from 300 respondents working across public and private organizations in Uzbekistan, particularly in the business and education sectors. The sample includes managers and employees representing diverse demographic backgrounds such as age, gender, education level, and work experience.

The aim of the empirical analysis is to test the proposed hypotheses regarding the relationship between global leadership competencies, intercultural communication competence, and multicultural team performance. Demographic variables were included as control variables to ensure the robustness of the findings.

To assess internal consistency, Cronbach's alpha coefficient was calculated for the intercultural communication competence (ICC) scale. The initial scale contained 15 items. After performing exploratory factor analysis (EFA) and removing items with low factor loadings, the final scale consisted of 7 valid items, resulting in acceptable reliability.

Table 1. Reliability of Intercultural Communication Competence Scale

Dimension	Code	Cronbach's Alpha	N of Items	No. of Items Deleted
Intercultural Communication Competence	ICC	0.734	7	8

Reliability above 0.7 is considered acceptable for social science research (Nunnally, 1978). The final version of the ICC scale demonstrated good internal consistency after refinement.

The Intercultural Communication Competence (ICC) scale used in this study consists of the following seven items, measured on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). These items were selected based on existing literature and adapted to the Uzbek organizational context:



Table 2. Items used to measure intercultural communication competence (icc) on a 5-point likert scale

Item No.	Survey Statement
1	I feel comfortable in intercultural communication
2	I try to understand people from other cultures
3	I adapt my communication style to different cultures
4	I respect the norms of other cultures
5	I am willing to work in multicultural teams
6	I am able to manage cultural ambiguity
7	I enjoy working with people of different nationalities

Each respondent's ICC score was calculated as the mean of these seven items. These components were found to have acceptable internal consistency (Cronbach's Alpha = 0.734), supporting the scale's reliability for further statistical analysis.

3.2 T-Test Analysis: Gender-Based Differences in Intercultural Communication Competence

The first hypothesis examines the effect of demographic characteristics—specifically gender—on intercultural communication competence (ICC). A two-tailed independent-sample t-test was performed to compare the mean ICC scores between male and female participants. Gender was selected as the categorical independent variable, while ICC served as the dependent continuous variable.

Table 3. T-Test Results Based on Gender

Gender	N	Mean ICC Score	Std. Deviation	t-value	df	Sig. (2-tailed)
Male	158	3.91	0.68	2.437	298	0.015
Female	142	4.07	0.59			

The results of the t-test reveal a statistically significant difference in intercultural communication competence based on gender ($p = 0.015 < 0.05$). On average, female participants scored higher on the ICC scale than male participants. This suggests that gender may be a relevant factor in developing intercultural communication skills within Uzbek organizations.

Table 4. Independent Samples Test

Levene's Test for Equality of Variances	t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference
F	Sig.				
4.281	0.040	2.437	298	0.015	-0.16

Levene's Test shows significance at $p = 0.040 (< 0.05)$, indicating variance inequality between male and female groups.

The t-test for equality of means shows $t = 2.437$ with $df = 298$ and $\text{Sig. (2-tailed)} = 0.015$, meaning the difference in means is statistically significant.

The mean difference is -0.16 , suggesting female participants have a slightly higher ICC score on average than male participants.

Table 5. Pearson Correlation between Age and Intercultural Communication Competence

Variables	Mean	Std. Deviation	Pearson Correlation (r)	Sig. (2-tailed)
Age	34.2	8.6	-0.218	0.001
Intercultural Communication Competence (ICC)	3.98	0.65		



The Pearson correlation coefficient ($r = -0.218$) indicates a moderate negative relationship between age and intercultural communication competence.

The significance level ($p = 0.001$) is below the 0.05 threshold, confirming that the correlation is statistically significant.

This suggests that younger participants tend to score higher in intercultural communication competence compared to older participants in the sample of 300 respondents.

Table 6. Pearson Correlation between Education Level and Intercultural Communication Competence

Variables	Mean	Std. Deviation	Pearson Correlation (r)	Sig. (2-tailed)
Education Level (Ordinal: 1–5 scale)	3.7	0.9	0.263	0.000
Intercultural Communication Competence (ICC)	3.98	0.65		

The Pearson correlation coefficient ($r = 0.263$) indicates a moderate positive correlation between education level and ICC.

The p-value (0.000) is statistically significant ($p < 0.01$), suggesting a reliable relationship.

These results indicate that participants with higher educational attainment tend to report higher intercultural communication competence.

Table 7. Pearson Correlation between Work Experience and Intercultural Communication Competence

Variables	Mean	Std. Deviation	Pearson Correlation (r)	Sig. (2-tailed)
Work Experience (Years)	9.3	6.5	-0.147	0.012
Intercultural Communication Competence (ICC)	3.98	0.65		

The Pearson correlation coefficient $r = -0.147$ suggests a weak negative correlation between years of work experience and ICC.

The p-value = 0.012 indicates this relationship is statistically significant at the 0.05 level.

These findings imply that individuals with fewer years of experience may demonstrate slightly higher intercultural competence, possibly due to their greater exposure to modern, globally integrated work environments or recent education emphasizing intercultural skills.

Based on the results of the analysis, it can be observed that certain components of intercultural communication competence—such as interpersonal skills, team effectiveness, cultural empathy, and the ability to manage uncertainty—are rated more highly by some respondents than others. These components were analyzed separately using t-tests and correlation analysis in relation to demographic and organizational variables.

Unlike the previous hypothesis which focused on general ICC scores, this section explores specific dimensions of intercultural competence as dependent variables. The findings suggest that respondents who work in diverse teams, or have higher international exposure, tend to demonstrate stronger empathy toward other cultures and greater confidence in managing ambiguity in communication.

There is a significant difference in intercultural communication competence between members of high-performing teams and others.

Table 8. Independent Samples T-Test – ICC and High-Performing Team Membership

Group	N	Mean ICC Score	Std. Deviation
High-Performing Team (Yes)	142	4.12	0.57
High-Performing Team (No)	158	3.86	0.69

Table 9. T-Test for Equality of Means

Levene's Test for Equality of Variances	t-test for Equality of Means	t	df	Sig. (2-tailed)	Mean Difference
$F = 5.222, p = 0.023$	Equal variances not assumed	3.271	290	0.001	0.26



Levene's Test is significant ($p = 0.023$), so equal variances cannot be assumed.

The t-test result ($t = 3.271$, $p = 0.001$) indicates a statistically significant difference.

The mean ICC score of participants in high-performing teams is significantly higher than those not in such teams.

This supports H2, suggesting that intercultural competence is positively associated with team performance.

Table 10. Independent Samples Test – Inclusive Practices and Intercultural Communication Competence (ICC)

Group	N	Mean ICC Score	Std. Deviation
Inclusive Practices Present (Yes)	168	4.10	0.58
Inclusive Practices Absent (No)	132	3.82	0.68

Table 11. T-Test Summary

Levene's Test for Equality of Variances	t-test for Equality of Means	t	df	Sig. (2-tailed)	Mean Difference
F = 4.376, $p = 0.038$	Equal variances not assumed	3.124	268	0.002	0.28

Levene's Test is significant ($p = 0.038$), so equal variances are not assumed.

The t-value = 3.124, with $p = 0.002$, indicates a statistically significant difference.

The mean ICC score is higher among respondents from organizations with inclusive cross-cultural practices.

This result supports the notion that organizational practices play a key role in enhancing intercultural communication competence.

Table 12. High-Performing Teams by Organization Type – Crosstabulation

Organization Type	High-Performing Team (Yes)	High-Performing Team (No)	Total
Public Sector	65	85	150
Private Sector	77	73	150
Total	142	158	300

More respondents from private sector organizations (77 out of 150) reported being part of high-performing teams compared to the public sector (65 out of 150).

This suggests that private organizations may have relatively stronger team dynamics or performance structures conducive to high intercultural effectiveness.

This crosstabulation supports further comparative analysis using Chi-square tests to assess statistical significance.

Table 13. Chi-Square Test – HPT and Organization Type

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.321	1	0.038
Continuity Correction	3.876	1	0.049
Likelihood Ratio	4.329	1	0.037
Fisher's Exact Test	–	–	–
N of Valid Cases	300		

The Pearson Chi-Square statistic ($\chi^2 = 4.321$, $p = 0.038$) indicates a statistically significant association between organization type and HPT status.

Since $p < 0.05$, we reject the null hypothesis and conclude that sectoral affiliation (public vs private) is associated with whether respondents report working in high-performing teams.

This supports the notion that organizational environment influences team dynamics and intercultural collaboration outcomes.



DISCUSSION OF THE FINDINGS

4.1 Intercultural Competence and Multicultural Team Performance

The findings of this study are consistent with prior research indicating that intercultural communication competence has a significant positive effect on multicultural team performance. In the context of Uzbekistan, where organizations are increasingly engaging in international cooperation and managing diverse teams, this relationship is especially relevant.

The results suggest that leaders with higher levels of intercultural competence—such as empathy, adaptability, and effective communication—are better equipped to manage diverse teams and enhance their performance. Forming and leading multicultural teams remains a complex task, particularly when individuals bring different communication norms, cultural expectations, and working styles. However, as shown in the data, greater experience in intercultural interaction correlates with stronger team outcomes.

Thus, the development of intercultural competence among leaders and employees should be considered a strategic priority for organizations aiming to operate effectively in a globalized environment.

4.2 Intercultural Communication Competence

The study reveals that professionals in Uzbekistan demonstrate strong interpersonal skills, particularly in willingness to collaborate with people from different cultural backgrounds. This reflects national values such as hospitality, openness, and mutual respect, which enhance communication in multicultural teams.

Interpersonal competence is closely linked to team effectiveness, as supported by literature emphasizing its role in feedback exchange, team cohesion, and performance. Following Argyris (2006), key interpersonal capabilities include giving open feedback, supporting others, embracing new ideas, and knowledge sharing.

To strengthen multicultural team performance, organizations should invest in interpersonal skill development, cross-cultural training, and leadership coaching. Promoting cultural empathy—the ability to understand and respect differences—is also essential for effective global leadership.

4.3 Multicultural Team Performance

The study findings indicate that multicultural team performance is positively influenced by interpersonal skills, cultural openness, and collaborative communication, which are strongly expressed among Uzbek professionals. Despite common challenges in managing intercultural teams, the diversity of perspectives and experiences fosters deeper discussion, broader analysis, and ultimately, higher-quality outcomes.

Literature supports the idea that diverse teams—when effectively led—benefit from a range of viewpoints that enhance creativity and problem-solving. The ability to manage cultural differences, foster inclusive dialogue, and navigate uncertainty is essential for achieving success in global and multicultural projects.

Therefore, building culturally competent leadership and strengthening team communication should be key priorities for organizations seeking to increase effectiveness in diverse work environments.

4.4 Managerial Implications

To enhance multicultural team effectiveness, it is essential for managers to understand and guide their teams through the key stages of development: forming, storming, norming, and performing. Special attention should be paid to challenging phases such as storming, where misunderstandings and conflict may arise, particularly in diverse teams.

Developing intercultural communication competence is vital for navigating these stages successfully. Managers should be equipped with the skills to foster trust, encourage inclusive dialogue, and manage cultural differences constructively.

Organizations must recognize the strategic importance of these competencies and invest in training programs that strengthen global leadership, intercultural sensitivity, and interpersonal communication for both managers and team members.

CONCLUSION AND RECOMMENDATIONS

This study examined the critical role of intercultural communication competence (ICC) in global leadership and team performance within the context of Uzbekistan, a nation increasingly integrating into the global economy. The research provided empirical evidence that ICC is essential for enhancing the effectiveness of global leadership and multicultural teams, particularly in a rapidly changing organizational environment.

The findings demonstrate that higher levels of ICC correlate with better team performance, particularly in teams that practice inclusive leadership. This underscores the strategic importance of developing ICC competencies within organizations, especially as globalization continues to shape business dynamics. The study also highlighted significant differences in ICC based on demographic factors such as gender, education level, and international exposure, indicating that these variables must be considered when designing leadership development programs.



Furthermore, the results emphasize the need for organizations in Uzbekistan to invest in cross-cultural training and leadership development initiatives that prioritize cultural intelligence, empathy, and adaptability. By fostering these competencies, organizations can improve their global competitiveness, enhance collaboration across cultural boundaries, and drive higher team performance.

This research contributes to the ongoing discourse on global leadership and intercultural management by offering practical insights for organizations operating in culturally diverse settings. As Uzbekistan continues its path toward modernization and greater international integration, cultivating leaders with high ICC will be essential for sustaining long-term growth and success in a globalized economy.

The study also has practical implications for policymakers, business leaders, and HR professionals who are looking to implement effective cross-cultural management strategies. Future research could explore the impact of ICC on organizational performance in other developing countries or industries, providing further insights into the dynamic relationship between cultural competence and global leadership effectiveness.

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IQTISODIYOT & TARAQQIYOT

Ijtimoiy, iqtisodiy, texnologik, ilmiy, ommabop jurnal

Ingliz tili muharriri: Feruz Hakimov

Musahhih: Zokir ALIBEKOV

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6-Maxsus son. Bakalavr talabalarining maqolalari to'plami

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"Yashil" iqtisodiyot va taraqqiyot" jurnali 03.11.2022-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №566955 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: №046523. PNFL: 30407832680027

Manzilimiz: Toshkent shahar, Mirzo Ulug'bek tumani
Kumushkon ko'chasi, 26-uy.



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