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## Formation of communicative competence in a forensic institution head

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**Abstract.** It has been stressed that formation of communicative skills in heads of forensic science institutions is a relevant psychological and managerial task. Resolving this issue is of paramount importance not only for an individual forensic science institution and judicial system but also for society as a whole. The Article Aim is theoretical and methodological substantiation of primary aspects for formation and development of communicative competence in heads of forensic science institutions as components of their professional development in managerial activities. In forensic expert activity communicative competence is understood as “a system that includes psychological and social knowledge about oneself and others, skills and abilities in communication, behavioral strategies for diverse social and public situations, which enable an individual to build interpersonal communication according to a goal and conditions of forensic expert activity.” It has been observed that when developing communicative competence in heads of forensic institutions, a pivotal role is held by understanding communication process and the ability to organize it with minimal costs and maximum results. Components and stages of communicative process are outlined, and it is emphasized that neglecting feedback can undermine the entire communication process. Emphasis is placed on the need to avoid “noise” during communication. It has been determined that the current approach to addressing development and improvement of communicative competence in heads of forensic science institutions lies in viewing training as self-development and self-improvement, and diagnostics as self-diagnosis or self-analysis. Measures that will contribute to strengthening communicative preparation of forensic institution heads, and certain shortcomings in the training practice of institution heads concerning the development of communicative competence have been identified. Advantages of high communicative competence among heads of forensic science institutions have been highlighted. Relying on the analysis of research papers and practical activities, a set of measures has been established to optimize formation and development of communicative competence in heads of forensic science institutions.

**Keywords:** communicative process; communicative competence; forensic institution head; training; communication; management.

**Research Problem Formulation.** The efficiency of managing employees and activities within an institution in today's conditions of information overload depends on professionalism of a head. That's why rapidly changing conditions of the present impose high demands on any head (regardless of their activity field), including:

— possessing an appropriate level of education and acquired professional knowledge and skills;



— demonstrating an ability for self-learning to develop personal qualities and abilities;

- showing competence in being accountable for decisions made;
- engaging in continuous development of managerial competencies, etc.

It is worth noting that rapid progress lays a strong foundation and creates prerequisites for an in-depth study of the issue of forming and developing communicative competence in a modern head, to which scientists have not given sufficient attention. Thus, certain studies on the role and peculiarities of individual components of a leader's communicative competence in enhancing managerial efficiency are suggested to be viewed *"as a reflection... of the urgent need to study content and forms of manifestation of managers' communicative competence in the system of entrepreneurship and power relations in general"*<sup>1</sup>. However, to date, there has been no comprehensive and thorough coverage of the impact of communicative competence of forensic science institution heads on their managerial activities.

Existing domestic and foreign experience in expert support of justice points to pressing issues faced by heads of specialized forensic science institutions, namely:

- improving personnel support for forensic science institutions, specifically the training of experts and enhancing their qualifications;
- expanding the system of expert specialties;
- creating new approaches to organizing expert and scientific research, etc.

A distinctive feature of current changes in the system of expert support for justice in Ukraine is also its alignment with international standards, experience of international expert organizations, and improvement of methodological support for forensic expert activities.

Modernization of the system for expert support of justice entails a significant renewal of managerial activities of forensic science institution heads. In this process, the primary role falls to the heads of such institutions, as they are the first to engage in any transformations: they coordinate and guide the work of institutions headed by them and supervise employees in addressing daily court proceeding tasks; the accurate assessment of potential risks and the making of tactical and strategic decisions that will impact development and existence of the entire forensic institution depends on the economic and legal literacy, initiative, and competence of heads.

As of today, it should be pointed out that the following issues urgently require resolution:

- high-quality educational and communicative preparation of heads at various management levels within forensic institutions;
- flexibility and mobility in managing expert activities (both for individual institutions and in general);
- developing a scientific basis (using an expert conclusion) to adopt fair decisions by the court, etc.

Thus, formation and development of communicative competence in heads of forensic institutions is a relevant psychological and managerial task which resolution is crucial not only for a specific forensic science institution or judicial system but also for the broader community.

**Analysis of Essential Researches and Publications.** At the current stage of Ukraine's development as a democratic state, a basis has been developed for determining the special role of managerial abilities in a person's life. This is closely connected with the relevance of questions concerning the level of heads' (particularly those of forensic institutions) professionalism, identification of their personal and professional qualities, cultural and moral values, and the ability to lead and inspire others.

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### Contributors

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### Declaration of Competing Interest

The author declare that they have no conflict of interest.

<sup>1</sup> Мурадова Л. А. Розвиток комунікативної компетентності керівника. *Управління розвитком*. 2012. № 13. С. 37. URL: <https://shortlink.uk/u5LV>



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#### FORMATION OF COMMUNICATIVE COMPETENCE IN A FORENSIC INSTITUTION HEAD

It has been stressed that formation of communicative skills in heads of forensic science institutions is a relevant psychological and managerial task. Resolving this issue is of paramount importance not only for an individual forensic science institution and judicial system but also for society as a whole. The Article Aim is theoretical and methodological substantiation of primary aspects for formation and development of communicative competence in heads of forensic science institutions as components of their professional development in managerial activities. In forensic expert activity communicative competence is understood as "a system that includes psychological and social knowledge about oneself and others, skills and abilities in communication, behavioral strategies for diverse social and public situations, which enable an individual to build interpersonal communication according to a goal and conditions of forensic expert activity." It has been observed that when developing communicative competence in heads of forensic institutions, a pivotal role is held by understanding communication process and the ability to organize it with minimal costs and maximum results. Components and stages of communicative process are outlined, and it is emphasized that neglecting feedback can undermine the entire communication process. Emphasis is placed on the need to avoid "noise" during communication.

It is worth mentioning that the communicative competence of a head has been recognized as an independent research subject for quite a long time. However, currently, this category holds a leading position both in management science and other disciplines. Numerous theoreticians and experimental practitioners have researched communicative competence and ways to improve it by relying on cognitive horizons of a person in their studies. Specific aspects of this issue have been addressed in methodological contributions of scholars from various scientific fields.

For example, the monograph by O. I. Bondarchuk justifies a new conceptual approach to personal development of heads in professional roles. The work identifies socio-psychological mechanisms and factors influencing heads' personal development, introduces a model to enhance managers' personal growth, and provides methods for its implementation<sup>2</sup>. However, this research primarily pertains to pedagogical education and does not consider the unique aspects of forensic expert activities.

Meanwhile, L. M. Karamushka highlights psychological peculiarities of managerial process (content, structure, specifics), focusing on: analyzing psychological characteristics of educational organizations that influence management success; identifying psychological factors and conditions for their efficient interaction<sup>3</sup>. We find it appropriate to implement findings of this study in order to determine the influence of a head on forensic experts' training and formation of communicative connections at all management levels within a forensic institution.

O. E. Orban-Lembryk believes that the essence of modern management lies in directing entrepreneurial, creative, and leadership capacity of a head towards fulfilling a common goal. According to the Professor, one of essential prerequisites for this is a head's psychological knowledge about the specifics and patterns of individual and group activity, as well as possibilities to influence it. Theoretical and applied issues within this scope are intended to be addressed by management psychology which generates knowledge about psychological foundations, socio-psychological, socio-cultural, and ethno-psychological specifics of managerial activity. The researcher has singled out efficiency factors, sources of management and leadership, causes of conflicts in management, their peculiarities and ways of overcoming them, psychological determinants of heads' activities, leadership styles, etc. in managerial practice<sup>4</sup>. Notably, combination of individual and collective activities characteristic of forensic expert activity necessitates application of special management approaches by forensic science institution heads.

Let us stress that the terms *communicative* and *competence* were, perhaps, first combined into the phrase *communicative competence* by Del Hayes, the American linguist, to mean "a person's ability to flexibly, accurately, and quickly use language in rapidly changing social situations."<sup>5</sup> We should agree with the researcher and note that such an approach is appropriate



<sup>2</sup> Бондарчук О. І. Соціально-психологічні основи особистісного розвитку керівників загальноосвітніх навчальних закладів у професійній діяльності : монографія. Київ, 2008. 318 с. URL: <https://shortlink.uk/u5L>.

<sup>3</sup> Карамушка Л. М. Психологія управління : навч. посіб. Київ, 2003. 344 с. URL: [http://eprints.library.odeku.edu.ua/id/eprint/220/1/KaramushkaLM\\_Psihologiya\\_upravl\\_2003.pdf](http://eprints.library.odeku.edu.ua/id/eprint/220/1/KaramushkaLM_Psihologiya_upravl_2003.pdf).

<sup>4</sup> Орбан-Лембрик Л. Е. Психологія управління : навч. посіб. 2-ге вид., допов. Київ, 2010. 544 с.

<sup>5</sup> Hais D. G. How many levels should a grammar recognize? // *Language and Discourse: Test and Protest*. Amsterdam ; Philadelphia, 2006. Pp. 25 – 31.



in activities of forensic institution heads, taking into account peculiarities of forensic activity.

We cannot ignore J. Kotter's contributions who emphasized that managers do not make lists of important things and do not limit themselves to a set number of people they need to meet, despite specialists' advice. He claimed that most managers spend much of their time talking to random people in an organization's corridors. However, this is how the system of business relationships is built. From our perspective, such behavior is important for preventing burnout and developing a long-term competitive advantage in the modern business environment <sup>6</sup>, therefore, it deserves support and development taking into account the specifics of forensic expert activity.

The indicated research papers emphasize that scientists have different scientific approaches and positions to the study of the communicative competence of a head, however, peculiarities of the formation of communicative competence in forensic institution heads require a separate research and analysis given the specifics of this activity.

The Article Aim is theoretical and methodological substantiation of the main aspects for the formation and development of communicative competence in forensic institution heads as components of their professional growth in managerial activity.

Main Content Presentation. At the current stage of society's development, researchers' interest in the outlined issue is not accidental: it is closely associated with meeting urgent needs of society in the development of new type of heads. It is indisputable that personnel is a decisive component in society organization, its functioning and further progressive development. Success and stability of Ukraine as a whole depend on how well the management team is formed, its professional competence, and how rationally the personnel capacity of each individual institution is used. In addition, development of market relations in Ukraine requires introduction of new forms of professional and social competence for managers: efficiency of management in various fields of professional activity depends on this. Communicative competence of heads, which becomes the leading form of competence in managerial relations in Ukraine, acquires particular importance in this process.

In the general sense, *competence* is a person's ability to apply acquired knowledge, abilities and skills in various life situations and professional activities. Researchers also propose to understand it as a complex characteristic of an individual, including knowledge, skills, experience, values, behavioral and social skills that contribute to efficient activity in a particular area. Competence can manifest in the ability to tackle difficult tasks, adapt to new situations, work in a team, communicate effectively, make decisions, and think critically about and evaluate information<sup>7</sup>.

It should also be stressed that the National Doctrine for Education Development in Ukraine refers to the *competence* concept as: "*introduction of a new ethics of management activity based on principles of mutual respect, positive motivation,*" "*creation of systems to monitor efficiency of managerial decisions,*" "*implementation of the latest informative management and computer technologies,*" "*enhancing competence of managers at all levels.*"<sup>8</sup> It is important to emphasize that competence is essential not only in a person's personal life but also for success in the workplace. This is because a competent specialist will always successfully develop his/her career, as she/he will establish deeper and more stable

It has been determined that the current approach to addressing development and improvement of communicative competence in heads of forensic science institutions lies in viewing training as self-development and self-improvement, and diagnostics as self-diagnosis or self-analysis. Measures that will contribute to strengthening communicative preparation of forensic institution heads, and certain shortcomings in the training practice of institution heads concerning the development of communicative competence have been identified. Advantages of high communicative competence among heads of forensic science institutions have been highlighted. Relying on the analysis of research papers and practical activities, a set of measures has been established to optimize formation and development of communicative competence in heads of forensic science institutions.

**Keywords:** communicative process; communicative competence; forensic institution head; training; communication; management.

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FORMATION DE  
LA COMPÉTENCE  
COMMUNICATIVE DU CHEF DE  
L'INSTITUTION D'EXPERTISE  
JUDICIAIRE

Il est à noter que la formation des compétences de communication des chefs d'institutions d'expertise judiciaire est une tâche psychologique et managériale urgente, dont la solution est d'une importance capitale non seulement pour une institution d'expertise judiciaire distincte, le système judiciaire, mais également pour la société en général. L'objectif de l'article est la justification théorique et méthodologique des principaux aspects de la formation et du développement de la compétence communicative des chefs d'institutions d'expertise judiciaire en tant que composantes de leur croissance professionnelle dans les activités de gestion. Il est proposé de comprendre la compétence communicative dans le domaine de l'activité d'expert judiciaire comme un système de connaissances psychologiques, sociales et autres sur soi-même et sur les autres, des capacités et des compétences en communication, des stratégies de comportement dans diverses situations sociales et publiques, qui permet de construire une

<sup>6</sup> Kotter J. P. What Effective General Managers Really Do. Harvard Business Review. March-April 1999. Pp. 148. URL: <https://hbr.org/1999/03/what-effective-general-managers-really-do>.

<sup>7</sup> Хватова О. Г. Комунікативна компетентність керівника як фактор успішності його управлінської діяльності. Наукові перспективи. 2023. № 4 (34). С. 177 – 178. DOI: 10.52058/2708-7530-2023-4(34)-174-184.

<sup>8</sup> Національна доктрина розвитку освіти : затв. Указом Президента України від 17.04.2002 р. № 347/2002. URL: <https://zakon.rada.gov.ua/laws/show/347/2002>.

communication interpersonnelle conformément à l'objet et aux conditions de l'activité judiciaire. Il est à noter que dans la formation de la compétence communicative des chefs d'institutions d'expertise judiciaire, la première place est occupée par la compréhension du processus de communication et la capacité de l'organiser avec un minimum de coûts et un maximum de résultats. Les composants et les étapes du processus de communication sont présentés et il est souligné que négliger le feedback peut détruire l'ensemble du processus de communication. L'attention est portée sur la nécessité d'éviter le « bruit » lors de la communication. Il a été constaté que l'approche moderne pour résoudre le problème du développement et de l'amélioration des compétences communicatives des chefs de l'institution d'expertise judiciaire consiste dans le fait que la formation doit être considérée comme un développement personnel et une amélioration personnelle, et que le diagnostic doit être considéré comme un autodiagnostic ou auto-analyse. Les mesures qui contribueront au renforcement de la formation communicative des chefs d'institutions d'expertise judiciaire sont décrites, et certaines lacunes dans la pratique de la formation des chefs d'institution concernant le développement des compétences communicatives sont également soulignées. Les avantages de la haute compétence communicative des chefs de l'institution médico-légale sont présentés. Sur la base des résultats de l'analyse du travail des scientifiques et des activités pratiques, un certain nombre de mesures ont été déterminées pour optimiser la formation et le développement des compétences

relationships with those around them. In this sense, we are talking specifically about a person's communicative competence.

The *communicative competence* concept (from Latin *communico*: I share, connect, communicate and *competens* [*competentis*]: capable) refers to the body of knowledge about norms and rules of natural communication: dialogues, disputes, negotiations, etc.<sup>9</sup>. According to the general approach, *competence* is not a global discovery of the 20th century<sup>10</sup>: European researchers trace its origin to the Greek word *are te* (ἀρετή), which means *superiority, good faith, skill, ability*. In this context, the definition by the American professor R. Boyatzis can be considered fairly well-reasoned: "Competence is a motive, character trait, an aspect of self-image or social role of an individual, skills and abilities that are necessary for efficient job performance and that meet functional requirements of a job itself and the culture of an organization."<sup>11</sup>

In management, the *competence* concept pertains to a head's ability to efficiently perform his/her duties and address tasks in a particular field. Competence can encompass knowledge, skills, abilities, experience, and personal qualities necessary for success in a specific field. Managers apply the competence concept when assessing employees for various positions during recruitment and selection processes, as well as for the development and enhancement of their employees' qualifications through testing, training, and other educational programs<sup>12</sup>. Such an approach is quite important in the activities of a forensic institution head, as the following qualities and abilities of a candidate for a specific position are assessed: knowledge, skills, and abilities in particular areas of expertise; capacity for research; the ability to apply modern research methodologies and methods; the ability to work both independently and in a team, etc.

When considering competence of a forensic institution head, it is vital to single out the following key components: planning at all levels (strategic, tactical, operational); risk management; expert competence; scientific competence; methodological competence; communicative competence; leadership competence; and competence in social relations development.

M. M. Zabrotskyi interprets communicative competence as a certain integral characteristic of communication in which moral and worldview attitudes of an individual are implicitly expressed<sup>13</sup>. Examination of various

<sup>9</sup> Бех І. Д. Особистісно зорієнтоване виховання : наук.-метод. посіб. Київ, 1998. 204 с. URL: [https://library.udpu.edu.ua/library\\_files/420694.pdf](https://library.udpu.edu.ua/library_files/420694.pdf).

<sup>10</sup> Локшина О. І. Компетентнісна освіта в Європейському Союзі — від ідеї до практики // Життєва компетентність у контексті діалогу педагогічних культур: Україна — країни Європейського Союзу : компарат. практ.-зорієнт. зб. URL: [https://lib.iitta.gov.ua/722645/1/Локшина\\_розділ%20до%20збірника%20Єрмакова%20та%20інших\\_Життєва%20компетентність%202019.pdf](https://lib.iitta.gov.ua/722645/1/Локшина_розділ%20до%20збірника%20Єрмакова%20та%20інших_Життєва%20компетентність%202019.pdf) (дата звернення: 22.07.2023) ; Ї ж. Європейська довідкова рамка ключових компетентностей для навчання впродовж життя: оновлене бачення 2018 року. Український педагогічний журнал. 2019. № 3. С. 21—30. DOI: 10.32405/2411-1317-2019-3-21-30.

<sup>11</sup> Boyatzis R. E. The Competent Manager. A Model for Effective Performance. John Wiley & Sons, Inc., N. Y., 2008. 352 с.

<sup>12</sup> Карамушка Л. М. Психологія управління закладами середньої освіти : монографія. Київ, 2000. 332 с.

<sup>13</sup> Заброцький М. М. До визначення структури комунікативної компетенції педагога. Науковий часопис : зб. наук. пр. Серія: Психологія. Київ, 2005. № 12. Вип. 6 (30). Ч. 1. С. 63—71.





research papers has shown that interpretation of the *communicative competence* concept varies within modern scientific discussions:

- the ability to establish and maintain necessary contacts with other people;
- a set of skills and abilities required for efficient communication;
- situational adaptability and fluent use of verbal and non-verbal means of social behavior<sup>14</sup>.

Summarizing scholarly contributions on defining this concept, L. A. Muradova has proposed the following version: “A *blend of communicative abilities, skills, and knowledge that are adequate for communicative tasks and sufficient for their resolution.*”<sup>15</sup> In other words, the researcher views communicative competence as a system of internal resources necessary for constructing effective communication in a specific field of interpersonal interactions.

The explanations provided above define communicative competence as an integral quality of an individual that serves the function of adaptation and adequate functioning of an individual within society. This includes attitudes, stereotypes, communication positions, roles, personal values, as well as an individual's creative capacity.

In our opinion, in the realm of forensic activity, communicative competence should be understood as *a system of psychological, social, and other knowledge about oneself and others, skills and abilities in communication, behavior strategies in various social and public situations enabling to build interpersonal communication in accordance with a goal and conditions of forensic expert activity.*

Communicative competence is one of the leading components of professional competence for forensic institution heads (regardless of their subordination), since it helps them in effectively communicating with employees, initiators of forensic examinations, other participants in court proceedings, forensic experts from other institutions, and foreign partners. Let us emphasize that communicative competence of forensic science institution heads is the ability to:

- establish and maintain necessary contacts both within an institution and with people outside of it;
- combine a specific set of knowledge, skills, and abilities ensuring efficient communication and encompassing the ability to change the depth and scope of communication;
- understand and be understood by a communication partner.

Communication is an essential element of management in any institution, including forensic ones. It is through communication that a head obtains necessary information for making the right decisions and implementing efficient management. Overall, efficient communication should be considered a key element in managing a forensic institution, and a head must understand its significance and be able to apply various types of communication.

Understanding the communicative process and the ability to organize it with minimal costs and maximum results take a leading role while forming communicative competence in forensic institution heads. It should be noted that communication process includes the following components and stages:

- information development by the sender — *information source* (the subject who collects, analyzes, summarizes, systematizes, and develops information) — a person who will convey information;
- choosing the method of information transmission (*communication channel*): during communication; documents in written or electronic form, etc.;

communicatives des chefs d'institutions d'expertise judiciaire. Le but de l'article est la justification théorique et méthodologique des principaux aspects de la formation et du développement de la compétence communicative des chefs d'institutions médico-légales en tant que composantes de leur croissance professionnelle dans les activités de gestion.

Conclusions. Il est proposé de comprendre la compétence communicative du chef d'une institution d'expertise judiciaire comme un système de connaissances psychologiques, sociales et autres sur soi-même et sur les autres, de compétences et d'aptitudes en communication, de stratégies de comportement dans diverses situations sociales et publiques, ce qui permet construire une communication interpersonnelle conformément à l'objet et aux conditions de l'activité de l'expert judiciaire. Il est à noter que dans la formation de la compétence communicative des chefs d'institutions d'expertise judiciaire, la première place est occupée par la compréhension du processus de communication et la capacité de l'organiser avec un minimum de coûts et un maximum de résultats. Les composants et les étapes du processus de communication sont présentés et il est souligné que négliger le feedback peut détruire l'ensemble du processus de communication. L'attention est portée sur la nécessité d'éviter le « bruit » lors de la communication.

Il a été constaté que l'approche moderne pour résoudre le problème du développement et de l'amélioration des compétences communicatives des chefs de l'institution d'expertise judiciaire consiste dans le fait que la formation doit être considérée comme un développement personnel et une amélioration personnelle, et que le diagnostic doit être considéré comme autodiagnostic ou auto-analyse. Les mesures qui contribueront au renforcement de la formation communicative des chefs d'institutions d'expertise judiciaire sont décrites, et certaines lacunes dans la pratique de la formation des chefs d'institution concernant le développement des compétences communicatives sont également soulignées. Les avantages de la haute compétence communicative des chefs de l'institution d'expertise judiciaire sont présentés. Sur la base des résultats de l'analyse du travail des scientifiques et des activités pratiques, un certain nombre de mesures ont été déterminées pour optimiser la

<sup>14</sup> Орбан-Лембрик Л. Е. Зазнач. твір ; Заброцький М. М., Максименко С. Д. Комунікативна компетентність учителя: сутність і шляхи формування. Київ ; Житомир, 2000. 31 с.

<sup>15</sup> Мурадова Л. А. Зазнач. твір. URL: <https://shortlink.uk/u5LV>.





formation et le développement des compétences communicatives des chefs d'institutions d'expertise judiciaire.

**Mots-clés** : processus de communication ; compétence communicative ; chef d'une institution d'expertise judiciaire ; enseignement ; communication ; gestion.

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#### Ausbildung der kommunikativen Kompetenz des Leiters der forensischen Sachverständigeneinrichtung

Es wird darauf hingewiesen, dass die Ausbildung der Kommunikationsfähigkeiten von Leitern forensischer Einrichtungen eine dringende psychologische und betriebswirtschaftliche Aufgabe ist, deren Lösung nicht nur für eine einzelne forensische Einrichtung, das Justizsystem, sondern auch für die Gesellschaft im Allgemeinen von größter Bedeutung ist. Ziel des Artikels ist die theoretische und methodische Begründung der Hauptaspekte der Ausbildung und Entwicklung der kommunikativen Kompetenz der Leiter forensischer Institutionen als Bestandteile ihrer beruflichen Weiterentwicklung in Führungstätigkeiten. Unter kommunikativer Kompetenz im Bereich der forensischen Sachverständigentätigkeit soll ein System psychologischen, sozialen und sonstigen Wissens über sich selbst und andere, Fähigkeiten und Fertigkeiten in der Kommunikation, Verhaltensstrategien in verschiedenen sozialen und öffentlichen Situationen verstanden werden, das es ermöglicht Bauen Sie die zwischenmenschliche

- encoding of information: (depending on information content and chosen channel for its transmission (*information* is conveyed orally, in writing, through electronic records, etc.);
- transmission of information through a selected channel;
- acceptance of information by the recipient (the intended recipient);
- decoding information by the recipient (the recipient reads, comprehends [understands], and remembers information);
- providing feedback (contains similar stages initiated by the recipient and directed back to the sender).

We would like to point out that each stage of communication process is important, but neglecting feedback can destroy the entire communication process, because in such a case the sender does not know whether the recipient has understood correctly what the sender wanted to convey. During communication, it's essential not only to listen but also to hear and, most importantly, to understand what has been heard.

When considering communication process, one cannot forget about its component known as “noise”: everything that interferes with communication process at each stage. The principal task of a head is to fully eliminate or significantly reduce such “noise”, which to some extent depends on the direction in which communication takes place and peculiarities of forensic expert activity.

The modern communication model of a forensic science institution head involves the use of various communication channels and resembles a bilateral flow of information, assessing the quality of its transmission, completeness, content, and form. This helps not only to quickly and accurately develop an understanding of a head's problems related to communication but also to choose a business strategy and tactics, determine parameters for achieving goals, and ensure ways for further improvement and continuous development of the head's communication skills.

Subordinates for the most part perceive a head as a communicative leader, that's why his/her communication skills should be recognized as an essential element in managing an institution. It is these communication skills that allow a forensic institution head to efficiently communicate with employees at all levels within an institution, initiators of forensic examinations, and other subjects of court proceedings. Moreover, communication skills help the head ensure mutual understanding, stable cooperation, and employee motivation, which are key drivers in successful forensic institution management.

Mastering communication skills always involves borrowing from the cultural environment. This involves means for analyzing communicative situations that manifest themselves verbally and culturally, which can be viewed as forming the basis of an individual's communicative nature.

It's important to highlight that leading prerequisites and components for forming and qualitatively developing communicative competence in forensic institution heads are: communication skills and abilities; a comprehensive knowledge of personality psychology (knowledge of psychological regularities, individual psychological, and socio-psychological peculiarities of subordinates); and the ability to perceive oneself and others adequately.

While evaluating information about the nature of communicative situations, nuances of interpersonal interactions and means to resolve them, a person accumulates experience in behavior in





specific situations as well as in making appropriate decisions, which is crucial for a forensic institution head. It is worth emphasizing that communicative competence of forensic science institution heads is based on the following components:

- internal resources that are essential for creating efficient communicative action within a defined range of interpersonal interaction situations (*the ability to influence a group/team*);

- the ability to efficiently interact with the environment due to understanding oneself and others, given constant changes in mental states, interpersonal relationships, and social environment conditions (*communicative and organizational skills*);

- internal means of regulating communicative actions (*the ability to prevent conflict situations*);

- knowledge, skills and abilities for constructive communication (*flexibility*);

- the ability to quickly navigate various communication situations based on an individual's knowledge and life experience (*responsive-creative thinking*);

- adequate self-awareness, understanding one's psychological potential, focusing on a partner's potential and specific situations (*empathy control*).

In general, communicative competence of forensic institution heads should be rooted in the following set of skills:

- *to listen and to hear*: the skill of listening is linked to a head's ability to create an atmosphere in which the interlocutor can speak openly and sincerely. The ability to hear refers to perceiving information from a conversation partner rather than one's own thoughts about it. A head should be able to listen to and hear suggestions, ideas, and concerns of their subordinates and/or other interested parties, as well as take into account and use obtained information in his/her work;

- *to express themselves clearly*: when formulating expectations, a head should express herself/himself in a knowledgeable, specific, logical, concise, and clear manner, staying focused on central idea and explaining his/her instructions and orders;

- *to communicate in writing*: a head should be capable of providing written instructions, guidelines, proposals, and defending her/his position in a clear and concise manner (providing only accurate information, without abbreviations, free from emotional coloring, without rudeness, and focusing only on a single topic);

- *to communicate orally*: the skill of conversing with subordinates (employees at all institution levels) as well as conducting negotiations with representatives of other institutions, initiators of forensic examinations, and other persons, adhering to communication rules (precision in thought formulation, unambiguity in statements, logic, conciseness, appropriateness of content to chosen expression means, and matching verbal means to circumstances and presentation style, etc.);

- *to resolve conflicts* arising within a team with the use of current methods and approaches in order to transform dysfunctional conflicts into functional ones. This requires skills in self-control, listening, speaking, expressing one's feelings, considering an opponent's opinion, etc.);

- *to conduct negotiations* with employees, subordinate heads, heads of other institutions, initiators of forensic examinations, and other participants in court proceedings (to enhance efficiency, a head needs to learn how to: listen and, importantly, truly hear the interlocutor; ask more questions; understand the interlocutor's range of interests; and fulfil the role of a counselor rather than someone imposing his/her own opinion);

- *to work in a team*: possess the ability to collaborate with subordinates and the rest of the environment in order to fulfil common goals, always remain

Kommunikation entsprechend dem Zweck und den Bedingungen der gerichtlich-sachverständigen Tätigkeit auf. Es wird darauf hingewiesen, dass bei der Ausbildung der Kommunikationskompetenz der Leiter forensischer Einrichtungen das Verständnis des Kommunikationsprozesses und die Fähigkeit, ihn mit minimalen Kosten und maximalen Ergebnissen zu organisieren, den führenden Platz einnehmen. Die Komponenten und Phasen des Kommunikationsprozesses werden dargelegt und betont, dass die Vernachlässigung von Feedback den gesamten Kommunikationsprozess zerstören kann. Der Schwerpunkt liegt auf der Notwendigkeit, „Lärm“ bei der Kommunikation zu vermeiden. Es wurde festgestellt, dass der moderne Ansatz zur Lösung des Problems der Entwicklung und Verbesserung der kommunikativen Kompetenz der Leiter der forensischen Einrichtung darin besteht, dass die Ausbildung als Selbstentwicklung und Selbstverbesserung betrachtet und die Diagnose berücksichtigt werden sollte als Selbstdiagnose oder Selbstanalyse. Es werden Maßnahmen aufgezeigt, die zur Stärkung der kommunikativen Ausbildung von Leitern forensischer Einrichtungen beitragen werden, und es werden auch einige Defizite in der Praxis der Ausbildung von Einrichtungsleitern hinsichtlich der Entwicklung kommunikativer Kompetenz hervorgehoben. Die Vorteile einer hohen kommunikativen Kompetenz der Leiter der forensischen Einrichtung sind gegeben. Basierend auf den Ergebnissen der Analyse der Arbeit von Wissenschaftlern und der praktischen Tätigkeit wurden eine Reihe von Maßnahmen festgelegt, um die Bildung und Entwicklung der kommunikativen Kompetenz von Leitern forensischer Einrichtungen zu optimieren. Ziel des Artikels ist die theoretische und methodische Begründung der Hauptaspekte der Ausbildung und Entwicklung der kommunikativen Kompetenz der Leiter forensischer Institutionen als Bestandteile ihrer beruflichen Weiterentwicklung in Führungstätigkeiten.

**Schlussfolgerungen.** Die kommunikative Kompetenz des Leiters einer forensischen Einrichtung soll als ein System psychologischer, sozialer und sonstiger Kenntnisse über sich selbst und andere, Fähigkeiten und Fertigkeiten in der Kommunikation, Verhaltensstrategien in verschiede-



denen sozialen und öffentlichen Situationen verstanden werden, das dies ermöglicht die zwischenmenschliche Kommunikation entsprechend dem Zweck und den Bedingungen der richterlichen Sachverständigentätigkeit aufzubauen. Es wird darauf hingewiesen, dass bei der Ausbildung der Kommunikationskompetenz der Leiter forensischer Einrichtungen das Verständnis des Kommunikationsprozesses und die Fähigkeit, ihn mit minimalen Kosten und maximalen Ergebnissen zu organisieren, den führenden Platz einnehmen. Die Komponenten und Phasen des Kommunikationsprozesses werden dargelegt und betont, dass die Vernachlässigung von Feedback den gesamten Kommunikationsprozess zerstören kann. Der Schwerpunkt liegt auf der Notwendigkeit, „Lärm“ bei der Kommunikation zu vermeiden.

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**Schlüsselwörter:** kommunikativer Prozess; Kommunikationskompetenz; Leiter einer forensischen Einrichtung; Lehren; Kommunikation; Management.

constructive, engage in discussions, jointly seek collective solutions, show respect for others, and command respect for oneself.

The head should cultivate, develop, and apply the above-mentioned skills with regard to specific situations of forensic activity as well as individual subjects of this activity. It is worth pointing out that internal contacts within an institution and external contacts of a forensic institution head are fundamentally different.

Communicative competence is not a fixed personal characteristic, and it should not be perceived as insular personal experience: it can and must be developed, especially by heads at various levels of forensic institution management. The modern approach to addressing development and improvement of communicative competence for forensic institution heads is that learning should be viewed as self-development and self-improvement, while diagnosing communicative competence in this context should take the form of self-diagnosis or self-analysis. It should be noted that development of communicative competence in a forensic institution head can be diagnosed using: questionnaires; surveys; observations; individual and group interviews; analysis of practical activities; expert evaluation of communicative knowledge, skills, and abilities; analysis of personal qualities; diagnostic methods; conducting self-assessment; training; games, etc. Diagnosing communicative competence is not just about informing the tested head of a forensic institution about test results: it is necessary to organize the process in such a way that participants in the diagnosis receive actionable information on which basis they will be able to independently adjust their behavior.

We believe it is appropriate to adjust prerequisites and factors influencing formation and qualitative development of communicative competence in heads identified by L. A. Muradova<sup>16</sup> to better suit the development of such competence in heads of forensic institutions (considering peculiarities of their role):

- a body of knowledge in the field of personality psychology: to determine means of solving problematic issues that have arisen in subordinates during professional activities (expert, scientific, methodological, organizational, etc.);
- communication skills and abilities: to understand needs of subordinates and determining ways to satisfy them (during conduct of individual, panel, or multidisciplinary forensic examinations, and while scientific research);
- the ability to adequately and fully perceive oneself and others: to motivate subordinates towards further development (for example, while performing mentorship duties in the process of training forensic experts or preparing young heads);
- knowledge of psychological regularities, individual psychological, and socio-psychological characteristics of subordinates: to shape directions for resolving their issues or subsequent development (with the goal of uniting the team of heads in a forensic institution).

In the process of improving theoretical and practical support for developing communicative competence in forensic institution heads, it is vital to keep in mind that it:

- falls within the realm of the relative rather than the absolute, since it depends on interaction of all persons involved in communication process;
- encompasses both written and oral speech;
- is contextually determined;
- is an element of a person's knowledge and can be developed, maintained, and evaluated through speech activity.

Let us stress that the following measures can enhance communicative preparation of heads in forensic science institutions:

- formation of communicative skills and development of communicative abilities on the basis of identified communicative capabilities of a person;
- cultivating a desire to perceive each communication participant as a unique personality with his/her own vision and distinctiveness;

<sup>16</sup> Мурадова Л. А. Знач. тип. URL: <https://shortlink.uk/u5LV>.



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KSZTAŁTOWANIE KOMPETENCJI  
KOMUNIKACYJNYCH  
KIEROWNIKA  
INSTYTUCJI EKSPERTA  
KRYMINALISTYCZNEGO

- mastering the latest technologies and techniques of communication, interaction, and relationship-building with institution staff;
- developing reflexive communication and interpersonal sensitivity (enhanced responsiveness to unfolding events);
- creating a democratic and humane environment in managerial communication by ensuring a positive emotional mood among employees, establishing contacts, and building confidence in each subordinate;
- a head's purposeful and systematic study of subordinates, gaining an understanding of nuances of their inner worlds as well as strengths and weaknesses of their characters.

We cannot agree more with researchers asserting that such measures ensure the development of a head's communicative competence through specially organized socio-psychological training<sup>17</sup>. Let us note: when organizing such training, it's essential to consider peculiarities of forensic activities and close attention society pays to forensic experts' actions.

We find researchers' stance on the special role of interactive learning in the context of communicative preparation for heads to be sound. Interactive learning includes methods such as brainstorming, group discussions, presentations, project development, business games, and training sessions<sup>18</sup>. Considering the peculiarities of forensic activity, it is crucial to closely integrate practical interactive sessions with theoretical lecture-based courses for the formation of a head's communicative competence. This approach directs attendees towards understanding their individual psychological characteristics related to communicative activity.

Formation and subsequent development of communicative competence in a forensic institution head is a guarantee of efficient collaboration and interaction with all subjects of forensic activity in addressing court proceeding tasks.

Let's summarize the advantages of high communicative competence in a forensic institution head:

- *ensuring high-quality communication*: a communicatively competent head is capable of ensuring not only quality and productive communication with the institution's staff but also with other participants in court proceedings;
- *increasing cooperation efficiency*: a head who can effectively communicate with his/her employees definitely improves cooperation efficiency in all areas of a forensic institution's activities (expert, scientific, methodological, educational, organizational, etc.);
- *improving internal environment within a team*: heads with strong communicative skills lay the foundation for creating and maintaining positive relationships among employees, fostering trust, mutual understanding, support, and productive competition;
- *enhancing relationship quality*: a head skilled in communication can enhance relationships not only within an institution but also beyond its borders: with initiators of forensic examinations, other participants in court proceedings, and representatives of foreign forensic institutions;
- *conflict resolution*: a communicatively competent head applies various approaches and methods during conflict resolution and successfully manages their development, transforming dysfunctional conflicts into functional ones, laying the groundwork for the stable future development of the entire institution;

Należy zauważyć, że kształtowanie umiejętności komunikacyjnych szefów instytucji kryminalistycznych jest pilnym zadaniem psychologicznym i kierowniczym, którego rozwiązanie ma wiodące znaczenie nie tylko dla odrębnej instytucji kryminalistycznej, systemu sądownictwa, ale także dla ogółu społeczeństwa. Celem artykułu jest teoretyczne i metodologiczne uzasadnienie głównych aspektów kształtowania i rozwoju kompetencji komunikacyjnych szefów instytucji kryminalistycznych jako składników ich rozwoju zawodowego w działalności menedżerskiej. Przez kompetencje komunikacyjne w zakresie ekspertyzy sądowej proponuje się rozumieć system wiedzy psychologicznej, społecznej i innej o sobie i innych, zdolnościach i umiejętnościach komunikowania się, strategiach zachowania w różnych sytuacjach społecznych i publicznych, który umożliwia budować komunikację interpersonalną zgodnie z celem i warunkami działalności sądowo-eksperskiej. Zauważono, że w kształtowaniu kompetencji komunikacyjnych szefów instytucji kryminalistycznych wiodące miejsce zajmuje zrozumienie procesu komunikacji i umiejętność jego zorganizowania przy minimalnych kosztach i maksymalnych wynikach. Podano elementy i etapy procesu komunikacji oraz podkreślono, że zaniechanie informacji zwrotnej może zniszczyć cały proces komunikacji. Uwaga skupiona jest na konieczności unikania „hałasu” podczas komunikacji. Stwierdzono, że nowoczesne podejście do rozwiązania problemu rozwoju i doskonalenia kompetencji komunikacyjnych szefów instytucji kryminalistycznych polega na tym, że szkolenie należy uważać za samorozwój i samodoskonalenie, a diagnozę należy rozpatrywać jako autodiagnoza lub autoanaliza. Zarysowano działania, które przyczynią się do wzmocnienia szkolenia komunikacyjnego kierowników instytucji kryminalistycznych, a także zwrócono uwagę na pewne niedociągnięcia w praktyce szkolenia kierowników instytucji w zakresie rozwoju kompetencji

<sup>17</sup> Бондарчук О. І. Зміст психологічної компетентності менеджера освіти шкільного рівня : метод. рек. Рівне, 1995. 23 с. ; Оліфіра Л. М. Психологія управління в освіті: курс лекцій та завдання навчального практикуму для слухачів очно-дистанційної форми навчання в системі післядипломної педагогічної освіти. Київ, 2006. 160 с. ; Карамушка Л. М., Малигіна М. П. Використання інтерактивних технік у процесі підготовки менеджерів та персоналу освітніх організацій до управління : метод. рек. Київ ; Рівне, 2003. 20 с.

<sup>18</sup> Карамушка Л. М. Психологія освітнього менеджменту. Київ, 2004. 424 с. ; Оліфіра Л. М. Зазнач. твір ; Заброцький М. М., Максименко С. Д. Зазнач. твір ; Карамушка Л. М., Малигіна М. П. Зазнач. твір.

komunikacyjnych. Podano zalety wysokich kompetencji komunikacyjnych kierowników instytucji kryminalistycznych. Na podstawie wyników analizy pracy naukowców i działań praktycznych określono szereg działań optymalizujących kształtowanie i rozwój kompetencji komunikacyjnych kierowników instytucji kryminalistycznych. Celem artykułu jest teoretyczne i metodologiczne uzasadnienie głównych aspektów kształtowania i rozwoju kompetencji komunikacyjnych szefów instytucji kryminalistycznych jako składników ich rozwoju zawodowego w działalności menedżerskiej.

Wnioski. Przez kompetencje komunikacyjne kierownika zakładu medycyny sądowej proponuje się rozumieć system wiedzy psychologicznej, społecznej i innej o sobie i innych, umiejętnościach i zdolnościach komunikacyjnych, strategiach zachowania w różnych sytuacjach społecznych i publicznych, co umożliwia budowanie komunikacji interpersonalnej zgodnie z celem i warunkami działalności eksperta sądowego. Zauważono, że w kształtowaniu kompetencji komunikacyjnych szefów instytucji kryminalistycznych wiodące miejsce zajmuje zrozumienie procesu komunikacji i umiejętność jego zorganizowania przy minimalnych kosztach i maksymalnych wynikach. Podano elementy i etapy procesu komunikacji oraz podkreślono, że zaniedbanie informacji zwrotnej może zniszczyć cały proces komunikacji. Uwaga skupiona jest na konieczności unikania „hałasu” podczas komunikacji.

Stwierdzono, że nowoczesne podejście do rozwiązania problemu rozwoju i doskonalenia kompetencji

— *ensuring the best image for a forensic institution*: when relying on a communicative competence, a head not only shapes and develops the institution's image but also maintains it at a high level.

At the same time, researchers have identified certain shortcomings in the practice of developing communicative competence among institution heads<sup>19</sup> (also characteristic of forensic activities):

— *firstly*, neglecting the communicative aspect during training and advanced training of heads results in a number of issues that later manifest in relationships, especially affecting young heads at the beginning of their professional career;

— *secondly*, directing communicative preparation of heads solely towards the formation of communicative knowledge (without developing communicative skills and abilities as well as personal qualities) can lead to certain challenges in the future management process. Such challenges include: inability to choose an optimal communication style; lack of skills and abilities to influence subordinates; unfavorable socio-psychological climate in a team, etc.;

— *thirdly*, during training and advanced qualification of institution heads, insufficient attention is given to deepening their general psychological knowledge and understanding of their own specific features of communicative activity.

Let's stress that outlined difficulties threaten efficiency of managerial activities carried out by forensic institution heads and, ultimately, can harm authority of a head, even leading to her/his professional deformation. Moreover, this can impede efficient performance of not only an individual head but also the entire forensic institution.

The results of analyzing the work of scholars and practical activities allow us to identify a series of measures for organizing advanced training aimed at optimizing formation and development of communicative competence in forensic science institution heads:

— planning lessons must be carried out in a specific sequence: starting with enhancing the level of theoretical knowledge through discussing and simulating typical managerial and official-business situations during specially selected exercises and role-playing games of both theoretical-methodological and practical nature aimed at developing the communicative competence capacity in each training participant;

— when developing the content of psycho-training sessions, it is essential to give each participant an opportunity for self-analysis of the achieved level of communicative competence in official-business communication using group feedback (in order to overcome communication barriers). In other words, during the training, each participant should identify their strengths and weaknesses to determine a direction for further development of his/her communicative competence;

— moderators conducting relevant training sessions should possess highly developed professional personal qualities to convey to each participant an understanding of their place and role within a group, adhere to group work principles, and create an atmosphere of mutual trust and support within the group;

— training group composition should be formed considering the needs of each participant specifically for the training format. For this purpose, participants' motivation is studied, and if necessary,

<sup>19</sup> Орбан-Лембрик Л. Е. Зазнач. твір.





adjusted, taking into account socio-demographic characteristics of candidates and incorporating heads of the same management level into the group, etc.

**Conclusions.** Communicative competence of a forensic institution head is suggested to be understood as a system of psychological, social, and other knowledge about oneself and others, skills and abilities in communication, and behavior strategies in various social and public situations, which enables development of interpersonal communication according to a goal and conditions of forensic activity. It has been emphasized that the development of communicative competence in the heads of forensic institutions is primarily about understanding the communication process and being able to organize it with minimum costs and maximum results. The components and stages of communication process have been outlined, and it has been stressed that neglecting feedback can jeopardize the entire communication process. Emphasis is placed on the need to distance oneself from “noise” during communication.

It has been determined that current approach to addressing development and improvement of communicative competence in forensic institution heads is that training should be viewed as self-development and self-improvement, and diagnostics as self-diagnostics or self-analysis. Measures have been outlined that will contribute to strengthening communicative preparation of forensic institution heads. What is more, certain shortcomings in the practice of preparing institution heads for the development of communicative competence have been highlighted. The advantages of high communicative competence among forensic institution heads are presented. Relying on the analysis of scientific findings and practical activities, a set of measures has been established to optimize formation and development of communicative competence in forensic institution heads.

In *subsequent studies*, we believe it is expedient to focus on the methods of diagnosing communicative competence in forensic institution heads, as well as on systematizing principal conditions and factors for developing a head's communicative competence, and on creating guidelines for optimizing this process.

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**Słowa kluczowe:** proces komunikacyjny; kompetencje komunikacyjne; szef instytucji kryminalistycznej; nauczanie; Komunikacja; kierownictwo.



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