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Development of Professional Socio-Communicative Competence of a Public Manager

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Abstract: *This work addresses the most important aspects of managers' professional socio-communicative competence in the focused context of building management communications. The socio-communicative competence of a manager includes the creation of an effective communicative space for managerial communication. Leadership in public service requires responsibility and competence from managers. Professionalization increases the quality of task performance and responsibility to society. Methods of observational and sociological survey approaches were used. The research was aimed at elucidating if organizations' leaders experience difficulties across various situations requiring managerial communication. The results of the analysis of scientific literature show that human security remains a priority of public policy, and effective social and communication mechanisms contribute to the establishment of interaction between the authorities and citizens. It has been established that optimization of communication flows plays a key role in modern governance, ensuring rapid exchange of information and increasing the level of trust in society. A study of managerial communications of a modern manager from a socio-communicative point of view was conducted at the Vinnytsia Academy of Continuing Education. A sociological survey of 150 managers showed that the most significant forms of communication are business conversations (35%) and business meetings (35%). Rules for conducting business conversations and methods of critical statements that do not create conflicts were also developed. After the implementation of these approaches, 33% of managers experienced reduced communication difficulties, and the atmosphere became calmer, which helped to avoid communication problems by 5%. The study showed the importance of developing managerial communication in personnel training and the postgraduate management program. Practice and management experience show that successful effective managerial communication influences development of professional socio-communicative competence, in its typical forms: business conversations, business polemics, business meetings, telephone conversations, etc. The developed rules of their conduct refer to the optimal forms of managerial communication, which are aimed at overcoming tensions and conflict situations in the team.*

Keywords: *socio-communicative competence, leadership, professionalism, business conversations, business debate, meetings, telephone conversations, communication culture.*

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Introduction

The transition from a command-administrative to a state-public, democratic system of personnel management is the most important directional shift of modern governmental and societal transformation. A prerequisite for this task is the competence of managers in the field of managerial communication. Today, managerial activity implies not only mastering administrative methods but also mastering the methods of working with people. The subject of management is human, and therefore self-management only makes sense and will be effective when it is implemented in the interests of the individual. Society is, first of all, a human social organization, people are its main resource, and a manager's responsibility for them is as great as for the organization's results (Litano & Morganson, 2020; Maerz & Schneider, 2020).

Communication science was born in the 1970s. It is the study of the process of information exchange, which leads to mutual understanding, feedback, thanks to the manager the successful operation of the company. The main tasks of a manager are the ability to build relationships with subordinates and superiors as well as with other organizations; to be able to train and develop the socio-communicative competence of employees; to have a high degree of psychological culture management, to create the organizational culture and day-to-day environmental conditions for most workers' self-actualization, personal growth, and adaptability (Korshunov et al, 2021; Nasir, 2020). Especially important qualities of a manager are the ability to regulate personal behavior and that of his or her subordinates and to ensure the development of professional socio-communicative skills and advanced competencies. Here we consider in more detail the content line of procedural provision of the development of a manager's professional socio-communicative competence as the creation of his/her special communicative space. Creation of special communicative space provides effective communication in the management process, in which personal and semantic interaction, reflection of actions and self-realization of management subjects emerges. From this point of view, the factors of effective managerial communication are information culture of the subjects, the level of development of their dialogic function, and communicative culture (Zakharov et al, 2019).

Matokhniuk O. in his research concludes that "Leadership in the public service is important for ensuring the efficiency and effectiveness of the state apparatus. Leadership in the public service requires the leader to be responsible, competent and capable of effectively managing the resources and

processes of the state apparatus. The leader in the public service must influence the formation and implementation of policies that contribute to social well-being and the development of the country" (Matokhniuk, 2023). It has been found that professionalization is a process of developing and improving skills, knowledge, competencies and ethical norms in a certain field of activity in order to improve the quality of performing professional tasks and achieve high efficiency and expertise. The key goal of professionalization is to increase the level of professional skills and responsibility to society or the community to which services are provided.

In Ukraine, human life and health, their honor, dignity, inviolability and security are recognized as the highest social values. Among these important aspects, security occupies a special place, since without its provision it is impossible to guarantee the protection of other rights and freedoms (Dreval, 2015). In our opinion, the key factor in the development of any state policy is to ensure the security of the individual.

More and more attention is paid to an active civic position, which is the foundation for the formation of both collective and national security. The study of various aspects of personal security contributes to the improvement of public administration. In this context, social and communicative mechanisms that ensure effective interaction between authorities and citizens play an important role (Dreval, 2015).

Managerial communication in the socio-communicative context requires the management of many optimal communication flow directions and strategies. In this regard, a manager should be well-versed in the types of communication networks, know their strengths and weaknesses, and be able to use proven options of managerial communication with the team(s) they lead.

Therefore, the aim of this work is to show that it is the optimal directions of communication flows that distinguish managerial communication as a type of professional-business communication worthy of study and that these messaging flows and directions strongly underpin the socio-communicative approach displayed by modern managers.

Literature review

The study and analysis of scientific sources showed that managerial communication as a type of professional and business communication of managers is a process of interaction between its participants regardless of the forms of communication (online or offline), aimed at changing, goals and content of their activities in a certain order (Laužikas & Miliute, 2019; Zerjav, 2021). The available scientific results suggest that the most important

manifestation of professional competence is the socio-communicative competence of the modern manager, which determines his or her ability to communicate with staff in a managerial manner. This is particularly relevant in the current situation of the democratic modernization of society, which is based on personal and competence-based approaches (Asseraf et al, 2021; Ge et al, 2021; Suša Vugec et al, 2020).

According to research, a modern manager spends 50% to 90% of their total time on communications. This seems unbelievable but approaches understandable when you consider that a manager engages in it in order to realize their roles in interpersonal relationships, information exchange and decision-making processes and for managerial planning, organizing, motivating, controlling, and performing within expected cost and profitability targets. It is precisely because information exchange is so extensively embedded in all major managerial activities that we can call communication a linking process that defines the manager's dialogic interaction with the participants in the socio-communicative process context.

The analysis and synthesis of foreign experiences allowed us to define the main directions of this study. Foreign managers (American, English, and Japanese) consider managers' inability to communicate effectively as the main obstacle to achieving the goals of the organization. Researchers have noted that management studies have shown that up to 80% of working time at all levels is spent on professional and business communications. Nearly 86% of Japanese managers identified the inability of managers to communicate as a major barrier to organizational success (Alomari, 2021; Vazhenin & Vazhenina, 2021; Coffelt & Smith, 2020). Researchers have also identified that up to 70% of managers are clearly deficient in basic socio-communicative managerial communication skills with staff (Howard et al., 2020).

Some issues on the axiological field of military leadership, namely historical and philosophical aspect were revealed in the study of (Dyiak & Volobuiev, 2025). Professional vocation development in the future border guard officers' taking into account the specifics of their operational and service activity, often involving cooperation and communication with foreign counterparts have been determined and substantiated by Miroshnichenko et al. (2019). Servicewomen's personal traits considering their leadership potential and communication strategies are presented in the works of (Matokhniuk et al., 2020). Some scholar revealed psychological aspects of a direct communication and excess of virtual, external distractional factors in the formation of professionalism (Shportun, 2022).

Various aspects of mutual assistance as moral and ethical values in maintaining mental health and communication are presented in the scientific

research of Bloshchynskyi et al., (2021). Different lifestyles, cultural values and communication strategies for treating persons were considered by (Hanaba et al., 2019; 2020; 2022). Degtyareva et al. (2021) analyzed managerial communication attributes of modern leaders using digital technologies. The relationship between innovative leadership, knowledge, and performance is illustrated in Atkočiuniene et al. (2021). Changes in information and communication technologies that can disrupt the management of existing corporate information systems and business processes are analyzed by Clohessy et al. (2019). Innovative communication tools and methods should be used to improve organizational management functions (Tezer & Süt, 2017; Ishchenko et al, 2019).

The analysis of communication events in professional meetings contributes to the improvement of management skills in interpersonal, intercultural and professional interactions (Sousa, 2021). Managerial communication between employees is thus critical along several dimensions important for the smooth, interpersonally tolerant and cooperative culture and to development of the company. Collin et al. (2021) show, managers' activities contribute to the learning and development of employee self-organization. Urbancová & Depoo (2021) present an analysis of changes in employer-employee communication during COVID-19. The authors present the mechanisms of organizational culture, changes in personnel processes, and changes in business positions in the marketplace. They also found that employee engagement more positively influences business development than do increases in productivity output.

A supervisor's communication style influences the interactive learning of employees and contributes to their creative self-efficacy (Akbari et al., 2021). The work of Trad (2021) shows a mathematical model that encompasses all areas of business and promotes the development and transformation of communication technology. The rise of information technology's importance has facilitated communication between business executives in other countries as security, trust, and effectiveness increase. However, there is a remaining, present need to identify the cultural traditions of different countries and their influences on the organizational culture because they can contribute to communication management discrepancies (Lewis, 2021). A literary analysis of various sources helps to substantiate the relevance of the topic and at the same time reveals gaps in existing research.

Methodology

The research methodology was based on the analysis of the authors' own managerial experience, which allowed for a deeper disclosure of the

features of functional-role, interpersonal and business communication, which underlie the development of professional socio-communicative competence of managers in public administration. The research concept reflects scientific approaches to the development of modern managerial communications, which provide for a methodological approach to the study of phenomena, processes and functions of social communications. The main methodological focus of the authors was to identify competencies to be measured during the study, including business (communication skills, adaptive competencies, success in solving problems, customer orientation, creativity, innovation) and personal competencies (motivation, orientation to achieving success, independence, leadership). In particular, according to Kornievskyi (2021), the methodology of scientific research on regional development should include institutional, systemic, sociological, historical, dialectical, structural-functional, statistical, situational methods, as well as methods of analysis and synthesis, comparative analysis, induction and deduction, modeling, measurement, generalization, and others (Kornievskyi, 2021).

The research methods included a sociological survey using a pre-developed questionnaire, which ensured the structured collection of information. The empirical methods used included diagnostic tools such as observations, surveys, interviews, as well as tests to assess listening skills and non-verbal communication. According to L. Khahula and B. Khahula, sociological methods, such as surveys, observations, experiments, are key to obtaining an empirical base that reflects the real state of affairs in society (Khahula, 2020). As part of this study, questionnaires and interviews were used to collect information about the level of development of managerial communications among managers of various sectors of the economy of Vinnytsia region. This allowed not only to assess the current level of communicative competencies, but also to identify weaknesses that need improvement.

The survey participants were provided with full explanations of the conditions for participating in the experiment. The questions for managers of organizations, developed by master's students, included studying difficulties in various situations of managerial communication, the amount of time spent on communication, the forms of managerial communication used, and changes after the implementation of the recommendations.

The novelty of the research lies in the study of the professional socio-communicative competence of managers in the context of public administration, which allows for a deeper understanding of the impact of communication skills on the effectiveness of management processes in modern realities. The study was conducted in the city of Vinnytsia and

Vinnytsia region, which allows us to take into account the regional features of management practices and the specifics of communications in the public sector. The period of development and implementation of the study covered the years 2022-2023, which made it possible to analyze the dynamics of changes in management communications in the context of social challenges and public administration reforms. The criteria for selecting participants in the study of professional socio-communicative competence of managers in the context of public administration include: position (participants must hold managerial positions in organizations of various sectors of the economy); work experience (management experience of at least 2 years was taken into account); field of activity (preference was given to managers whose activities are related to state administrative processes or closely interact with state structures); willingness to participate in the study (participants had to voluntarily agree to participate in the study). The inclusion criteria in the study included: managers who agreed to participate in the study and met the specified selection criteria; the availability of the opportunity to participate in all stages of the experiment (time resources, availability); compliance of the participant's activities with the conditions of the study (active management practice). The exclusion criteria from the study included: refusal to participate (18 managers who initially agreed, but later refused); change in professional status (2 managers ceased their activities, which made their participation irrelevant); limited availability: 4 managers whose activities involve constant business trips were unable to ensure the necessary participation in the study. The total number of participants in the study was 150 managers from various sectors of the economy who met the established criteria, including 85 master's students studying at the Vinnytsia Academy of Continuing Education in the educational specialty "Public Management and Administration".

Data analysis

The analysis of data obtained through questionnaires and interviews includes generalization, systematization and interpretation of information. This allowed us to identify key patterns, trends and relationships between the phenomena under study.

The sociological survey provided the necessary information on a pre-designed questionnaire, which further facilitates the distribution and identification of the necessary elements. All participants of the survey were approached about participating in equal conditions and were given complete explanations about the experiment. The master's students developed the following questions for the heads of organizations:

- Do organizational managers experience difficulties in different management communication situations (before recommendations are developed)?

- How much time do managers spend on different types of communications with employees?

- What are the most common forms of managerial communication used by team managers?

- Do managers have difficulties with communicating after the recommendations have been implemented?

The research concept reflects scientific approaches to the development of modern managerial communications, which provide a methodological approach to the study of the phenomena, processes, functions of social communications (Litano, & Morganson, 2020). The essence of this approach consists in fixing, monitoring, describing, analyzing and interpreting data in the system of socio-communicative engineering concepts. The social approach of a modern leader to the development of an individual's managerial communication emphasizes specifically on belonging to a particular social group, which imposes an imprint on an individual that affects his or her worldview, ideals, values, attitudes and norms of behaviour, character traits, psychology, etc. (Ajwad et al, 2021).

Managerial communication is a kind of professional and business communication in the integral to the process of managerial action, which determines a manager's dialogical interaction with other participants in this socio-communicative process, which is based on the rational combination of social and communicative levels of research methodology in the educational process of a modern manager.

The authors' main methodological focus identified the following competencies for measurement during the study:

- Business competencies that determine staff performance: communication skills; adaptive competences; success in problem solving; customer orientation; creativity; innovativeness.
- Personal competencies that provide skills and qualities, are the basis of self-management and provide opportunities to be a leader in a team: motivation; achievement orientation; independence; leadership.

Empirical methods the authors used were subject-reported or investigator-documented diagnostic methods (observation, survey, interviews, etc.) and the conduct of tests (listening skills, non-verbal communication skills). The study was done both for its scientific contribution and to provide a mostly-naturalistic evaluation of exiting master's degree students of the "Public Administration and Management" program to determine the acquired

level of development of managerial communication of a modern manager. At the same time, the surveys (assessments of listening skills, ability to express one's thoughts, ability to build one's relationship with the interlocutor) carried out by the authors show that up to 70% of managers have a clear deficit of managerial communication skills with staff, for which it is useful to know the conditions that call for certain ways of communicating and use the arsenal of techniques that increase the effectiveness of his/her socio-communicative competence as perception of the heard (Table 1).

Table 1 Conditions for effective perception

Ways of Perceiving	**Listening Techniques**
Non-reflexive Hearing	Listening (attentive silence) Minimal answers. Minimal questions
The language of non-verbal communication	Mimicry. Changes in voice pitch and intonation. Displays and changes of postures and gestures.
Perception	Partner location and feedback.

Table 1 shows that by actively listening, concentrating on the needs of the interlocutor, and expressing understanding and empathy, a manager can certainly approach effective managerial communication through the techniques of the communicative method. A manager's knowledge of the techniques of delegating tasks to employees will also increase his or her managerial effectiveness. However, specifically, we have conducted a study (by summarizing the results of the responses to the test tasks) specifically on the techniques used to avoid employees' instructions given by the manager (Table 2).

Table 2 Employee techniques for evading manager's instructions and typical manager responses

Techniques for employees to evade their supervisor's instructions	**The ways and actions of managers in such situations**
Seeking to justify that the task is very demanding and cannot be completed within the stated time frame	Assigning Employee A's task to Employee B, who has already agreed to carry out the task or a more difficult one
Prolonging the task in order to transfer it to other team members	The first thing to do is to bring this situation to the attention of team members as early as possible. Define, together with the employee, interim goals and specific deadlines for the work
Provoking the manager into minor conflict situations and then accusing him/her him of being mean to them	Not engaging in trivial arguments or giving such an employee tasks in public, but emphasizing that they are no more difficult of complicated than those assigned to others
Engaging in an argument and suggest that the task should be done by someone else	Seeking to give assignments in accordance with job descriptions, delegating this task to another worker, raising the level of demands
Citing ill health, illness	Suggesting that he should see a doctor. Tell him: "OK, I'll pass the assignment on to someone else, but the bonus... the other person will also be paid for it"

The retrospective analysis of the study explored the effectiveness of such forms of management communication as clarification of tasks, meetings, various conversations, discussions, setting and clarification of tasks for employees, reports to the team and management. The results noted support the discussion on the effectiveness of the types of management communication.

Results

Functional-role communication takes place at the level of partners' social roles (supervisor and subordinate, teacher and student, etc.), is characterized by certain norms, expectations and communication takes place as if the role actors are masked at a masquerade ball.

Interpersonal communication is based on a commonality of views, ideals, values and motives for behaviour. This type of communication is predominantly emotional and involves informal relationships. In any team, there are groups of employees who communicate on an interpersonal level. Business communication is generated by the needs of joint activity and involves the establishment and development of contacts between them for a common cause and a clear sense of purpose. Business communication has some attributes of both functional-role and interpersonal communication, as it crosses the interests of not only "role masks", but also specific types of people in settings and with power that can vary greatly. These communications are with colleagues, subordinates, management, government representatives and members of the public.

A variety of business communication is management communication, which implies information exchange, subjective attitudes towards it, a search for personal interpretation and sense of meaningfulness of the shared activity by each partner, exchanges about the organization's and leadership's values. On a more individual level, communications are reflections of one's own position in management, a search for personally significant ways of action, achievement of mutual goal determinations between the organization and the manager, and amid the institution or organization setting and are reliant on the professional socio-communicative competence of its managers.

The professional socio-communicative competence (PCC) of a manager in the information society is seen as the ability to carry out various types of communication (internal and external) and the ability to develop a personalized social role as a "manager" in the organization (with all of its territorial sub-communities), ensuring the establishment and maintenance of effective interaction with all participants in the communication process.

The experiences and training practices of modern managers in the Master's degree programme of the Vinnitsa Academy of Continuing Education have shown that the ways, nature and styles of communication in managerial activity have a certain specificity generated by the needs of the organization, due to the need to actively interact with the team of workers to achieve mutual understanding of the objectives, methods and content of work.

As the investigative goal was to explore and assess communication skills, the Masters in Public Administration and Management conducted a survey among the program's student population to identify the difficulties of managerial communication (Fig. 1).

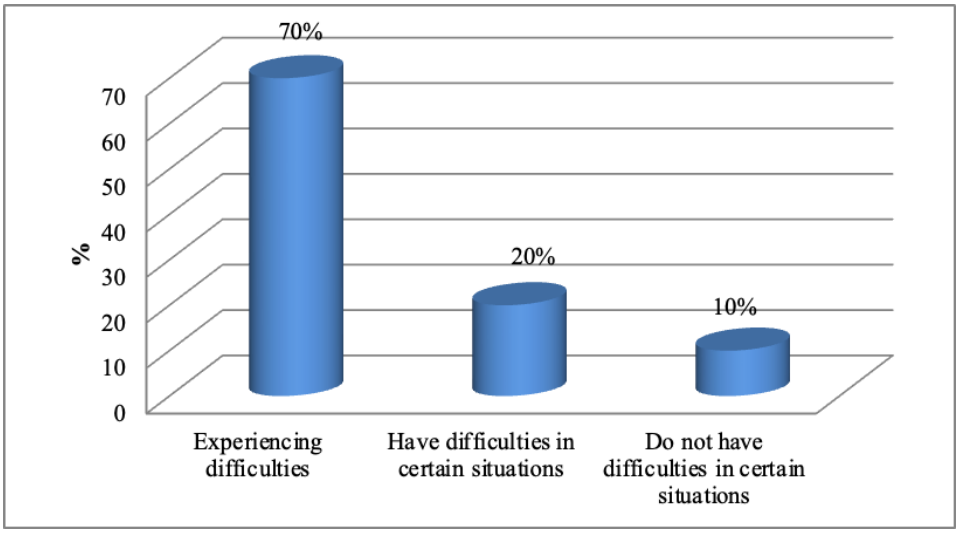


Fig. 1. Do organizational leaders experience difficulties in different managerial communication situations?

Fig. 1 show that 70% of managers, including those in higher education, reported experiencing difficulties in various situations of managerial communication, which often arise from the divergence of different people's views. Only 20% of managers experienced difficulties in certain situations. For example, such a situation may involve communication with the heads of foreign organizations, which may cause difficulties in lay term but also professional or business-oriented communications. A low 10% of respondents reported being confident in their abilities and think that they have no difficulties in managerial communication.

Research of graduate students in management has shown that managers at all levels (strategic, tactical, operational) spend 50-90% of their working time on various types of communication with employees. Meetings, various conversations, discussions, pedagogical meetings, setting and explaining tasks to subordinates, reports to the team and management, etc. – these are all different forms of managerial communication.

Next, the most common forms of managerial communication by managers in the team were identified (Fig. 2).

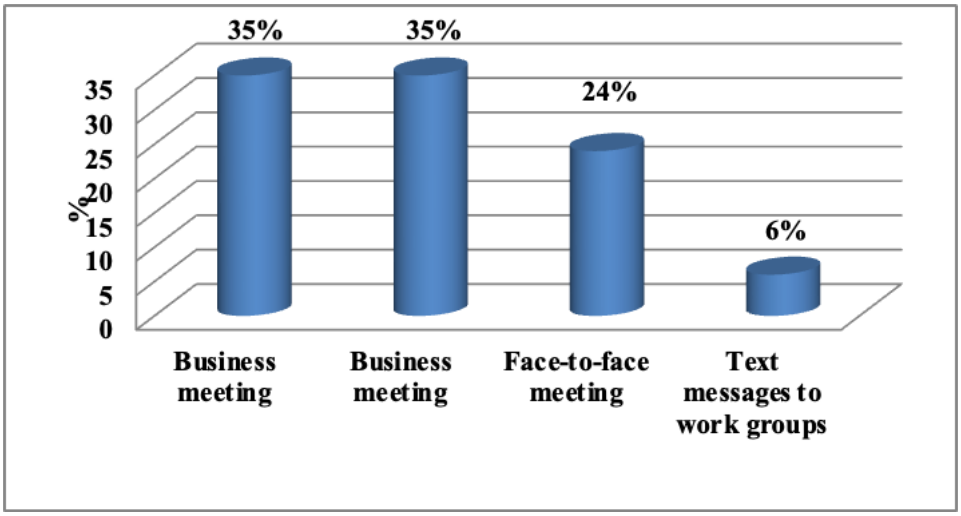


Fig. 2. The most common forms of managerial communication by managers in the team

Mass communications research shows that the most common forms of managerial team communication are the business conversation (35%) and the business meeting as a specially organized socio-communicative interaction of a manager with his subordinates (35%). Personal conversation (24%) has a positive effect on the resolution of work-related issues, but the transitions into and out of business contexts for conversations may provoke the development of interpersonal competition. Text messaging on work moments (6%) does not contribute to problem solving and is not of significant importance to colleagues.

Following the results of the study, the authors developed rules for the implementation of different forms of managerial communication by managers in the team according to the socio-communicative approach, which are presented below.

A business conversation is a transmission of information, an exchange of views on certain issues and problems. It is a verbal contact, the initiator of which has a definite goal in mind. The conversation serves the prompt solution of educational and organizational-pedagogical problems and is connected with the need to draw conclusions and make suggestions based on the analysis of the situation. Examples of managerial communication are interviews during hiring and dismissal, analysis of conflict situations, and discussions of professional problems. A characteristic feature of business conversations is the feedback effect which allows the manager to react immediately to what the interlocutor has said. This is an advantage of business conversations over written communications (business letters, reports,

circulars, etc.). With all its habitualness, everydayness (a manager interacts with many people in a day), the business conversation as a form of managerial communication gives a manager a lot, allows him to differentiate his approach to a person and a subject of discussion, to identify convictions, to listen to objections, critical evaluations, suggestions that increase the manager's competence, promotes the awareness of the communality of talkers, and also the responsibility of the manager, his significance in solving the problems discussed and results of the conversation.

Every manager has probably experienced ineffective business conversations at one time or another. The likely reasons for dissatisfaction and lack of perceived effect are the manager's insufficient levels of socio-communicative abilities and skills, mistakes made in the tactics of the conversation or in the choice of arguments and means of managerial communication. To help the manager, we have developed special rules governing the preparation and conduct of business conversations.

Leaders should envisage that a person remembers better, what was heard at the beginning of the conversation and does what is heard at the end. The best result of a conversation (if the manager gains compliant action) is when he or she proceeds to do the task immediately after the end of the conversation. If, on the other hand, the manager decides to have a friendly conversation about something when the conversation ends, this will reduce the effect of the effort. Managers need to bear in mind that business communication is the basis for the development of communicative competence, and therefore typical mistakes should be avoided when possible.

An important factor in the effectiveness of business conversations is the professional socio-communicative skills of the participants, especially of the leader who organizes the conversation. Yes, special importance is given to the ability to listen: to be attentively silent and be a passive interlocutor; to listen actively, subordinating your conversation to the disclosure of the interlocutor; and to assess the situation: where a passive and an active listener is required, and to become one or the other at the right moment. Development and improvement of these skills are quite a complex, though necessary, long-term process in mastery of communication. Here, they determine the efficiency of perception of an executive's speech and managerial communication in general. It is important for a manager to know such notions as the main types of listening, techniques characteristic for each type.

The effectiveness of managerial communication as a basis for the development of communicative competence is conditioned by the manager's possession of the basic techniques of reflexive and non-reflexive listening.

These two types of listening will form the basis of a professional's socio-communicative competence.

During this work, we developed an arsenal of techniques that enhances the development of his professional socio-communicative competence as a listening ear. Conditions for effective speech perception. The conditions for effective speech perception include:

1. Rules of mutual positioning of partners – experts (in particular I. Atwater) suggest such limits of acceptable distance between interlocutors:

a) intimate (especially trusting) relationships – a distance of half a meter;

b) conversations with friends – here 0.5 to 1.2 m;

c) informal social business relationships – 1.2-3.7 m (the more formal the relationship, the greater the distance);

d) public speaking – up to 4 m.

As the distance increases, so does the role of visual gaze in maintaining contact. At close range, gaze meetings are inappropriate: interlocutors already take turns looking at one another. Naturally, each community has its own norms and traditions (in particular the distance between interlocutors).

2. Rules for organizing feedback – questions of "How do you hear what is being communicated?" To do this, managers should:

a) Avoid imprecise, ambiguous definitions (soon, a few days, not long, etc., as the variation in these words removes responsibility for the result);

b) if necessary, specify (on what date, in how many days, at what time, etc.);

c) ask questions to clarify or control what is being said (use the reflective listening techniques described above).

However, visual input and cues like eye contact establishment and maintenance, concentrating fully on the conversation, and ruling out distractions during the process are very important. It is extremely tactless to engage in anything else during a conversation, which is unacceptable to the leader (and practically any conversational partner one may encounter). Haste and impatience, which often appear in the manager's behaviour, are also unacceptable. Such a manner may be perceived by the person he/she is talking to as questioning his/her abilities, as oblivious or as direct disregard of the other person. By listening actively, concentrating on the needs of the interlocutor and expressing understanding and empathy, the manager can certainly approach effective managerial communication.

Often, in management practice, business conversations are primarily concerned with assigning tasks to employees and criticizing or praising them for their performance. The manager is often confronted with the

phenomenon of employees avoiding assignments, actively or passively. What to do? It is useful to know the typical ways of avoiding assignments and managerial techniques for dealing with them. Criticism for the work done and blunders made depend on the type of managerial communication chosen, but a manager should not forget the words of D. Carnegie: "Criticism is a spark in the powder keg of pride".

Business meetings

One effective element in developing levels of socio-communicative approach of managers is the business meeting. A business meeting is a specially organized interaction between a manager and a group of specialists or the institution's team to change the content of activities in order to achieve a pre-planned result, to adjust the team's actions.

There are several types of business meetings: instructional, problem-based, and operational. Business meetings, like business conversations, can be effective or they can be ineffective. Administrative practice gives the grounds to allocate the following indicators of efficiency of a business meeting as: preparation of a business meeting (defining matters/questions to address and its invited persons, character of a meeting, its term and duration, equipment, registration of a room; accurate distribution of functions of leaders of a meeting (role of a leader, assistants, deputies); making clear to all participants the purpose of a meeting; choosing an optimum duration; choosing a desired favorable microclimate (absence, moral "threat, constructive criticism, a dialogue of participants), a business meeting of managers, assistants, deputies; a meeting of a representative of a manager, among many other measures.

Let us take a closer look at the factors that determine the effectiveness of business meetings. Any meeting is the center of communication – primarily verbal – between several individuals. Depending on its purpose, the arrangement of tables and chairs can either facilitate or impede communication.

Effective business meeting techniques.

Method 1 is traditional: the leader at his desk, with the others in line in front of him. This arrangement is ideal for giving orders, giving information. The leader turns to face the participants, who are writing down their messages.

Method 2 is to have a roundtable discussion. It brings people together and avoids the formation of informal groups. This arrangement facilitates communication between participants and to some extent neutralizes the role of the leader.

Method 3 is a "face to face" discussion. The participants argue for

opposing interests. This arrangement does little to facilitate communication, prompting the parties to come to confrontation rather than to seek common ground. It is best used in bilateral negotiations, with the leaders at the center of each group.

Method 4 may be called a "triangle". The participants can see each other and can easily communicate with each other. The leader in this case takes the position of "leader". This arrangement allows more participants than a "round table", reinforcing the position of the leader.

Team Member Behavior

Managers should always be prepared for the fact that the behaviour of team members may be dominated by manifestations that are peculiar to them through individual psychological traits. Yes, some may show themselves to be constant arguers or know-it-alls, some may be questioning excessively, presenting a lot about themselves as a focus, and some may be precise and inaccurate in their jokes. Think through your algorithms for meetings to pre-empt and neutralize these manifestations.

Here are some guidelines for managers on how to conduct meetings taking into account the psychological types and behaviour of their colleagues. When an opponent is active, it is important to remain calm and businesslike. Allow the group to refute his assertions, thus neutralizing his "activity" more quickly. Do not let him take over the meeting. The positivist's actions are useful to the discussion, so he should be allowed to take an active part in the meeting mostly by deliberately dragging him into the discussion with such questions:

"What do you think? What do you think about this?" When active, know-it-alls encourage the rest of the class to take a stance on their assertions and to maintain a steady flow of the actor's agenda. A talkative interlocutor should be tactically interrupted, limiting their statements by reminding them of the rules of procedure and the issues still pending.

To the shy participant, pose simple questions, build their confidence with "verbal strokes" such as: "Try to develop your thought. You have definitely noticed it ... You make a good point" and other similar coaching. Negativists also need your reaction: Recognize and appreciate his knowledge, experience. But do not confront him as confrontation does not serve classroom objectives.

When dealing with a "big shot" (who thinks too highly of himself) try not to hurt his ego, avoid direct criticism, and use reasoning such as, "Yes ... but ...", "You're right, but ...", "Sure it's interesting, but let's get back to it later" etc... The one who asks questions, will certainly try to "set" insidious

traps for the chairman of the meeting and active participants of the discussion. Do not be taken by surprise, but also do not engage openly, even if the deceitfulness becomes apparent. Address all his questions to all participants in the meeting. If you make comments, it is better to direct them not to him, but to the whole group, so that the group reacts to them.

At first glance, these seem like little things, but many consequences depend on them. So, at the meeting the leader should have: a special look (straight, radiant, as if solid, then warm); a special voice (rich in timbral shades, flexible for modulations); a special rhythm of speech (similar to a good musical rhythm – then exciting, then soothing, but one that does not bore, does not indicate boredom); especially important meaningful beginning of the story – this can immediately win the attention of the meeting; exhibit a special kind of intelligence: Viscoimprovisations; saturated with a variety of verbal constructions; aggravated by situational tasks (presence in each moment of communication precise or multi-channel feedback from the participants of the meeting).

Business polemic

A polemic is a type of linguistic communication between several partners and in this sense means a dialogue. This is what distinguishes a polemic from a lecture or report, which is essentially a monologue. Communication in the form of dialogue has advantages, not replacing monologue, but displacing it. This process is most noticeable in the field of pedagogy, where all innovations are connected in one way or another with the legitimization of dialogue as an equal method of communication between a teacher and a student, with an emphasis on cooperation, co-authorship. What is important is the following: there are two forms of dialogue – peaceful exchange of opinions and polemics. Since the interests of the participants of the management process and their views on various problems cannot inevitably remain in perfect concert, disputes between them inevitably arise in a business society. The nature of the dispute largely depends on the acuteness of the issues constituting the subject of discussion, the psychological type and emotional state of the participants, and the peculiarities of personal relationships and positions. Subordinates, for example, often do not engage in disputes with their superiors because of respect for their status, reputation, the result of past communication experiences, or fear of reprisal or termination.

In general, it is important to know when to stand up for what you think is right and when to stand up for what you think is wrong; how to argue without causing irritation and how to persist in proving your point without

spoiling the relationship. It is important to be able to lose arguments without losing face, and correspondingly to take victory calmly and modestly.

A dispute consists of a set of different criticisms, personally directed "put-downs" or insults, and ameliorating techniques differ related to their effective reflection or neutralization. First of all, it is necessary to distinguish objective remarks related to the need to dispel doubts, to clarify the matter, to express disagreement. These types of remarks are usually disputed – they are responded to in a reasoned way, or they are ignored.

Subjective remarks are mainly due to many people thinking of themselves and their problems as unique and demand increased attention from others, attempting to attract it with empty, unimportant questions. These may be answered formally but politely. Comments close to this type, related to people's intention to feel and show their importance in relation to others, should simply be allowed to be expressed, left unheeded, and its impact driven by the individual speaking without managerial recognition being misconstrued as endorsement or approval.

Sometimes comments also arise from a viewer's lack of information desired when a presentation has been given. This way it is better to give well-reasoned answers and to calmly enlighten unclear circumstances.

If the views of the participants in the conversation are wrong, but they wish to make some adjustments, antipathy arises between them, which leads to the emergence of aggressive remarks, often stoking a desire for simple revenge. Lack of contact between the participants of the conversation and at the same time their collective unwillingness to interrupt it, for fear of spoiling relations, causes the emergence of remarks-conditions, with the content often following the previous unresolved arguments re-take the stage until resolution. Such situations are characterized by indecisiveness, causing a desire to stall for time, to postpone unpleasant explanations.

Remarks may be due to a desire to delay a decision, to impose duties on the person, or even to "clear one's conscience". Such comments may not be able to be responded to directly, but additional arguments are at times found to support the correctness of the position taken.

It is important to correctly understand the content of the interlocutor's remark and to identify the reasons for it. This will determine what the superior should do: refute or acknowledge the correctness of the partner. If he/she is wrong, one should show maximum respect to his/her opinion, attention, restraint in assessing the actions and avoid showing off his/her superiority. It is not necessary to comment on every remark, and even less so, to give immediate answers, it is better to think for a while. One should not avoid answering, use jokes, show deterioration of mood, change the

conversation. If the remarks are not clear enough, it should be clarified so as not to attribute unprofessionalism to the partner's decision afterwards.

If there are a lot of comments, but mainly minor ones, they can be answered with a single phrase reflecting their main point. If there are many comments, but they are mostly insignificant, they can be answered with a single phrase reflecting their main point. This will considerably dampen the aggressiveness of the interlocutor and make him or her reflect on the pettiness of his or her admonitions.

Each person will be satisfied if responses to their remarks are reasonably and sincerely addressed and the response politely accepted. Against objective and correct remarks, a mode of denial can be applied such as "approval plus annihilation". The essence is that the comment is first unreservedly accepted, but then its importance is diminished, and its own idea is subsequently exaggerated. When responding to subjective remarks, it is appropriate to accept the assumptions made by the interlocutor, if the assumptions are not clear or do not exist, the one being question should appeal to know them.

If the interlocutor is irritated, it is advisable to apply the elastic defense method, the main purpose of which is to maintain the essence of the conversation by the time the participants have cooled down and can return to discussing the main issue. A related method is the delaying method, but it is an active one. It consists of distracting the interlocutor for a few days from the problem at hand and returning to it later, when it has lost its meaning or when passions have subsided.

Instead of responding directly to the remarks, the interlocutor should make an analogy to a situation that he or she knows well, making him or her respond to the remark by skillfully asking questions instead of directly addressing them. It is possible to diminish the impact of the remarks while retaining their overall meaning by using paraphrased remarks. At the same time, if the remarks are completely meaningless, it is better to deny them.

It is difficult to imagine the conversation taking the form of a peaceful exchange. In this case, it seems to lose the feature that characterizes a conversation, as opposed to a dialogue.

A theory of argument should contain rules, a kind of code, the observance of which contributes to the culture of argument. Of course, four classes of imperatives can be distinguished, ranking them according to their degree of generality. For the sake of convenience, let us call them: the general principles of dialogue. General principles of polemics. Principles of conducting an argumentation strategy of a certain type. Tactics of polemics characteristic of each type.

On the other hand, the general principles of debate are also applicable here. These are the principle of democracy (towards the interlocutor), objectivity (towards the arbitrators), thoroughness (towards the selection of words and expressions), inadmissibility (exclusion of false arguments), composure and equanimity (towards the subjects of the polemic). It should be remembered that individuals differ from one another in many other possible physical, social, and other respects.

Signs of inequality may even show up in conversations (e.g. father and child, teacher and pupil, supervisor and subordinate). In these conversations, it is predetermined who has the greater right to have the last word, in the present judgments.

Polemics is a democratic type of dialogue, which is defined by knowledge and logic of reasoning. The objective or subjective interests of the participants or views about the management process are not the same and disputes inevitably arise in business because of auxiliary prior experiences. The nature of the latter largely depends on the acuteness of the issues and the components of the subject matter, on the psychological type and emotional state of the participants, the characteristics of personal relationships and positions. Subordinates, for example, often do not argue with their superiors out of respect for their status. In general, it is important to understand when it is necessary and when it is not necessary to defend one's opinion; which issues can be discussed, and which ones cannot be discussed or are not necessary to discuss; how to voice objections without causing irritation and how to persist in proving one's opinion, all without spoiling relations. One needs to be able to lose arguments without losing face, and to take victory calmly and modestly.

Reception of visitors

Visitors are divided by managers into two groups: subordinate employees and outsiders. The former are more likely to deal with specific business matters, to ask for help or to complain about their line manager. The latter come with suggestions of a general nature or with complaints about the actions of staff with whom they are dissatisfied; with the intention to learn something; to get help and advice; to inform about something, and other objectives. The visitor is one who is keen to talk about something that he or she is personally interested in solving, so he or she determines the topic and subject of the conversation. To streamline the reception of visitors, first of all, the two flows should be separated by setting different days or hours of reception for the persons concerned. Meetings with employees should also be differentiated. Employees may come at other times to deal with work-related

issues when the manager is dealing with priority matters, but no special arrangements are required.

It is advisable to arrange meetings on personal matters at a designated time. Managers need to prepare psychologically for meetings beforehand, completely, disconnecting the issue to be discussed from work problems. It should be remembered that complaints are important to subordinates and they should be dealt with, even if they are minor (one may never "solve" a complaint but it is important to listen). Usually, the subject of complaints involves information, working conditions, relationships within the unit, relationships between units. Prevention is best, but if one must react, it should be done urgently. If a manager chooses not to address or otherwise resolve the complaint, the reasons for doing so should be explained.

The manager may not have the necessary information to deal with an issue, so before "planned" meetings it is advisable to find out as far in advance as possible what the issue is, collect all the documentation relating to the case, read any appropriate reference literature and stipulate the right to review the case further. It is advisable to take unscheduled "external visitors" outside office hours. It is not known what useful ideas they may have, but if the manager is in doubt, he or she may make an appointment for an additional meeting. The days and hours of the appointment should be strictly adhered to and if this is not possible, a second person (deputy or specialist) should be asked to make the appointment. Visitors should not be kept waiting for more than 10 minutes. In this case, the manager should apologise for being late and, if necessary, ask for an extension (no more than 30 minutes) or a postponement.

Before the start of the conversation, you should give notice of the time limit and at the same time, during the conversation, create a relaxed atmosphere. One should allow the visitor to state the problem calmly, without expressing their attitude in advance. If necessary, ask questions, support and stimulate the interlocutor to understand the visitor's opinion and develop their attitude to it.

The development of managers' professional and personal qualities is determined by his or her levels of social etiquette and social maturity. When receiving visitors, the first thing to do is to define the order of the reception.

It is important to be aware of the possibility of conflict with the visitor, which may be due to uncertainty or the need to withhold important information from the visitor. Conflict must be managed so that the visitor is not left with an unpleasant memory of both the organization and its manager after the meeting.

At the end of the meeting, you should support the person if their problems are valid, show your willingness to help, outline concrete measures

to solve them in their presence, involving them in this, but do not maneuver or make unrealistic promises.

The meeting should end at the agreed time because there may be other visitors waiting at the door, but the manager may also have other things to do. There are many ways in which a visitor can be told that the meeting time is over. There are many ways in which you can indicate that the meeting is over; you can announce the end of the meeting; you can close the visitor's papers outright, hand them to them and ask them to attend to other business; you can use a secretary who can, for example, call you to the office; and finally you can tell them yourself directly that a long conversation has ended.

Telephone conversations

In the development of managerial communication of managers, his or her telephone conversations are important in conveying professional information. Telephone conversations are carried out when face-to-face contacts are impossible or inexpedient (they are psychologically better) and require utmost conciseness. We have proposed rules for telephone conversations of a modern manager the rules for a modern executive's telephone calls.

One of the most important aspects of managerial communication is his or her telephone calls. It is always worthwhile to think about the need for a phone call prior to placing it. It is best to choose long enough intervals for phone calls. The best times are from 9.00 to 10.30, 13.30 to 14.00 and after 16.30. The length of the call should ideally not exceed 5 to 6 minutes ($\pm$0.5 min). Greeting and explanation of the purpose of the call should take 1 minute, the introduction, 2-4 minutes, any problem discussion about 0.5 minutes, followed by the ending of the call). In the case of calls, the receiver must be picked up immediately, but no later than the fourth ring (or the telephone should be switched off); the person on duty should pick up the receiver immediately. When answering a call in an office environment, it is customary to give one's name possibly followed by one's position and organization. In rooms with more than one person the telephone is usually placed on the desk of the superior, but it may turn into the secretary of his subordinates. It is therefore better not to do this, but to trust the phone to everyone in turn. If one cannot talk, one should ask the phoning party to call back in a few minutes or wait a short while "on hold" (without hanging up), or the phoning party should be given a chance to leave a written message, should a pen and paper be nearby.

If the person being called is not available, one can politely ask what information to pass on; one may not ask directly who is calling. If there is a suspicion of a miscommunication, one need not ask for the telephone

number: one may call it and ask for confirmation. In conversations that are held at hands-free levels, lines are inserted from time to time to indicate that attention is being maintained. If necessary, the person who made the call is called back; the person who ends the call is also called back. The difficulty with a telephone conversation is not knowing what the other party is doing at the time or what their facial expressions may be or the possibility of mishearing and the possibility of misunderstanding a message or an incomprehensible part of it. It is therefore important to make sure that everything has been understood correctly after the end of the call.

After taking these recommendations into account, a survey was conducted among the supervisors by the Master's students to identify the difficulties encountered during communication (Fig. 3).

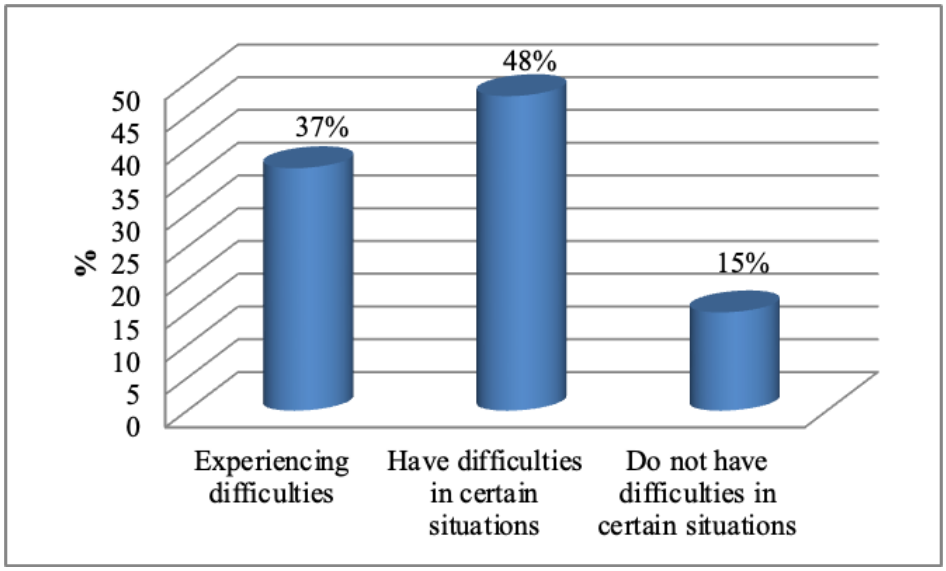


Fig. 3. Identification of difficulties for managers during communication after taking into account the developed recommendations

Fig. 3 shows that the number of managers who find it difficult to communicate (37%) has dropped significantly since the recommendations were considered. The main share of responses falls on difficulties during certain situations (48%), because a certain psychological moment is at work. 15% of managers have no difficulty during communicating.

The practice of using management communications, which is based on the socio-communicative approach, has confirmed that the techniques and rules for effective meetings, meetings, various conversations, discussions, pedagogical meetings, setting and explaining tasks to subordinates, reports to

the team and the management, etc. are the optimal reserves for the managerial demands made of modern-day leaders.

Discussion

Improving the professional socio-communicative competence of managers directly correlates with communication skills, which are a key element of leadership and effective public administration. Research of the structural-component model of leadership development in the context of professionalization of the public service emphasizes the importance of developing communication skills as one of the components of leadership (Vasylenko, Matokhinuk, 2023). Reducing communication difficulties demonstrates that communication is an integral part of an effective leadership style. Improving managerial communication contributes to the development of strategic competence, since effective communication allows you to better formulate goals, make informed decisions and effectively implement them. The development of communication skills is an important component of studying leadership, since a calm atmosphere in the team and reducing communication barriers contribute to the formation of trust in the leader (Matokhniuk, 2023). The use of the latest communication approaches and technologies to improve communication efficiency supports the idea that digital literacy is an important tool for a modern leader. The changes that have occurred after the introduction of communication techniques are consistent with European approaches to the development of leadership qualities, where the emphasis is on open dialogue and effective communication in management. Reducing communication difficulties and improving the atmosphere in the team indicate an increase in the level of emotional intelligence of managers, in particular their ability to understand and manage emotions, both their own and those of their subordinates. Improving communication contributes to the creation of a positive work environment, which directly affects employee motivation. When managers communicate effectively, this increases employee satisfaction with their work and their involvement in processes. In today's conditions of dynamic changes in the organizational environment, effective managerial communication is becoming one of the key factors in the successful activities of managers. The study of managerial communications from a socio-communicative perspective allows us to understand more deeply how the interaction between managers and subordinates affects the organizational climate, labor productivity and overall effectiveness of management processes. We believe that the identified practical tools for improving the communicative competence of managers will further contribute to improving the quality of managerial decisions, reducing

the level of conflict in teams and creating a favorable socio-psychological climate. The results of the study can be integrated into postgraduate education programs, trainings for advanced training of managers, as well as into the practical activities of managers at different levels.

Conclusions

In this work, the issues of managerial communications of a modern manager were studied from the socio-communicative point of view. The practice and experience of the study of managerial communications of the modern manager contributed to the choices of the object of study, the exploratory conceptual framework, and the methodology based on the rational integration of important common methodological approaches, namely the social and communicative approaches. The research was conducted within the Vinnitsa Academy of Continuing Education, where master's students conducted a sociological survey among 150 managers of various organizations. It was established that the most significant forms of managerial communication are business conversation (35%) and business meetings (35%), with the least significant being text messages to working groups (6%).

So, practice and experience of successful management have shown that effective managerial communication optimally influences the results of developing the levels of professional socio-communicative competence, in its typical forms. These include business conversations, business polemics, business meetings, telephone conversations, etc. After implementing the developed arsenal of techniques that promotes the development of professional socio-communicative competence of the manager as a listener, an improvement in results was established. Namely, 33% of managers had reduced difficulties in communication, at the same time they began to arise only in certain situations and this indicator increased by 28%. In general, the atmosphere of communication between employees became calmer, and this helped to avoid communication problems by 5% more than before.

We have also developed rules for conducting business conversations of different types (when hiring, firing, assigning tasks, etc.), optimal forms of critical statements that do not create tension and conflict situations (encouraging, constructive criticism, hopeful, praise, etc.), which should be necessarily taught in different forms of professional development.

The study does not cover all the aspects of the development of managerial communication capabilities of modern leaders in accordance with the socio-communicative approach but does indicate the need for continued research into its role in the postgraduate management curriculum, education, and training.

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