

COMMUNICATION COMPETENCES TRAINING FOR MANAGERS THROUGH ROLE-PLAY ACTIVITIES

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Abstract: Communication competences are an important indicator of professional success in most areas of activity and a predictor of social success of modern man.

This study is a theoretical approach aimed to substantiate a number of good practices based on role-play as an active-participatory communication competences training in general, and for managers in particular. Starting from the definition of „communication” and „competence”, it was decided to operationalize the concept of „communication competences” in order to identify pathways of the formative approach based on role-play, while emphasizing the importance of the context (actual or anticipated) in which communication takes place.

The results obtained show that ameliorating and improving communication skills can be achieved through learning, practicing and introspection, taking into consideration indicators such as: (1) the analysis of the context of communication, (2) the conduct of rendering each other sensitive, of strengthening and motivating each other, (3) the conduct of active listening, (4) the conduct of observation, (5) the conduct of oral communication, (6) formulating and asking questions, (7) providing feedback - empathic conduct, (8) psychomotric conduct and (9) nonverbal conduct.

Competences are applicable contextually - updated differently in different situations, educating the reflective practice capacity of the profession becoming indispensable - which shows the importance of personal development in gaining professional success.

JEL classification: I23, M12, M53, M54

Key words: communication, communication competence, role-play, communication context.

1. ABOUT COMMUNICATION

Increased interest in communication in the contemporary world has a pragmatic explanation. Social man, the future specialist, must be able to communicate in order to achieve success.

The modern concept of developing communication summarises different approaches offered by several science domains. In this way we face a very large field of possibilities, but equally difficult to be comprised by a global approach and thus, communication can get accents of linguistic definitions, psychological, psychosocial, philosophical, etc.. Our research is focused on the optimal way to emphasise the

opportunities given by the role-play, as an active-participatory method in communication skills training for managers.

In these circumstances, communication functions can also interfere with different other domains, thus communication can be analysed from the viewpoint of all social processes. To find one helpful instrument to use, we start from the three functions proposed by T. Gamble and M. Gamble [9].

- understanding and knowledge. In this way, communication supports both a better knowledge of oneself and knowledge of others, in an interdependent manner.

- development of a consistent relation with others. Communication obviously fulfills a function of individual socialization.

- the dimension of influence and persuasion of communication. Through communication we can influence others to work with us in order achieve certain goals. This function develops the idea of collaboration and joint effort, perspectives created by communication in human interaction.

Communication principles are present in most studies about communication, pointing out in this respect that it is inevitable, is a continuous and circular process, it involves content dimension and a relationship dimension, it is an accumulation of factors - verbal, nonverbal, of context etc., it is symmetrical and complementary. Thus, communication does not comprise only the mere transmission of information or the circulation of information, but mostly the active involvement in a continuous search of an interlocutor, and sharing mentalities. Communication expresses, therefore, not only a possibility for interconnection of intellects, but also an opportunity for genuine co-participation.

Communication processes are based on phenomena of interaction and are determined by them, involving a mutual influence. It is somehow inappropriate to talk about transmitter and receiver because the two terms of the relationship are actually two speakers that simultaneously transmit and receive the signals. Intentionally or unintentionally, consciously or not, any behaviour has a message value and, as such, has an explicit or implicit purpose.

Communication involves a feedback type of interaction, regarding both explicit information and the intentional adjacent ones or formed while communicating. The mutual aspect of the act of communication is precisely what distinguishes it from information (this refers to the act of revealing and transmitting a message to be received by the recipient). The act of communication is an interactive act in which two speakers simultaneously transmit and receive information. Between them it is interposed the channel of communication which may suffer disruption. For the information to pass through the channel, the message must be translated into a code, signs and rules to combine them, known by the speakers. The repertory, as a set of signs and logical-grammatical rules for using these signs, must be at least partially known. The common code in the communication process is usually the language, with the non-verbal means of expression. To the informational message carried by sound waves or graphic signs it is added an affective message sent through gestures, pantomime, body posture and through the emotional subtext of the speech, all of these appearing in a specific context. The affective dimension of communication is obligatory. Identical or similar attitudes enhance mutual openness, while different attitudes do the opposite thing, the act of communication perfecting and auto generating throughout its development.

Current guidelines emphasize the importance of the speakers' interaction. Although in real time communication seems unidimensional, it refers to a primary

information flow. At the same time a reversed connection (the feedback) is operating, through which the transmitter is permanently informed about the effect it has on the partner of speech: the other's reactions are „read”, and he/she, at his/her turn, „reads” the other one's attitude towards its own reaction; in this way each speaker adapts his/her behaviour, depending on the message they receive. It becomes obvious in this context the importance of observing the elements of concordance / discrepancy between the message sent and received through the verbal and nonverbal channel. Therefore, according to Albert Mehrabian, from the total impact of communication, 7% is verbal, 38% - vocal and 55% is voice is facial [18]. The link between verbal and nonverbal communication is much deeper than it first seems, if we add, for example, the incidence of the context over the nonverbal communication (looking in the eyes of a person in a bus or at a poker table are completely different in each case because of the different contexts, as well as it also has different meanings from one nation to another and from one culture to another).

Frequently, the communication process finds the emergence of some implications of the message which can not be directly attributed to the meaning of the words or to the way they were said, making reference rather to a suggested level than to a clear, direct one; therefore, in the case of communication, the distinction must be operated on a range of three levels: what was said, how it was said and why. The „unsaid” in this context acquires a privileged semiotic status which shows itself when meaning appears behind the words, easily identified on three levels: (1) what the speaker said; (2) what the speaker intended to convey; and (3) what the listener believes that the speaker said. If meaning is not preserved constantly on the three levels, we are dealing with a process of metacommunication.

2. ABOUT COMPETENCE

The idea of competence creates a significant shift from what to how, and it contributes to the achievement of the training process which involves a lengthy effort, and convergent and systematic actions.

Competence (English) it is defined as a person's ability to meet the requirements of a given area. Competences in DEX are treated as abilities to really know a problem and, on this basis, to have the authority to have a voice in a certain matter [7].

I. Jinga and E. Istrati [14] consider that competence means „someone's ability to properly resolve a problem, to take appropriate decisions, to practice a profession with good results”. M. Calin presents the competence as being a „mixture of knowledge, skills, abilities, practices which reveal themselves through facts, being directly useful for achieving the particular context of a situation which calls for solving a problem or a task” [8]. P. Popescu-Neveanu argues that in fact, competence is often described as „an intellectual capacity that has various possibilities of transfer (the ability to communicate, to decide, to detect, to select, to evaluate data, information, relationships), capacity which associates the affective and attitudinal components for motivating the action” [19].

Professional competence is a person's ability to use, combine and transfer theoretical knowledge, practical skills and specific attitudes to perform work activities at the level of quality required in the workplace.

To be competent in an occupation means: to apply technical knowledge, to use specific skills, to analyse and make decisions, to present yourself creative to the given tasks, to work with others as a member of a team, to communicate effectively, to adapt to the specific working environment, to deal with the unexpected.

Professionalization involves focusing on what makes a professionist and not on what he/she is, taking into account that the results of the action have, for evaluation and

development, a bigger significance than the intentions or personal qualities which gave rise to them. Therefore, looking at the manager and at any other professional, solely in terms of personal qualities creates insurmountable difficulties for evaluating the practice, the effects on others, the effectiveness and the quality of the work. This is why in the sociology of professional groups were imposed situational theories („contingency theories”); „the good professional” came to be regarded as the one who masters and puts into practice, in various situations, some „wholes” (of knowledge, attitudes, practices, qualities, skills, etc.), later called „competences”.

In the context of our approach, we start from the definition of competence as a structured whole emerging knowledge and thinking patterns, attitudes, emotional states, values and representations, behaviours, action sets and practices that determine a person’s ability to play certain roles and perform certain specific professional tasks, at a higher level of performance, in different professional situations and contexts [13].

A professional competence or a set of professional competences belong to a person with a very clear status: that is part of a well defined professional group, that has a certain status, also well stated, in an organization and has professional autonomy. Moreover, ownership of real professional competences means the ability to perform certain roles and activities at a performant level and in relation with specific professional standards in different situations. In other words, a professional manager is able to redefine the way of achieving competences, even the roles played, if the situation and / or the context changes. Thus, the professional manager becomes, by definition, a reflective practitioner: he will be able to reflect on the actual conditions of exercising the profession and to identify the best way in which the competences possessed become effective behaviour, situationally adequate.

I. Competences have a triple origin - vocational, formational and experiential: some people may have certain competences (or components of competences - capacities) from vocation, others as a result of a formative process, and others predominantly from experience. Considering this triple origin has certain consequences on the way in which the professional competences training will be designed in general and the communication competences in particular. Thus, vocational testing is essential: without a number of innate abilities there can be no higher practice of any profession. There will be individual training tracks - depending on the skills found in vocational testing, on the knowledge already owned and the experience gained. The „amount” of training and experience will vary depending on the personal qualities („vocation”) required in the specific field and identified through specific means, and on the experience already held or not. Gaining a minimum of experience becomes necessary during the initial training - by „stages of responsibility”, as practiced in many educational systems. Such stages provide a more substantial experiential component.

Specific procedures become necessary to support professional insertion on the job, by monitoring the first year(s) of real experience, obtaining the adequacy of training and skills, identified with the reality of work profile, encouraging the reflection over this practice and over the optimal transfer of competences in real situations.

II. Competences have a triple structure - rational (cognitive); emotional and cultural-attitudinal; actional (behavioral-relational): we can not reduce the competences to entities of reason or to skill sets – because they each comprise feelings, reasons, values, attitudes, representations , behaviours, actional sets - all integrated into a coherent professional conduct. Therefore, formative intervention should address all these components - not only to the increase of knowledge or skills training - and it should

include sequences of „attitudinal adjustment” or of combating stereotypes and prejudices, of motivating and developing empathic qualities, of educating professional deontology etc.

III. Competences are applicable situationally – they are updated differently in different situations; in the process of professionalization, this manner of applying competences has important implications.

IV. The communication competence can be split from all the defining competences of the manager only for teaching purposes or theoretical-investigative work, which, in fact, form a system of competences of the manager. The communication competence is a prerequisite for success in a manager’s career who is not attainable without reaching a level of optimal development of the other components of the system of competences.

This is the part where we consider appropriate the formative intervention over the communication skills of young managers, which, through roleplay-based applications developed in different contexts, can be transformed into genuine communication skills with a remarkable adaptive impact

3. ABOUT ROLE-PLAYING

Modern orientation on professional training involves emphasizing its active and interactive character. The starting point in this applicative approach of the theoretical contents, previously summarised, is represented by the assessment that the interpretation of a foreign or a different role from the current experience of the young manager, its aim being that of learning the unknown social role; of becoming acquainted with its prerogatives; of acknowledging the difficulties of concrete social situations he will face in his future work; of increasing the degree of spontaneity and of social adaptability. The theoretical contents can facilitate the acquisition of those competences (including communicational competence) that create the profile of the „professional manager”.

Role-playing is an active training method based on relations simulation, activities, functions, professions, social status, phenomena, states of affairs, all of these followed by an analysis of the representations, behaviours and attitudes observed during simulation. Participants are likely to become actors of social and professional life. To do so, they train themselves in order to shape their competences, abilities, attitudes, behaviours and beliefs.

Projecting, preparing and using role-playing consist in the following methodical stages: identifying the interpersonal situation that lends itself to simulation by role-playing and corresponds to the aimed objectives; modeling the situation and projecting the instruction scenario; organizing the group; choosing the actors; informing the actors of the role-play’s features and requirements; preparing the role by the actors; studying the instructions; developing the role-play itself; reflecting and debating collectively the interpretations; content analysis and the analysis of the identified behaviours.

Role-playing has both an individual version and a group version. In the first case, the student has to interpret successively a variety of determined roles (manager, teacher, judge, journalist, turner, footballer, etc..) or one single role but in different situations (the role of an office manager, a discussion with subordinates, or in other specific contexts). In the second case, several persons who don’t know each other are put in the situation of relating with each other or several persons are assigned different roles that have to be played in a given situation.

As a formative structure, role-playing has the great advantage of drawing its participants closer to real communication and to the future social-professional activity. In this way, managers will get used to undertaking an analysis; to imagining alternatives for solving a situation that requires effective action; to taking optimal decisions. They will

achieve practical ways for acting in real contexts and form their communication competences. During role-playing participants go through certain operations: observing, analyzing, synthesizing, getting accustomed to general characteristics, attributes and functional relations within the operations, learning types of behaviour adapted to concrete situations of life.

Role-playing has the following objectives: developing the predictive capacity, making the right decisions, acting quickly and appropriately in exceptional circumstances; improves the assessment capacity of the validity of practical solutions; contributes to the formation of the characteristic competences of a good organizer and a good communicator. Role-playing makes the manager a creator, an investigator, an innovator of the situation (situations), where he forms his creative skills, attitudes, beliefs and the desire to present original solutions. The innovative and creative person is given a high status because of the prestige which is seen in his ability to influence others. We want to clearly mention that such a capacity to influence others derives from the competence of communication. This perception strengthens the communication competence by broaching the procedural component of contextual situations (the contextual-dynamical theory of communication situations).

The applicative nature of training activities in role-playing through situational and verbalised behavioral manners strengthens the communicative competence and enhances the understanding of the message. Research has undertaken the formation and the qualitative development of the communication competence by applying the role-play in contexts closer to the reality that the participant will encounter as a future manager. This has as a result a possible integrating scheme at the level of forming the communicative competence, based on operationalising the concept and creating stages of the formative intervention. This is able to clear both theoretically and practically the complexity of communication and the adaptability to the system of the various applications which are part of the training activities.

4. THE COMMUNICATIVE COMPETENCE OF A MANAGER

Research in the last four decades confirms the claim that if one wants to communicate effectively and to hold what in psychosociological terms means communication competence, it is not enough to master aspects of grammar, phonetics, the spelling of a language system, to use a rich vocabulary, but also to be able to produce and elaborate ideas, to initiate a conversation, a dialogue, to convince, to argue and counterargue, to have competences of speech / conversation.

In this context, it is outlined the definition of communicative competence as a series of cognitive, affective, motivational capacities; of linguistic and socio-cultural skills; of verbal relation abilities; of contextual behaviour; all of these interact with personality traits and imply the act of communication from a linguistic, psychosocial and pragmatic perspective.

The term „capacities” refers to knowledge, skills and abilities to communicate, to make decisions, to analyse, to synthesise, to argue, to solve a problem or a task, to assess situations, etc. Skills and opportunities are targeted to achieve certain individual or group goals, skills of encoding and decoding messages. Knowledge and abilities have a certain degree of awareness of the dependencies that are established between those who communicate, either orally, in writing or imagistic. Communication falls into the category of social skills, as a potential means to promote harmonious social and interindividual relations, but it can also be a source of pressure, influence and manipulation. The ability to

communicate requires harmonious blending of the linguistic and social-communicational capacity.

Moreover, communicative competence means knowing the communicational rules and the implementation skills, knowledge being necessary to achieve a competent relationship. While a number of skills can increase one's chance to join a competent relationship [15], their presence is not a guarantee. Even the best and most skillful people in communication have negative relational experiences. Communicational competence means being able to avoid the relational pitfalls and obstacles, to „repair on the way” when avoidance tactics fail. Communication competence requires knowledge of the needs of participants in an interaction which they can implement in order to successfully communicate with each other.

Since communication involves „the exchange of information, of meaning”, communication processes are fundamentally social, based on phenomena of interaction. At the core of the conception of personality as a social construction lies the man's „competence” to see himself in the way others see him. The first step is acquiring the ability to return to self, to auto-observe himself. The second step is the recognition of that competence in others, becoming aware of the self-consciousness of the others. Thus, to make an impression about how we are perceived by others, „the other one” is an essential source of information about oneself.

„Any communication is an interaction” [1]. Communication actors are strongly influenced by their cognitive performance, that is the intellectual competence. In communication, cognitive competence of the speakers will mark the language used, which is nothing but the communication code. Equally, it will also determine the logical organisation and the interpretation of messages. To ensure effective communication, the cognitive performance should be as common as possible. Language and communication are social phenomena as they occur between individuals, they refer to individuals and follow rules and conventions which are the product of a community. Communicators follow the rules of the „communication game” and in doing so they organise their verbal messages according to their assistance.

Adapting the communicative behaviour of each of the two speakers is a permanent operation, with the distinction that the manager's behaviour is conscious and systematically pursued, while the speaker's is mostly spontaneous.

In this method which gives a reflective nature to communication, destined to (self-) training communication competences, the effective communication factors must meet certain conditions. Thus, for the emission factors the following elements are important: relevant content of the messages; well structured and organised information, selected according to the characteristics of the recipients' group and to the affected timing of the exposure time; logical reasoning; grammatically correct and rigorous language; appropriate conceptual level; presentation model: coherence, varied approach strategy, proper to the content and the purpose, switching strategies (inductive, deductive, analogical), affective involvement by expressing interest and concern; stimulating, exciting, entertaining, attractive style of the verbal expression, in order to create a favourable environment of communication; concordance between verbalised expression and body language; empathy, in order to give the desired direction to the informational circulation; sense of tact in communication, in order to prevent distortion: polite way of addressing, but at the same time exciting and stimulating to capture the speaker's attention and the willingness to listen and participate actively in the communication.

The quality of listening is given by all verbal and nonverbal means of communication used by the manager as the initiator of communication. Favourable listening environment which means neither privacy, which would decrease the effects of authority, nor intimidation, which would induce states of denial and hostility, and hurt pride. The manager must seriously engage himself in the act of communication and he must be polite, without excesses of emotion or simulating passion for what he does, because the speaker observes any such artifice and casts doubts not only on what it was said, but on the very authority of the issuer. Physical presence, smart and neat attire, no ostentation, good taste in clothing contribute to a pleasant atmosphere of the communication.

In turn, the good reception of the message is dependent on: the physical and mental state of listeners; the health status, as close to a physical and mental optimum as possible to allow the perception; processing, assimilating and reproducing the information; a certain experience of knowledge, of general and specialized knowledge; a common repository, in order to ensure the best possible concordance between the manager's message and the speaker's own knowledge; a certain degree of consistency between the thinking of the transmitter and the one of the receiver.

The effectiveness of communication depends on a number of technical factors. Thus, the quality of transmission channels of information favours the exchange of messages, prevents distortion and loss of information. Physical environment, hygiene, environmental conditions - light, heat, the absence of disturbing noise - and aesthetic conditions - location, pleasant ambiance etc. - create a high tonus and a bracing atmosphere, good for the act of communication.

In the initiated communication, the message must be correct, must have relevance, strength and intensity, must be persuasive to induce the intended behaviour, must combine appropriately verbal communication with paraverbal and nonverbal communication. The content and the objectives of the message determine the use of certain methods: exposure, heuristic conversation, questioning, etc. To ensure an effective messaging, the communicative tact is important, involving the use of appropriate language, accessible and relevant, nuanced, expressive, designed to attract and maintain attention, to generate interest and provide an agreeable socio-emotional climate. Paraverbal language, as well as the non-verbal one, supports and emphasises the verbal message or, on the contrary, undermines it.

Regarding the capacity of reception, the first impression is that it relates only the receiver. However, taking into account the bilateral nature of communication, the simultaneity and the alternating roles of the transmitter and the receiver, the reception capacity is important for both of the two speakers. The effectiveness of the message reception depends for both the manager and the speaker on the ability to perceive and listen. This is highlighted by the activism of listening and by knowing how to listen.

Of particular importance in the specific activity is the empathic ability of the manager. Being empathic is a prerequisite to optimize relationships with the speakers and represents a condition of effective communication. The manager's empathy is a spontaneous and rapid method to get into the speaker's mood. „Understanding the intentions, the feelings and the thinking of others, obviously as much as it is permitted by this type of knowledge, we can obtain a relatively accurate anticipation of the partner's behaviour, which is extremely important in determining desirable interpersonal relations”; and therefore „we can elaborate our own strategy of behaviour” towards them [16]. What is important is that the manager should evaluate the speaker and know how he feels or

thinks, he should put himself in the speaker's situation and, through effective communication, create appropriate conditions for influencing him. It is necessary that the manager knows well the speaker, and that he also knows what the speaker thinks of himself, because only by understanding him he can influence him. Like any other ability, the empathic ability is an innate psycho-physiological potential, but it is developed through interpersonal knowledge or through self-directed training, if the person wants it. Sympathetic relations improve or deteriorate the link between agreement and understanding behaviour. Lack of empathic ability determines a subjective interpretation of the reality and leads to undertaking random measures. The empathic competence of a manager is required at all the stages of communication and in all its meanings: from manager to speaker and vice versa.

In conclusion, we summarise the characteristics of the communication competence of a manager:

a) intelligence, as an instrument of knowledge, understanding, invention and success in resolving specific situations;

b) the ability to memorise shown by the rapidity of understanding and storing the information, recognising and selectively reproducing it;

c) communication skills: speaking fluency, vocabulary richness, associative fluency, rapid association of ideas, logical flow of ideas, aesthetic attributes in speech, emotional load, ectosemantic message;

d) logical, systematic and divergent thinking, which enables the analysis of a problem from several angles, to find the most efficient solution;

e) developed sense of observation, curiosity and initiative;

f) constructive imagination that allows him to make from every communication situation a creative act with openness to the daily problems;

g) concentrated attention, but also distributive: communication content, exposure form, appropriate rhythm of speech to the audience and to the reaction at the message presented;

h) diction: clear and correct pronunciation of words, logical accent on the basic ideas and short psychological breaks, in order to highlight the essentials.

5. COMMUNICATION COMPETENCE OF THE MANAGER - OPERATIONALISATION OF THE CONCEPT –

	<i>The elements of competence</i>
1. Analysis of the communication context	...he treats carefully the defining and peculiarity elements of the environment.
	...he creates a pleasant and stimulating atmosphere when communicating, before tackling important issues.
	...he uses well the time for communication, following the elements of introduction, content and conclusion
	... the act of communication has a natural order of development, without artificial interruptions.
2. The conduct of rendering sensitive	...he selects and inserts content elements that arouse the attention and the confidence of the speaker
	...he encourages the speaker to participate in the communication act, appreciating his contribution (...he blocks the other's access to the communication act by adopting a directive and authoritarian conduct)
	...he responds calmly to the speaker's requests in appropriate words (...he responds with aggression and violence, in order to intimidate the

	speaker)
	...he frequently links his interventions to the speaker's replies
3. The conduct of active listening	...he understands the speaker and shows that he does so
	...he pays attention and shows it
	...he uses tactfully periods of silence
	...he replies to the topic / theme of discussion by paraphrasing the content communicated by the speaker
4. The conduct of observation	...he looks into the speaker's eyes
	...he does not allow anything to distract him
	...he watches the nonverbal/paraverbal conduct of the speaker.
	...he adopts appropriate posture and mimicry
5. The conduct of verbal communication	...he does not encounter difficulties in oral communication; he is coherent
	...he approves with him, stimulates and encourages the speaker to pursue his idea
	...he uses arguments for every new idea proposed
	...he has a relaxed, calm and benevolent conduct
6. Formulating and asking questions	...the speaker understands the question
	...the questions are gramatically correct, varied and well targeted
	...he is clear, concise and addresses precise questions
	...he addresses direct questions, straightforwardly
7. Providing feedback - empathic conduct	...he shows that he understand the importance of the subject of discussion for the speaker
	...he shows that he is preoccupied and interested
	...he reformulates the speaker's words
	...he summarises what the speaker said
8. Psychomotric conduct	...he has a proper constitution, a pleasant body with varying mobility, situationally adequate
	...he has an appropriate motric reactivity and has balanced movements
	...he has moderate gestures
	...he coordinates his gestures with the ideas
9. Nonverbal conduct	...he uses a large register of significant gestures of interpretation and substitution
	...he uses voice inflection, variation and nuance in expressive mimic
	...he uses facial expressions in the verbal conduct, and encouraging and tonic gestures
	...he permanently maintains eye-contact with the speaker

6. ROLE-PLAYING AS AN ACTIVE-PARTICIPATORY COMMUNICATION COMPETENCES TRAINING

Role-playing as an active method in training adolescents / adults provides training and integration of communication skills in the specific practical activity of the manager.

Role-playing becomes the ideal tool for probing both the transposition capacity in another's „shoes” and interpersonal relationing capacity. Using the role-play is indicated in the following circumstances: when we want to help future managers to take early possession of roles that will be truly understood only later (role-playing can get them acquainted in advance to the requirements of the role); when we intend to facilitate the understanding that all social roles are equally necessary and important, thereby countering the common widespread view that some roles are superior, and some inferior; when we want the participants to get used to apply all the role prescriptions to their future behaviour

(a manager might be tempted to use only few of the role prescriptions - authoritarian, cold, rigid, dogmatic, impersonal - forgetting that the role involves other behaviour, such as: flexibility, warm behaviour, relational closeness and cooperation); when we want to train the participants' ability to communicate and understand the other persons' views and feelings, to respect them; when we want to develop their capacity of empathy, very necessary for professions that involve „working with people”; finally, when we want to urge the participants to develop the ability to diagnose and especially to solve complicated interrelational problems.

Role-playing contributes to mutual adaptability of the members of the group, improves its social climate, reintegrates in communication feelings and disruptive behaviour; it allows activism, stimulates curiosity and interest in involvement and direct participation; favours anticipated social learning of the roles and the individual or collective effective conduct of the group; it creates a state of effervescence and relaxation among the group; it helps noticing the psychosocial phenomena of great importance in interrelational dynamic practice, phenomena such as influence, adaptability, power, addiction, phenomena underestimated at that time; it sharpens the sense of observation; it allows group members (observers) to construct the roles interpreted by their peers, to compare and to understand each other, to better understand themselves; it prepares them for living in a group; it facilitates interpersonal contacts; finally, the role play offers the possibility to create „very much alive” situations, which can hardly be achieved by another technique; besides its formative valences par excellence, it also has significant therapeutic effects (fixes anxiety or frustration).

7. CONCLUSIONS

Starting from the conclusion of scientific interest which says that it is absolutely necessary to make the agreement between the cognitive-theoretical component and the practical-actional component in professional training in general and that of managers in particular, we continue by highlighting some reasons why we consider the role-play an essential active-formative method:

1. Training takes into account the ulterior actional context, the profile and the domain of the specific activity;
2. Acquisition of operational skills / competences it can be made at maximum level by concrete application of the theoretical-cognitive elements;
3. Possession of communication competences appropriate to the actional context is the key to success in a social climate in which the manager is constantly called upon to adapt to conditions, media and private technology, in concordance with the overall evolution of modern society;
4. Communication skills can be improved, perfected through learning, practice and introspection. At the same time, in order to accelerate the acquisition of specific communication skills of modern management, it is absolutely necessary to expose the young managers or aspirants to this profession to the problematical / practical situations, associated with assisting in coordinating and guiding activities;
5. In practical work, of major importance is the adequacy of paraverbal behaviour;
6. Communication competences are a prerequisite for success in the career of a manager which is not attainable without reaching a level of optimal development of the other components of the communicational system of a manager.

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