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A MODEL FOR DIALOGICAL COMPETENCE FOR DEVELOPMENT OF THE CONTEMPORARY PROFESSIONAL AND ORGANIZATION

Abstract: *The report presents an innovative model for dialogue created specifically to help managers acquire the necessary competence. In a time where the business environment is constantly changing and the bargaining chip I information the knowledge and skills for dialogue is becoming a crucial factor for the success of every organization.*

Key words: *dialogue, management, leadership, competence, dialogical competence*

Actuality of the problem: The economic life in modern organizations is performed in conditions saturated with contradictions causing quick, sometimes unexpected changes. Those changes in the external and internal environment of organizations can create instability that requires special training of managers for dealing with the consequences - economic, educational, cultural, political and more. A managerial dialogue training, for cooperative work, which would help managers with difficulties related to the authority relations in the organization, the values of the employees and the allocation of resources.

But before that every manager has to actually know what does dialogue means. The research and construction of the dialogical competence model is created in a class with management students of Varna University of Management and XIth grade students that are studying tourism management. The research was held in the period from September 2015 to February 2016. “The classical definition of the **dialogue** is meeting of two minds or the connection the mind of someone to the mind of someone else through speech which creates change.” [2, p.15] It is also important to remember that communication and dialogue are two different things. Communication is just the mutual exchange of information whether the dialogue requires special skills from the manager like the ability to:

- Recognize;
- Develop the employees unique skills;
- Support the growth of their talent so they will remain in the organization.

“The managerial dialogue is a complex interaction of at least two sides as speaking subjects who provide their mental, emotional and activity-related (behavioral) change, which is

subject to logical and technological construction, implementation, analysis, and, therefore, management.” [3, p.12]

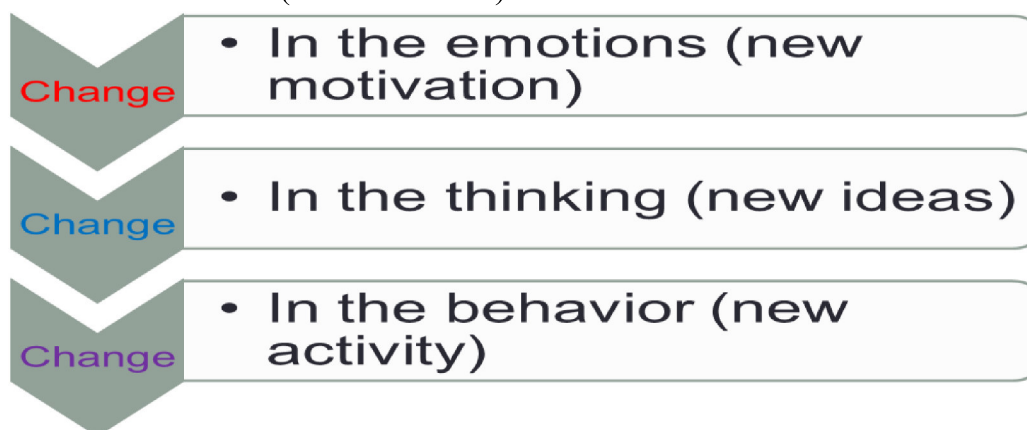
Basic idea: The **model for dialogical competence** is based on the investigation of the dialogical interaction resources that are interpreted by the authors as a new value different from the ordinary talk or conversation. The **dialogic management model** is integrative and is constructed around three research areas:

- Management (General theory);
- Dialogue theory;
- Discourse theory.

The functions of the dialogue in management:

1. The dialogue is an effective way for solving complex and rapid changes in the modern organization.
2. A way to reduce tension, discomfort, stress and fear of failure that surrounds change.
3. The dialogue becomes a condition for development - constantly expands the boundaries of thinking of each of the speakers, and their organization;
4. The dialogue is a tool for continuous learning;
5. The dialogue is an element of a new type of culture – a culture of innovations;
6. The dialogue is in the foundation of a new type of organizational ethics;
7. The dialogue provides the base for transition to polilogue in the organization - through many ideas for new products.

The purpose for managers to develop their dialogical competence is so they can inspire change in three crucial areas. (See scheme №1)

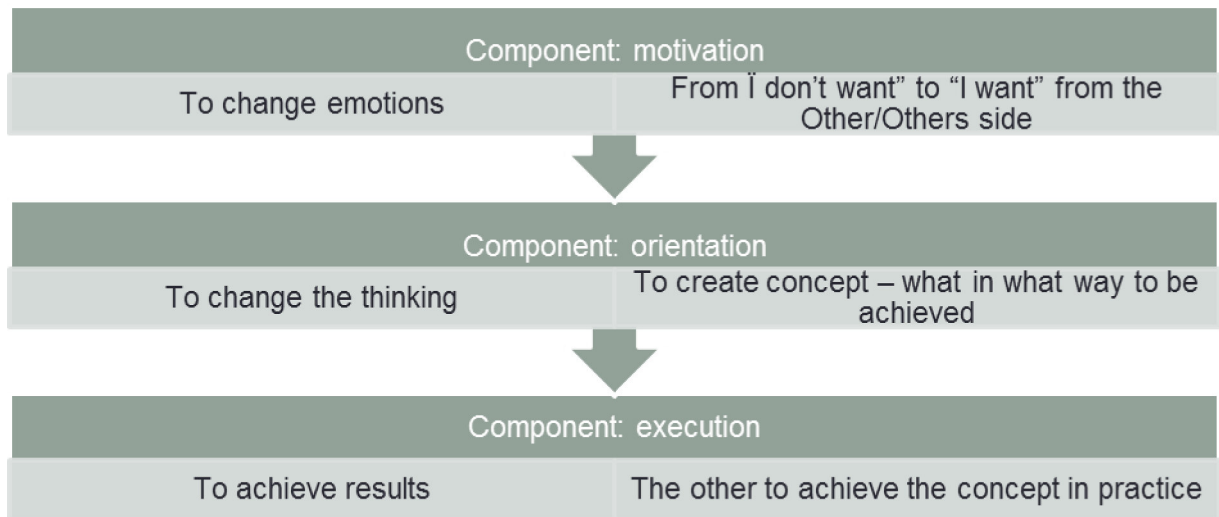


Scheme №1: Managerial dialogue model

First, change in the emotions and the motivation of their employees (from “I don’t want to” to “I want to”). Which means the manager has to construct his speech in such a way that causes a change and development in his collaborators towards the product that he produces, towards themselves by new knowledge, skills (competencies) and hence of the organization it which they work. “This first stage of dialogical motivating secures the organization as a self-developing system (not as bureaucratic or self-regulatory through rules)”. [1, p. 21]

Second, change in their thinking for creativity and new ideas. This means to orient – what and in what manner the collaborators have to achieve in order to develop in three defined areas – product (service), person, and organization. “The dialogue in management rationalizes “attendance” of a collaborator as a functioning (success), as a maintaining of the interaction and as a social engaging in a success of the organization.” [2, p. 34] Thus the dialogical principle founds the development of product, human and manager himself keeping at gunpoint the development of the whole organization. It expresses the deep culture logical meaning of the model – not only a thought about yourself (the concrete implementation of the own tasks and timetable within the organization), but a thought about to what extent those things that one person produces, resonates in the success of others and in organizational success as well – the orientation stage.

Third, change in their behavior for achieving results. This means to produce – “to create a new meaning through the dialogue for the collaborators” [5, p.66], once more at three levels: “know-how” introduction of the product as a continuously innovative subject; to co-operate for developing the knowledge, skills and experience of Others (as continuously prospering); to contribute to the development of the organization through their achievements. Individual achievement is usually “hidden”, because it is personal. After receiving recognition from the organization or from “Others” (outside the organization) it becomes a success - at the level of the executive stage.



Scheme №2: Managerial dialogue components

Therefore the model of dialogical competence can be presented as follows:

The dialogic competence model is focused on the constructive and innovatively-developed resources of the dialogue: first, change on the **product** level (such as productivity), then change in the **individuals** in the **organization** and third in the organization itself as a new type of self-developing community. Therefore for the different situations in management, different types of dialogue are needed. The dialogic competence contains the following three components:

- According to the goals: **knowledge-developing** and **argumentative** dialogue which is “dialogical interaction in which the speaking subjects are constructing together arguments as a norm of ethics of non-violence.”[4, p. 41];
- According to the participants: **internal** (I with myself) and **interactive** (I with the other) dialogue;
- According to the time frame: **operational** and **strategic** (future oriented) dialogue.

The dialogic competence requires a constructive type of behavior from the managers and the ability to attract others, to be able to cooperate and work with others and to be able to inspire others to develop their talents and to accomplish the organizational goals. Those skills and knowledge would be of assistance in the transition from manager to leader. According to the level of dialogical competence there are three types of managers:

- **Adaptator** (non-dialogical) – who doesn't have the necessary skills and knowledge for entering in a productive dialogue;
- **Innovator** (dialogical) – who has dialogic competence but is unable to inspire and influence others;
- **Leader** (Innovator-creator) – who has all the necessary skills, competences and knowledge a leader needs to inspire, influence and develop his or her collaborators.

The managers' dialogical competences can highly influence the dialogical ability of the associates. When the non-dialogic associates prevail is created an adaptable to changes organization. When the slightly dialogic associates prevail is created a self-regulating environment

which adapts by changing the rules of the organization. And when dialogic associates prevail is created an innovative type of organization which flexible and adaptable and can anticipate changes in the external environment.

Conclusion: The presented model for dialogic competence creates an opportunity for a educational standard for the contemporary professionals in management. The standard as a system for knowledge and skills can be also used in the education of every type of professionals in the dialogic aspect.

The model is opening opportunities for further research of the types of contemporary organizations depending on the dialogical competence of the associates in the organization. This would probably reveal that the massive amount of information is not enough for the prosperity of the contemporary professionals and organizations.

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Професор Каменова Дімітріна, ВМС Георгієва Жуліана - Варненський університет менеджменту, Болгарія. МОДЕЛЬ ДІАЛОГІЧНИХ КОМПЕТЕНЦІЙ ДЛЯ РОЗВИТКУ СУЧАСНИХ ФАХІВЦІВ І ОРГАНІЗАЦІЇ

Анотація: Авторами представлено інноваційну модель управління діалогом, створену з метою допомоги менеджерам набутти необхідний для успішної професійної діяльності рівень компетентності. Зазначено, що високий рівень діалогічних компетенцій менеджера допомагає йому визначати і розвивати унікальні особливості співробітників, підтримувати зростання їх таланту, а також підвищувати їх діалогічну здатність, а тому сприяє розвитку організації в цілому. Підкреслено, що у той час, коли бізнес-середовище постійно змінюється, володіння необхідними знаннями й навичками продуктивного спілкування стає вирішальним фактором для успіху кожної організації.

Ключові слова: діалог, менеджмент, лідерство, компетентність, діалогічна компетентність

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