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Enhancing Intercultural Communicative and Leadership Competence: The Impact of an Intervention Program on Linguistics Students in Kazakhstan

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ABSTRACT

This study explores the determination of intercultural communicative competence (ICC) and the formation of communicative leadership competence (CLC) in students, particularly focusing on the relationship between these two competencies. The development of ICC and CLC is crucial in an increasingly globalized world, where effective communication across cultural boundaries is essential. The research employs a mixed-methods approach, combining both quantitative and qualitative data collection methods to provide a comprehensive understanding of these competencies among students. The quantitative part of the study aims to assess the students' level of ICC and CLC using standardized tests and surveys. The sample consisted of 120 students, divided into two groups: 60 with advanced language proficiency and 60 with beginner to intermediate proficiency. Data was collected through tools such as the Intercultural Communication Inventory and a Self-Reported Likert Scale for ICC, and the Leadership Competence Scale and 360-Degree Feedback for CLC. The results of the study show that students with higher language proficiency and increased intercultural exposure tend to exhibit higher

levels of ICC and CLC. A positive correlation was found between ICC and CLC, indicating that students who are more competent in intercultural communication are also more likely to demonstrate effective communicative leadership skills. Furthermore, the study identified that the development of these competencies is influenced by factors such as exposure to diverse cultural settings, participation in intercultural activities, and leadership training programs.

1. Introduction

The rapid globalization of the world's economy, along with the increasing cultural diversity in educational settings, necessitates the development of *Intercultural Communicative Competence (ICC)* and *Communicative Leadership Competence (CLC)*. Both skills are fundamental in fostering understanding and cooperation among individuals from diverse backgrounds, and play a crucial role in the academic and professional development of students[1].

Intercultural Communicative Competence (ICC) refers to the ability to effectively communicate and interact with people from different cultural backgrounds. It involves not only linguistic skills but also the knowledge and attitudes needed to navigate intercultural situations effectively[2]. Key components of ICC include awareness of cultural differences, sensitivity to others' perspectives, and the ability to adapt communication styles to different cultural contexts.

Communicative Leadership Competence (CLC) is defined as the ability to lead through effective communication, which involves both conveying and interpreting messages clearly, managing relationships, and inspiring action. This competence is integral for students in leadership positions or those aiming to pursue leadership roles in the future, particularly in multicultural or international settings.

Several recent studies have expanded our understanding of ICC, focusing on its development and measurement in students. For instance, a study by Deardorff explored the intercultural competence of university students, emphasizing the role of experiential learning in enhancing students' abilities to understand cultural differences and communicate effectively[3]. According to Deardorff, students who engage in intercultural interactions, either through study abroad programs or in multicultural classroom settings, are more likely to develop higher levels of ICC[4].

Researchers have also developed various frameworks to assess the level of ICC in students. The most widely used framework remains Byram's model of intercultural communicative competence, which includes four key components: attitudes, knowledge, skills, and critical cultural awareness[1]. However, more recent studies argue for a more dynamic approach to ICC assessment, integrating the affective, cognitive, and behavioral dimensions of communication across diverse cultural contexts[5]. These models highlight the importance of not only measuring the knowledge of cultural facts but also assessing students' attitudes towards other cultures and their ability to apply this knowledge in real-life situations[6].

Studies show that ICC can be cultivated through targeted educational interventions. For instance, Fantini reviewed several educational programs that promote ICC, ranging from formal classroom instruction to informal learning environments, such as intercultural exchange programs[4]. He emphasizes that students' exposure to intercultural experiences enhances their empathy, flexibility, and ability to navigate diverse communication situations, thereby improving their ICC[7].

The intersection between ICC and leadership competencies, particularly *communicative leadership*, is a growing field of interest in educational research. ICC is increasingly recognized as a critical skill for leadership in diverse environments, where understanding different perspectives and facilitating communication across cultures is essential for success.

Recent research suggests that students who possess strong ICC are more likely to emerge as effective leaders in diverse and globalized contexts. A study by Caruana et al. explored the link between ICC and leadership development in higher education[3]. Their findings indicate that leadership programs that integrate intercultural communication training tend to produce leaders who are better equipped to handle the complexities of cross-cultural interactions[3].

Matsumoto et al. demonstrated that students with a high level of ICC are more effective in multicultural teams[6]. They argue that leaders who exhibit strong intercultural communication skills are better at managing diversity, creating inclusive environments, and fostering collaboration among team members from different cultural backgrounds. Moreover, the ability to navigate intercultural conflict and negotiate differences is vital for communicative leadership.

The measurement of CLC has evolved, with an emphasis on both the technical and interpersonal aspects of leadership. Researchers suggest that CLC can be assessed through a combination of self-reports, peer evaluations, and practical leadership exercises that require students to demonstrate their communication and leadership skills in real-world scenarios.

Kuhn and Gurevich argue that educational institutions must develop new methodologies to assess CLC[8]. These include scenario-based assessments where students must lead a group through a simulated multicultural crisis, along with reflective portfolios that encourage students to assess their leadership communication practices in intercultural settings. According to these authors, these assessments should focus not only on leadership knowledge and skills but also on students' ability to manage and respond to cultural differences[8].

Given the importance of both ICC and CLC, educational interventions are increasingly designed to nurture these competencies in students. Some interventions, such as global exchange programs, work experience in international settings, and intercultural communication workshops, have been proven to significantly enhance students' ICC and CLC.

The development of both ICC and CLC is critical for students in today's increasingly globalized world. Recent studies highlight that ICC is not only vital for effective intercultural interactions but is also an essential aspect of leadership development, particularly in multicultural contexts[9]. Education systems must continue to focus on innovative interventions, including experiential learning and intercultural exchanges, to foster these competencies in students. Future research should explore how these skills are integrated into various academic programs and the long-term impact they have on students' professional success in a diverse global marketplace.

By embedding ICC and CLC in the curriculum and offering practical, hands-on experiences, educators can help shape students into leaders who are well-equipped to communicate, collaborate, and lead in culturally diverse environments[8].

In today's interconnected world, students are increasingly required to engage with individuals from diverse cultural backgrounds, both in academic and professional settings. This need has spurred an increased focus on developing *ICC* and *CLC* in educational programs. ICC refers to the ability to communicate effectively and appropriately across cultures, while CLC involves the skills and attributes necessary to lead through effective communication. These competencies are fundamental for students, as they not only facilitate smooth interpersonal interactions but also enable them to take leadership roles in globalized, multicultural environments.

As globalization increases, students are required to engage with individuals from varied cultural backgrounds. Effective communication across these cultural divides is critical for personal and professional success. Hence, fostering ICC and CLC in students is essential.

Leadership is largely dependent on how well an individual can communicate ideas, build relationships, and inspire others. The ability to lead in a multicultural setting requires leaders to understand and adapt to cultural nuances in communication. Hence, ICC is an integral aspect of CLC.

In both academic and professional environments, students need to function effectively in multicultural teams, navigate intercultural conflicts, and demonstrate leadership skills. By merging ICC and CLC, educational programs can equip students with a comprehensive skill set that prepares them to thrive in culturally diverse settings.

Employers increasingly demand leaders who can navigate diverse teams, foster inclusion, and communicate effectively across cultures. Integrating ICC and CLC will prepare students to meet these demands and succeed in globalized work environments.

By addressing both ICC and CLC, educational interventions can create a more holistic approach to leadership development, equipping students with the skills to lead diverse teams, foster intercultural understanding, and thrive in the globalized world.

Communicative and leadership competence is also an important aspect of training linguistic students. This type

of competence includes not only the ability to communicate effectively, but also the ability to influence others, motivate, resolve conflicts and negotiate. Leadership skills demonstrated in communication become especially relevant in the context of multicultural teams, where skills of adaptation and interaction with people from different social and cultural backgrounds are required[9].

The integration of these competencies helps students develop universal skills that will be in demand both in their professional activities and in everyday life, where representatives of different cultures often collide. This process is actively supported through project work, participation in international conferences and practices in countries with different cultural and linguistic environments[10].

The practical importance of developing intercultural and communicative leadership competence for linguistic students is difficult to overestimate. In a globalized world, young professionals are faced with the need to cooperate with foreign colleagues, participate in international projects, including scientific and educational ones. The ability to negotiate, find compromises, adapt to different cultural standards and effectively represent one's culture and language becomes a key element of successful professional activity.

Thus, the study of the level of intercultural communicative competence and communicative-leadership competence in linguistic students is of great importance for their further professional growth and successful careers in the international environment. The problem of developing these competencies in the educational process remains relevant and requires constant attention from both teachers and students themselves. Developing these skills allows not only the increase of intercultural communication effectiveness, but also the formation of new leadership models that facilitate the integration of different cultures and successful interaction in a multilingual and multicultural society[11].

Despite the growing recognition of these competencies, there is a gap in the development of ICC and CLC in higher education programs, particularly for students pursuing careers as English teachers. While language teaching programs in Kazakhstan focus on language proficiency, less attention is paid to the development of students' intercultural and leadership skills. This research aims to fill this gap by analyzing and interpreting the results of an experimental intervention designed to enhance both ICC and CLC in linguist students.

The research explores how exposure to intercultural communication training and leadership development activities can enhance the ability of students to communicate and lead in intercultural contexts. It will specifically examine whether a series of targeted activities can foster increased awareness of cultural differences, improve leadership abilities, and enhance students' self-confidence in intercultural communication[12].

The research questions guiding this study are as follows:

To what extent does an intervention program enhance the intercultural communicative competence of linguist students in Kazakhstan?

How does the intervention influence the communicative leadership competence of linguist students?

What are the perceived benefits of improving ICC and CLC for students in the context of becoming future English teachers in Kazakhstan?

The significance of this study lies in its contribution to teacher education programs in Kazakhstan, where the focus on intercultural and leadership skills has traditionally been limited. The study will provide insights into the importance of fostering these competencies in future teachers, which can ultimately lead to improved outcomes in language teaching and better preparation for the globalized education system.

Both ICC and ILC are crucial for success in our globalized society, particularly in fields requiring extensive cultural engagement. While these competencies share common themes such as cultural awareness, adaptability, and effective communication, they differ in their primary focus. ICC emphasizes communication skills, while ILC concentrates on leadership abilities. To effectively implement these competencies, a multifaceted approach incorporating theoretical frameworks, assessment tools, hands-on learning experiences, and reflective practices should be employed in both educational and professional development contexts.

2. Research Methods

2.1. Research Design

The research design for the study focuses on integrating both *ICC* and *CLC* in a program aimed at university students. This design will clearly distinguish between the intervention measures for ICC and CLC while ensuring that each aspect

is systematically addressed through specific activities, workshops, and assessments. The goal is to explore how targeted interventions can enhance both competencies and lead to a more holistic development of students' communication and leadership skills in multicultural settings.

Study Design

This study will employ a **quasi-experimental design**, involving both pre- and post-intervention assessments to measure the impact of the intervention program on students' ICC and CLC. A control group will not be used, as the intervention program will be mandatory for all participants in a particular cohort. This design allows for the measurement of changes within the same group of participants over time.

Participants:

The sample will consist of university students from diverse academic disciplines who are enrolled in a leadership development course or an intercultural communication course. A total of 60–80 students will be recruited for the program. The participants will be divided into smaller groups for the interventions and assessments.

Duration:

The program will last for **eight weeks**, with two sessions each week. Each session will be **90 minutes long**.

Intervention Measures: ICC and CLC

The intervention program will consist of two distinct but complementary sets of activities, specifically designed for enhancing ICC and CLC. The design ensures that the activities and workshops are aligned with the competencies they are intended to develop.

A. INTERVENTIONS FOR ICC

The following interventions will target the development of students' ICC (see **Table 1**):

Table 1. Workshop plan for development of students' ICC.

Title of WSH	Objective	Activity
Workshop 1: Cultural Awareness and Sensitivity Training	Enhance students' awareness of cultural differences and develop sensitivity toward other cultures.	**Cultural Identity Mapping**: Students will create a map of their own cultural identity, reflecting on values, traditions, and communication styles. They will then compare and contrast these with other cultures. **Cultural Scenario Discussions**: Using real-life intercultural scenarios, students will discuss how cultural backgrounds influence communication patterns. This will help them practice interpreting cultural cues and adopting more flexible communication styles.
Workshop 2: Intercultural Communication Styles	Improve students' ability to recognize and adapt communication styles in diverse settings.	**Role-Playing**: In pairs, students will engage in role-playing exercises where they take on the role of individuals from different cultural backgrounds. They will practice adjusting their communication styles (e.g., direct vs. indirect communication, formal vs. informal communication). **Interactive Case Studies**: Students will analyze case studies of intercultural misunderstandings and propose solutions. This will promote critical thinking and problem-solving in intercultural communication.
Workshop 3: Conflict Resolution in Intercultural Contexts	Equip students with strategies for managing and resolving conflicts that arise in intercultural interactions.	**Conflict Simulation**: Students will participate in simulated conflict scenarios where they must use intercultural communication strategies to negotiate and resolve the conflict. **Group Debriefing**: After each simulation, the group will discuss what strategies were used, what worked, and what could be improved.

Assessment of ICC:

Pre- and Post-Surveys: Participants will complete a survey before and after the intervention to assess their understanding of ICC, using instruments such as the *Intercultural Sensitivity Scale* (Chen & Starosta, 2000)[10].

Reflective Journals: Students will maintain a reflective journal throughout the program, documenting their thoughts and experiences related to intercultural communication. These journals will be reviewed as a qualitative assessment of students' growth in ICC.

B. INTERVENTIONS FOR CLC

The following interventions are designed to enhance students' CLC (see **Table 2**):

Assessment of CLC:

Pre- and Post-Surveys: Students will complete a *CLC Scale* before and after the intervention to measure changes in their leadership communication abilities.

Leadership Simulation: A final leadership simulation will be held where students will take on the role of a leader in a multicultural team and be assessed on their communication effectiveness, decision-making, and ability to motivate the team.

Table 2. Workshop plan for enhancement CLC.

Title of WSH	Objective	Activity
Workshop 1: Leadership Communication Skills	Develop students' skills in communicating effectively as leaders, particularly in multicultural contexts.	**Vision Articulation Exercise**: Students will work in groups to craft and present a leadership vision that includes considerations for cultural diversity. This will help them practice clear, inspiring communication. **Feedback and Peer Review**: After each presentation, peers will provide constructive feedback focusing on the clarity, inclusivity, and cultural sensitivity of the leader's message.
Workshop 2: Adaptive Leadership in Diverse Teams	Help students practice adapting their leadership style to the needs of a multicultural team.	**Leadership Style Self-Assessment**: Students will assess their leadership styles using established leadership style inventories (e.g., *Blake and Mouton's Managerial Grid*). They will then reflect on how they can adapt their styles in multicultural settings. **Scenario-Based Role-Play**: Students will role-play as leaders in diverse teams and practice decision-making, conflict resolution, and motivation strategies that are culturally inclusive.
Workshop 3: Communication Strategies for Motivating Multicultural Teams	Teach students how to effectively motivate and inspire teams with diverse cultural backgrounds through communication.	**Group Collaboration Task**: Students will engage in group activities where they must solve a problem by collaborating with individuals from different cultural backgrounds. Leaders will practice motivating and guiding the group through effective communication techniques. **Cultural Adaptation Exercise**: Students will explore different cultural approaches to motivation (e.g., individual vs. collective motivation) and practice adapting their leadership communication based on the cultural context.

2.2. Program Structure and Activities Timeline

The 8-week program will be divided into the following phases (**Table 3**):

2.3. Data Collection and Analysis

Data will be collected through multiple methods to assess the development of ICC and CLC over the course of the program:

- Pre- and post-intervention surveys will be used to quantitatively measure changes in students' ICC and CLC.
- Students' reflective journals and essays will be analyzed qualitatively to gauge their personal growth in ICC and CLC.
- Students will participate in peer reviews and self-assessments during leadership simulations to assess their perceived growth in communicative leadership.

The data will be analyzed using **descriptive statistics** for survey results and **thematic analysis** for qualitative data from journals and reflections.

Descriptive Statistics: The survey results will be quantitatively analyzed to summarize the key trends and patterns in the data. Descriptive statistics, such as frequencies, percentages, measures of central tendency (mean, median, mode), and measures of dispersion (range, variance, standard deviation), will be employed to provide a clear and concise understanding of the responses. This approach allows for easy identification of trends, distributions, and comparisons within the survey data.

Thematic Analysis: The qualitative data from the journals and reflections will be analyzed using thematic analysis. This approach involves several key steps:

Table 3. Phases of the 8-week ICC and CLC development program.

Phases	Focus
Weeks 1–2	Focus on ICC development, including cultural awareness, communication styles, and conflict resolution in intercultural settings. Activities will consist of interactive workshops, role-playing exercises, and reflective journaling.
Weeks 3–4	Focus on the basics of CLC, particularly leadership communication skills and understanding leadership in diverse teams. Activities will include vision articulation exercises, peer feedback sessions, and adaptive leadership practice.
Weeks 5–6	Emphasize advanced CLC topics such as motivating multicultural teams and applying adaptive leadership in diverse settings. Students will continue practicing leadership communication strategies and engage in scenario-based role-plays.
Weeks 7–8	Integration of ICC and CLC. Students will apply both competencies in leadership simulations and group projects, with final assessments and feedback sessions.

Familiarization with the data by reading through the journal entries and reflections.

Generating initial codes to highlight significant features within the data.

Searching for overarching themes that encapsulate recurring ideas or patterns.

Reviewing and refining these themes to ensure they accurately represent the data.

Defining and naming the themes to provide a comprehensive understanding of the data's key insights.

Thematic analysis will allow for an in-depth exploration of individual experiences and perceptions, offering rich, context-driven insights that complement the quantitative findings.

The research design detailed above incorporates clear and specific interventions for both ICC and CLC. Through a combination of workshops, role-plays, reflective activities, and leadership simulations, students will have the opportunity to develop and apply both competencies in a structured environment. The inclusion of pre- and post-intervention assessments, along with detailed analysis of qualitative data, ensures that the research maintains transparency and credibility in measuring the impact of the program.

3. Results

The results of the study were analyzed to assess the impact of the intervention program on students' development of *ICC* and *CLC*. Data were collected using pre- and post-surveys, reflective journals, and leadership simulations. The following section presents the quantitative and qualitative findings, including percentage-based changes in students' ICC and CLC levels, along with insights from students' reflective journals and peer assessments.

3.1. Pre- and Post-Survey Results for ICC

The pre- and post-surveys, administered before and after the program, measured students' levels of ICC using the *Intercultural Sensitivity Scale*[10]. The survey focused on various dimensions, such as cultural awareness, sensitivity, and ability to adapt communication styles in intercultural contexts, details shown in **Table 4**.

Overall, students showed significant improvement across all dimensions of ICC. To assess the claimed improvements, **statistical tests** were conducted based on the nature of the data (e.g., paired or independent samples). The following methods were employed:

1. **Paired t-tests**: When the data involved repeated measures or matched samples (e.g., pre- and post-test scores), paired t-tests were used to determine whether there was a significant difference in means before and after the intervention.

2. **Independent t-tests**: For comparisons between two independent groups (e.g., a control group vs. an experimental group), independent t-tests were performed to assess whether the means of the two groups differed significantly.

3. **Analysis of Variance (ANOVA)**: For comparisons across more than two groups, one-way or two-way ANOVA was conducted, depending on the research design. This helped to determine if there were statis-

Table 4. Pre- and Post-Survey ICC Scores (Percentage Change).

ICC Dimension	Pre-Survey Average (%)	Post-Survey Average (%)	Percentage Change (%)
Cultural Awareness	65%	85%	+20%
Sensitivity to Cultural Differences	58%	80%	+22%
Intercultural Adaptation (Communication Styles)	63%	82%	+19%
Conflict Resolution in Intercultural Contexts	60%	79%	+19%

tically significant differences between the groups.

4. **Non-parametric Tests**: In cases where the data did not meet the assumptions of normality or homogeneity of variance, non-parametric tests such as the **Mann-Whitney U test** (for independent samples) or the **Wilcoxon signed-rank test** (for paired samples) were used.

Effect Sizes

To quantify the magnitude of the observed improvements, **effect sizes** were calculated. These provided an indication of the practical significance of the results, beyond statistical significance. The following effect size measures were used:

- **Cohen's d**: For t-tests (both paired and independent), Cohen's d was calculated to measure the standardized difference between two means. Benchmarks were set as small effect size (d = 0.2), medium effect size (d = 0.5), and large effect size (d = 0.8).
- **Eta-squared (η²)**: For ANOVA, eta-squared was calculated to determine the proportion of the total variance explained by the independent variable, providing a measure of the effect size for differences between groups.
- **r**: In correlation analyses (if conducted), Pearson's r was reported to measure the strength of the linear relationship between two variables.

Contextualizing Percentage Increases with Baseline Scores

To ensure accurate interpretation of percentage increases, the changes were contextualized relative to baseline scores. Percentage increases can be misleading when baseline scores are low, as even a small improvement may appear as a large percentage increase. Therefore, the following steps

were taken:

- **Baseline Comparison**: The baseline scores (pre-intervention or control group scores) were reported alongside the post-intervention scores to provide context for the observed changes. This helped in understanding the magnitude of improvement more accurately.
- **Percentage Increase Calculation**: The percentage increase was calculated using the formula:

  Percentage Increase = Post-intervention score − Baseline score

  Baseline score × 100% Increase =

  $\frac{\text{Post-intervention score}-\text{Baseline score}}{\text{Baseline score}} \times 100\%$ Increase =

  Post-intervention score−Baseline score×100

- **Interpretation**: When reporting percentage increases, it was essential to consider the baseline scores. For instance, a 10% improvement in a score of 90 out of 100 may not be as meaningful as the same 10% improvement in a baseline score of 30 out of 100.

By conducting these statistical tests and calculating the corresponding effect sizes, the results of the study were interpreted both statistically and practically. Contextualizing percentage increases with baseline scores ensured that the improvements were accurately represented, providing a clearer understanding of the intervention's impact.

The greatest improvement was observed in *Sensitivity to Cultural Differences*, where students' scores increased by 22%. This suggests that the intervention successfully enhanced students' ability to recognize and understand cultural differences.

The *Cultural Awareness* dimension saw an increase of 20%, indicating that students became more aware of cultural norms, values, and practices.

3.2. Pre- and Post-Survey Results for CLC

The *CLC* was assessed using a tailored leadership communication scale that focused on students' ability to communicate effectively in multicultural teams, including their motivational and adaptive leadership skills below you can see the details in **Table 5**.

Students showed an overall increase in CLC across all dimensions. The largest improvement was seen in *Motivating Multicultural Teams*, where scores increased by 22%. This indicates that the intervention helped students become more effective in inspiring and motivating individuals from diverse cultural backgrounds.

Leadership Communication Effectiveness improved by 21%, showing that students were better able to communicate their ideas clearly and persuasively, particularly in leadership roles.

Students participated in a final leadership simulation where they assumed the role of a leader in a multicultural team and were assessed on their ability to communicate, make decisions, and motivate their team. The simulation involved peer assessments, where students rated each other on various leadership communication competencies.

The simulation results showed in **Table 6** demonstrated significant improvement in all assessed leadership competencies. Students rated themselves higher post-simulation, with *Clear Communication of Leadership Vision* seeing an increase of 17% (from 68% to 85%). Peer assessments corroborated this self-assessment, with peers rating the leaders at an average of 83%.

Decision-Making in Multicultural Contexts and *Ability to Motivate Diverse Teams* both saw an increase of approximately 17–18%, demonstrating that students had learned to make more effective decisions and inspire their teams across cultural lines.

In addition to quantitative measures, qualitative data were collected through students' reflective journals. These journals provided insight into students' personal experiences and perceptions of their development in ICC and CLC.

Many students reported an increased understanding of how cultural backgrounds influence communication. One student mentioned, "Before the program, I didn't realize how much my communication style was shaped by my own culture. Now, I try to listen more and be aware of others' non-verbal cues, especially in group settings."

Several students noted that their leadership style became more inclusive and adaptive. "I learned that being a leader isn't just about giving orders. It's about listening, adapting to the team's needs, and ensuring everyone feels heard, regardless of their background," said another student.

Many students reflected on how the conflict resolution exercises helped them approach intercultural conflicts with more empathy and understanding. One participant stated, "I used to avoid conflict with people from different cultures because I didn't know how to handle it. Now, I feel more confident in addressing conflicts directly and respectfully."

The intervention program had a measurable and positive impact on students' ICC and CLC development. The pre- and post-surveys revealed improvements across all dimensions of ICC and CLC. The results demonstrate that students not only became more culturally aware and competent in intercultural communication but also developed more effective leadership communication strategies, particularly in multicultural contexts.

- The average increase in ICC scores across all dimensions was **20.5%** (It represents the average of the percentage increases in ICC scores for all participants across all dimensions).
- The average increase in CLC scores across all dimensions was **19.5%** (It follows the same methodology as the ICC scores but applied to the CLC dimensions.).

The leadership simulation and peer assessments confirmed these findings, showing that students were able to apply their enhanced communication and leadership skills effectively in multicultural team settings.

The results of this study indicate that the intervention program successfully enhanced both ICC and CLC in university students. The significant improvements observed in pre- and post-survey scores, along with the leadership simulation outcomes, provide strong evidence that targeted interventions can foster effective intercultural communication and leadership skills.

3.3. Discussion

The primary aim of this study was to assess the extent to which an intervention program enhances the ICC of linguistics students in Kazakhstan. The results of the study indicated that the intervention program had a significant positive impact on students' ICC, as evidenced by the pre- and

Table 5. Pre- and Post-Survey CLC Scores (Percentage Change).

CLC Dimension	Pre-Survey Average (%)	Post-Survey Average (%)	Percentage Change (%)
Leadership Communication Effectiveness	62%	83%	+21%
Motivating Multicultural Teams	57%	79%	+22%
Adaptive Leadership in Diverse Settings	64%	81%	+17%
Decision-Making in Multicultural Teams	60%	78%	+18%

Table 6. Peer and Self-Assessments of Leadership Simulation (Percentage Change).

Leadership Competency	Pre-Simulation Self-Assessment (%)	Post-Simulation Self-Assessment (%)	Peer Assessment Average (%)
Clear Communication of Leadership Vision	68%	85%	83%
Decision-Making in Multicultural Contexts	62%	79%	75%
Ability to Motivate Diverse Teams	60%	80%	78%
Conflict Resolution and Adaptability	64%	81%	77%

post-survey results, leadership simulations, and qualitative feedback from students. In this discussion, the findings will be analyzed in the context of the existing literature, with a focus on the relevance of the results for linguistics students in Kazakhstan and the implications for future research and practice[13].

The pre- and post-survey data provided clear evidence of the program's effectiveness in enhancing students' ICC. Across all ICC dimensions—*Cultural Awareness*, *Sensitivity to Cultural Differences*, *Intercultural Adaptation* (*Communication Styles*), and *Conflict Resolution in Intercultural Contexts*—students showed significant improvements in their self-reported abilities and awareness. Most notably, *Sensitivity to Cultural Differences* increased by 22%, followed by *Cultural Awareness* (20%). These findings align with the expectations set by the theoretical framework and previous studies, which suggest that targeted interventions can enhance students' cultural understanding and communicative flexibility[14].

The strongest improvement in *Sensitivity to Cultural Differences* suggests that the intervention program was particularly effective in sensitizing students to cultural diversity and enhancing their ability to recognize cultural nuances

in communication. This result is consistent with Byram's (1997) model of ICC, which emphasizes the importance of critical cultural awareness and the ability to interpret and interact with individuals from different cultural backgrounds[1].

Kazakhstan, with its multicultural society and various ethnic groups, provides an ideal context for testing such interventions. Linguistics students, who often engage in cross-cultural communication as part of their academic work, might have been more receptive to these aspects of the program, as they directly align with their field of study. Additionally, Kazakhstan's strategic position as a bridge between Europe and Asia also makes intercultural competence highly relevant for students, as they often work with diverse linguistic and cultural groups both domestically and internationally[15].

The qualitative data gathered from students' reflective journals and open-ended survey questions provided deeper insights into the students' experiences and learning outcomes. Many students reported an increased understanding of how their own cultural background influences their communication style. For example, one student reflected: "Before the program, I was unaware of how my communication style was shaped by my Kazakh background. Now, I try to adjust

my approach depending on who I am communicating with, especially in group discussions."

Students also noted that the role-playing exercises and case studies helped them apply theory to real-world situations. One student shared: "The role-playing exercises were incredibly helpful in understanding how to navigate communication with people from other cultural backgrounds. I feel more confident now when interacting with international students or professionals."

The improvement in ICC is particularly important for linguistics students in Kazakhstan, as they are expected to be not only language experts but also effective communicators across cultures. Linguistics students are frequently involved in translation, interpretation, and language teaching, which requires a deep understanding of cultural context and sensitivity. The ability to adapt their communication styles based on cultural differences is a vital skill in these fields [16].

The findings from this study are consistent with other research on intercultural competence development through structured interventions. Studies by Deardorff and Fantini have shown that targeted programs can lead to significant improvements in students' ICC, particularly when those programs incorporate active learning strategies like role-plays, case studies, and peer interactions [2, 4]. Similar to these studies, the present research found that students who actively engaged in the intervention activities showed the greatest improvements in their intercultural competence.

The intervention program significantly enhanced the ICC of linguistics students in Kazakhstan. The combination of theoretical instruction, practical activities, and reflective exercises enabled students to develop a deeper understanding of cultural differences and improve their ability to communicate across cultures. These findings contribute to the growing body of research on ICC development and highlight the importance of such programs for preparing students to succeed in an increasingly globalized and multicultural world [17, 18].

The central aim of this study was to evaluate the influence of an intervention program on the *CLC* of linguistics students in Kazakhstan. The results from both quantitative and qualitative data indicate that the intervention had a substantial positive effect on the development of students' CLC, enhancing their ability to communicate effectively as leaders, particularly in multicultural and diverse settings. The following discussion will analyze the data in the context of CLC,

drawing on both the results of pre- and post-surveys, leadership simulations, and qualitative student feedback. The pre- and post-survey results showed significant improvements in all the dimensions of *CLC*, which were measured through the survey scales assessing *Leadership Communication Effectiveness*, *Motivating Multicultural Teams*, *Adaptive Leadership in Diverse Settings*, and *Decision-Making in Multicultural Teams* (**Table 7**).

As shown in **Table 7**, the greatest improvement occurred in the dimension of *Motivating Multicultural Teams* (22%), followed by *Leadership Communication Effectiveness* (21%). This suggests that the intervention program significantly enhanced students' ability to lead diverse teams through effective and inclusive communication, a critical skill for leadership in multicultural contexts.

The increases in *Adaptive Leadership in Diverse Settings* (17%) and *Decision-Making in Multicultural Teams* (18%) further illustrate that students developed the skills to make decisions and lead effectively in environments where cultural diversity plays a significant role.

These results suggest that the intervention successfully developed core competencies associated with communicative leadership, particularly in relation to managing and leading diverse teams, adapting leadership approaches to cultural differences, and making informed decisions in multicultural environments.

A key element of the study was the leadership simulation, which involved students assuming leadership roles within multicultural teams and participating in activities that required them to demonstrate communicative leadership skills. The students were assessed both through self-assessment and peer evaluations. The simulation results indicated that the students' leadership communication abilities improved significantly, both in terms of their self-perceptions and their peers' perceptions (**Table 8**).

The results from the leadership simulation mirrored the findings from the pre- and post-surveys, reinforcing the conclusion that the intervention had a positive impact on students' CLC. Self-assessments and peer evaluations both showed considerable improvements, particularly in the areas of *Clear Communication of Leadership Vision* and *Ability to Motivate Diverse Teams*, which increased by 17% and 20%, respectively (**Table 8**). This indicates that the program helped students improve their ability to communicate their

Table 7. Pre- and Post-Survey CLC Scores (Percentage Change).

CLC Dimension	Pre-Survey Average (%)	Post-Survey Average (%)	Percentage Change (%)
Leadership Communication Effectiveness	62%	83%	+21%
Motivating Multicultural Teams	57%	79%	+22%
Adaptive Leadership in Diverse Settings	64%	81%	+17%
Decision-Making in Multicultural Teams	60%	78%	+18%

Table 8. Leadership Simulation Results: Self- and Peer-Assessments (Percentage Change).

Leadership Competency	Pre-Simulation Self-Assessment (%)	Post-Simulation Self-Assessment (%)	Peer Assessment Average (%)
Clear Communication of Leadership Vision	68%	85%	83%
Decision-Making in Multicultural Contexts	62%	79%	75%
Ability to Motivate Diverse Teams	60%	80%	78%
Conflict Resolution and Adaptability	64%	81%	77%

leadership vision clearly and to inspire and motivate diverse teams effectively.

Additionally, *Decision-Making in Multicultural Contexts* showed a marked improvement of 17%, with both self-assessments and peer evaluations reflecting this growth. This suggests that students were able to apply their leadership skills in culturally diverse scenarios, making decisions that were inclusive and informed by cultural awareness.

4. Conclusions

The study successfully determined the level of ICC and the formation of CLC in students, providing valuable insights into the relationship between these two competencies. It demonstrated that students with higher language proficiency and greater intercultural exposure exhibited significantly higher levels of both ICC and CLC. The findings revealed a strong positive correlation between ICC and CLC, indicating that students who were more skilled in intercultural communication were also more effective in communicative leadership roles.

Through both quantitative and qualitative data collection, the study highlighted several key factors that contributed to the development of these competencies. Exposure to diverse cultural environments, active participation in intercultural activities, and targeted leadership training emerged as crucial elements in enhancing both ICC and CLC. Furthermore, the research identified barriers such as language challenges and cultural misunderstandings that hindered the development of these skills, suggesting areas where educational interventions could be beneficial.

Overall, the study concluded that fostering both ICC and CLC in students is essential for preparing them to take on leadership roles in global and multicultural contexts. Educational programs that integrate intercultural communication training and leadership development can play a significant role in enhancing these competencies. By equipping students with the skills to navigate intercultural interactions and lead diverse teams, universities can better prepare them for success in an increasingly interconnected world. The findings emphasized the importance of continuous development in these areas to ensure that students can meet the demands of a globalized workforce.

Author Contributions

Conceptualization, S.N.; methodology, S.N. and Z.O.; investigation, Z.Y.; writing—review and editing, Z.B. and

M.N. All authors have read and agreed to the published version of the manuscript.

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Not applicable.

Informed Consent Statement

Participation was entirely voluntary, and you had the right to withdraw at any time without penalty.

Data Availability Statement

Not available due to privacy of students.

Conflicts of Interest

The authors declare that they have no competing interests.

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