

Communicative Management in Education: Key Approaches, Challenges, and Contemporary Practices

Yevdokymova N.

Pylyp Orlyk International Classical University

Communicative management—and communicative ability—have become an increasingly important part of a school's or college's activities, and lie at the edge of a possible divide between learning institutions that can build consensus and those that will struggle to make strategy tangible in ways that are easy to learn. In such a digitalized technical learning environment, a system of higher learning needs to critically draw upon communicative skills that will make strategy meaningful to all stakeholders, or else remain a system of learning that is just that—a system of learning, lacking power in its action as learning. In a system that is ever evolving and is just as technical as it is digitalized, communicative ability is that which is needed to make such a system of higher learning work while bringing together all stakeholders in making strategy meaningful to everyone in that system of learning.

Keywords: communicative management, higher education governance, stakeholder engagement, dialogic climate, digital pedagogy, blended learning, quality improvement, leadership competence

Introduction

Learning institutions work in a setting of increased informational load with low ambiguity tolerance. In such a setting, communicative management offers the means through which objectives are turned into actions, as leaders and teachers need to have a reading of the subject or topic of communication in a clear understanding of empathy and self-discipline in a managerial setting. An effective communicative environment characterized by a sense of trust, tolerance, and democracy in its form of shared responsibility in a learning setting reduces social threats as well as enables voice, while digital literacy empowers learning staff to signal their presence through a digital means of building a discourse in a setting of increased cognitive loads in a digital or online setting.

Discussion

Communicative management in education has evolved from a supporting role to a baseload ability that is crucial in determining if a particular institution can synchronize its stakeholders towards delivering innovative learning systems. In institutions where digital fast-track reform is prevalent, the need for communications is high, while the acceptance of ambiguities is low.

In higher learning institutions such as university campuses and professional schools, a harmonious triad of ability that is crucial in facilitating a communicative system for success has been highlighted (Petryshyna & Boyko, 2021).

This ability is all about understanding the principles of communicative studies. It entails influencing people through understanding and being self-aware. In addition, it involves having managerial ability that enables an individual to orchestrate clear flows of information. It is this ability that enables turning strategy to action in a system of values that become an inherent part of an individual's routine in an ever-changing volatile situation in an institution.

Leadership development and quality improvement offer a first seam of practice. When communicative management is considered a leadership practice—a cycle of setting and revising objectives, feed-back as an expectation, and codified methods of sense-making—quality improvement is a system characteristic rather than a campaign (Bendermacher, De Grave, Wolfhagen, Dolmans, & Egbrink, 2020). Graduate leadership courses that privilege communicative entailments—frame analysis, audience analysis, and supervisory dialogue—enable academic and administrative leaders in higher education to coordinate multiple claims upon time and attention without reverting to control or drift (Gigliotti, Dwyer, Brescia, Gergus, & Stefanelli, 2020). At the same time, school-level scholarship in managerial competence and productivity suggests that a communicative clarity pertaining to expectations, roles, and feed-back cycles is a material factor in performance, not merely a communicative nicety to be supported from a non-committal perspective (Polo, 2020).

An enabling communicative climate is constructed as much through values as through skills. Tolerance, a lateral form of relations, and a leadership that disperses itself are more than just buzzwords that decrease social danger and empower those in marginalized positions within higher education structures (Sokol et al., 2021). Strategic public relations in an academic setting is possible when it gains its legitimacy through participation instead of performance because it allows for an alignment of public expectations and learning within an institution that contributes to mission integrity and public

integrity (Kejora, 2021). Research studies in branding within higher education establish that multichannel approaches will prove efficacious only when messages are well-coordinated across different channels and when such messages have a tangible link to academic reality lest academic branding become background noise that everyone in an academic setting learns to filter out (Brouker, De Wit, & Mampaey, 2020; Marques & Powell, 2020).

Digitalisation has increased communicative challenges in learning as well. This is because online learning is a recent phenomenon that has managed to prove that communicative expertise in learning needs to be reformulated. That is, a clear set of communicative signals needs to be developed for online classrooms as well (Grunis, Golovanova, Kirilova, Levina, & Sizova, 2020). Research studies related to blended learning have marked specific ways in which online learning engagement needs to be fostered through communicative means such as forming structured interactions, forming translucent learning objectives, and forming well-designed online discussion activities (Heilporn, Lakhal, & Bélisle, 2021). In terms of training teachers professionally, communicative activities such as role-playing activities, simulation activities, and practice activities of high calibre have managed to make tangible impacts in terms of communicative learning in a clinical setting (Mansour, Jamama, Al-Madani, Mattukoyya, & Al-Anati, 2020).

Communication from the institution to its external stakeholders has also become a craft in higher education. Social networking engagement also has a positive effect upon reputation only if it provides a real means of stakeholder participation and engagement, although broadcasting through such networks will do nothing to build trust or learning, and thus is a waste of resources (Carrillo-Durán & García, 2020). In a disruption, social networks also maintain academic communicative practices in a system that lacks robust infrastructure, as long as social standards of integrity, timeliness, and engagement are rigorously promoted (Sobaih, Hasanein, & Elnasr, 2020). Communicating science—about us, and from within our institutions, of course—represents an integration challenge that will need coordinated planning in research, education, and communications to prevent message fragmentation and maintain integrity, a challenge in system architecture rather than merely in aesthetics (Schwetje, Hauser, Böschén, & Lessmöllmann, 2020).

Partnerships and knowledge management round out this organisational perspective. Collaborations across institutions will flourish when communication artefacts such as memorandum of understanding, common dashboards, and joint review schedules are living, breathing systems that record commitments and pinpoint issues early (Elezi & Bamber, 2021). Long-range strategic planning that goes beyond enrollment to define paths of communicative action for issues of equity, success, and research impact

will draw frontline workers' assignments closer to institutional strategy and indicate ways to mobilise when problems emerge as barriers (Flores & Leal, 2020). Faculty or academic staff development that engages teachers in participative inquiry and transforms critical reflection into communicative action will form a local setting in which better talk translates to better learning and governance (Kondo, 2020).

The COVID-19 era represented a trial and a learning experience. Leading institutions balanced update rhythms with a recognition of ignorance, systemized their "sources of truth," and scheduled deliberative hours in which named problems by staff and students prior to becoming grievances were possible (England, Howell, & White, 2020). In those campuses where surgeons and others developed collaboration and management skills in undergraduates together, communicative practices followed graduates into messy work-settings, and a clear line emerged between system-building and system-resilience that supported communicative infrastructure as technical, ethical, and pedagogical "design" led to greater system-adaptability and humanness."

Priorities in research and measurement naturally follow. A research agenda for multichannel communication in higher education is needed that focuses more on coherence and dialogue than output, evaluating for instance whether communications are understood, acted upon, and responded to. Views of knowledge management in partnerships highlight research that focuses instead on learning cycles—speed and fidelity of knowledge transfer across a boundary—rather than just counting collaborations (Elezi & Bamber, 2021). In learning, engagement metrics need to come with qualitative data about dialogical richness, rather than clicks or attendance, if communicative competence is to be seriously assessed (Heilporn et al., 2021).

The forward perspective is pragmatic and positive. Learning institutions need to use CMC in a pragmatic and positive manner. CMC in a learning organization has to become a part of its practices because it is a skill that needs to be developed, an environment that needs to be created, and a routine that needs to be implemented. CMC in a learning organisation needs to codify update schedules and sessions, teachers need to build digital dialogue capabilities, and external communications need to become participative and accountability oriented. Through a healthy dose of pragmatism and a dash of British understatement, this will take CMC from performance to practice and learning organisations from institutions to a place where thinking together in time is possible.

Conclusion

To build communicative management in practice, institutions must view it as a learning ability, an atmosphere, and a process. This means creating an update and a feedback cycle in institutional work, investing in staff's digital-dialogic skills, using multichannel engagement in line with research, and connecting participation with standards of proof. By so doing, research institutions and schools make decisions faster, make corrections earlier, and learn together better. This is a transformative outcome because it leads to a learning environment in which people get to think together in a timely manner.

References

- Bendermacher, G., De Grave, W., Wolhagen, I., Dolmans, D., & Egbrink, M. (2020). Shaping a culture for continuous quality improvement in undergraduate medical education. *Academic Medicine*, 95. <https://doi.org/10.1097/acm.0000000000003406>
- Broucker, B., De Wit, K., & Mampaey, J. (2020). Brand communication of higher education institutions: A call for multichannel communication analysis in higher education branding research. *Higher Education Policy*, 1–21. <https://doi.org/10.1057/s41307-020-00178-x>
- Carrillo-Durán, M., & García, G. (2020). Exploring the need for stakeholders' engagement through social networking sites to build the reputation of higher education organisations. *Higher Education Quarterly*, 74, 442–457. <https://doi.org/10.1111/hequ.12256>
- Elezi, E., & Bamber, C. (2021). Experiential examination of higher education partnerships in the UK: A knowledge management perspective. *Journal of Knowledge Management*, 26, 232–256. <https://doi.org/10.1108/jkm-06-2020-0489>
- England, J., Howell, M., & White, B. (2020). Creating a culture of communication in undergraduate medical education. *Baylor University Medical Center Proceedings*, 33, 485–491. <https://doi.org/10.1080/08998280.2020.1746156>
- Flores, A., & Leal, D. (2020). Beyond enrolment and graduation: Examining strategic plans from Hispanic-Serving Institutions in Texas. *Journal of Latinos and Education*, 22, 454–469. <https://doi.org/10.1080/15348431.2020.1791121>
- Gigliotti, R., Dwyer, M., Brescia, S., Gergus, M., & Stefanelli, J. (2020). Learning leadership in higher education: Communicative implications for graduate education. *Atlantic Journal of Communication*, 28, 209–223. <https://doi.org/10.1080/15456870.2020.1720990>
- Grunis, M., Golovanova, I., Kirilova, G., Levina, E., & Sizova, Z. (2020). Transformation of pedagogical communicative competence during creation digital online courses. *Contemporary Educational Technology*. <https://doi.org/10.30935/cedtech/9313>
- Heilporn, G., Lakhali, S., & Bélisle, M. (2021). An examination of teachers' strategies to foster student engagement in blended learning in higher education. *International Journal of Educational Technology in Higher Education*, 18. <https://doi.org/10.1186/s41239-021-00260-3>
- Hermès, E., Dantas, D., Xavier, A., Siqueira, A., Neto, A., Barbosa, E., Bevilacqua, G., Fortkamp, M., Hamessi, D., & Smanioto, G. (2020). Applied health communication training as active methodologies in undergraduate

- medical. *European Journal of Public Health*, 30. <https://doi.org/10.1093/eurpub/ckaa166.623>
- Kejora, S. (2021). Strategic management of public relations in Islamic education institutions to build public image and increase public interest. *J-MPI (Jurnal Manajemen Pendidikan Islam)*. <https://doi.org/10.18860/jmpi.v5i2.9011>
- Kondo, T. (2020). Transforming critical and participative teacher research into communicative action: A possible direction for teacher professional learning. *Educational Action Research*, 28, 159–174. <https://doi.org/10.1080/09650792.2019.1667256>
- Mansour, M., Jamama, A., Al-Madani, M., Mattukoyya, R., & Al-Anati, A. (2020). Reconciling assertive communication skills with undergraduate nursing education: Qualitative perspectives from British and Saudi newly-graduated nurses. *Health Professions Education*, 6, 176–186. <https://doi.org/10.1016/j.hpe.2020.02.001>
- Marques, M., & Powell, J. (2020). Ratings, rankings, research evaluation: How do Schools of Education behave strategically within stratified UK higher education? *Higher Education*, 79, 829–846. <https://doi.org/10.1007/s10734-019-00440-1>
- Petryshyna, O., & Boyko, M. (2021). Communicative management in present-day university. *SHS Web of Conferences*. <https://doi.org/10.1051/shsconf/202110402012>
- Polo, E. (2020). Management skills of educational leaders as related to school productivity. *International Journal of Approximate Reasoning*, 8, 814–824. <https://doi.org/10.21474/ijar01/10989>
- Rothdiener, M., Griewatz, J., Meder, A., Dall'Acqua, A., Obertacke, U., Kirschniak, A., Borucki, K., Koenig, S., Ruessler, M., Steffens, S., Steinweg, B., & Lammerding-Koeppel, M. (2020). Surgeons' participation in the development of collaboration and management competencies in undergraduate medical education. *PLOS ONE*, 15. <https://doi.org/10.1371/journal.pone.0233400>
- Schwetje, T., Hauser, C., Bösch, S., & Lessmöllmann, A. (2020). Communicating science in higher education and research institutions. *Journal of Communication Management*, 24, 189–205. <https://doi.org/10.1108/jcom-06-2019-0094>
- Sobaih, A., Hasanein, A., & Elnasr, A. (2020). Responses to COVID-19 in higher education: Social media usage for sustaining formal academic communication in developing countries. *Sustainability*. <https://doi.org/10.3390/su12166520>
- Sokol, M., Galyna, R., Khrystyna, S., Hvozdyak, O., Violetta, G., y Svitlana, I. (2021). Tolerance in the Communicative Culture of Modern Educational Manager. *Propósitos Y Representaciones*, 9(SPE3), e1170. <https://doi.org/10.20511/pyr2021.v9nSPE3.1170>