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НАВИЧКИ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ МАЙБУТНІХ МЕНЕДЖЕРІВ: ВІД ВИЗНАЧЕННЯ ДО ВИМІРЮВАНИХ РЕЗУЛЬТАТІВ ПІДГОТОВКИ

Анотація. У статті розглянуто проблему визначення і структурування навичок міжкультурної комунікації як вимірюваних результатів професійної підготовки майбутніх менеджерів. Актуальність дослідження зумовлена зростанням культурної, мовної, організаційної та цифрової різноманітності управлінської діяльності. У мультикультурних командах, міжнародних проєктах, віртуальній співпраці та трансграничній діловій взаємодії майбутньому менеджеру недостатньо загальної обізнаності про інші культури або функціонального володіння іноземною мовою. Йому потрібні практичні навички, що дають змогу інтерпретувати культурно зумовлені смисли, адаптувати комунікацію, попереджати непорозуміння, підтримувати інклюзивну взаємодію та ухвалювати етично коректні рішення в ситуаціях комунікативної невизначеності. Мета статті полягає в обґрунтуванні вимірюваної рамки навичок міжкультурної комунікації майбутніх менеджерів на основі сучасних наукових результатів. У дослідженні використано теоретичні методи: аналіз, порівняння, узагальнення, систематизацію та категоризацію наукових джерел з проблем міжкультурної компетентності, культурного інтелекту, емоційного інтелекту, управління мультикультурними командами, інклюзивного лідерства та цифрової міжкультурної взаємодії. У статті уточнено, що навички міжкультурної комунікації доцільно розглядати як прикладний і спостережуваний складник міжкультурної компетентності. Вони виявляються у конкретних управлінських діях: активному слуханні, уточненні смислів, адаптації повідомлень, емоційній саморегуляції, посередництві в комунікативних напруженнях, координації мультикультурної командної роботи та етичному використанні цифрових засобів комунікації. Запропонована рамка охоплює вісім груп навичок: культурну саморефлексію; інтерпретацію культурно зумовлених смислів; адаптивну вербальну й невербальну комунікацію; емоційну саморегуляцію та емпатію; управління міжкультурною взаємодією; попередження конфліктів і посередництво; цифрову міжкультурну комунікацію; інклюзивне управлінське ухвалення рішень. Кожну групу можна описати через спостережувані індикатори й використати для розроблення освітніх компонентів, тренінгових завдань, критеріїв оцінювання та діагностичних інструментів у підготовці менеджерів.

Ключові слова: міжкультурна комунікація; майбутні менеджери; навички міжкультурної комунікації; культурний інтелект; емоційний інтелект; мультикультурні команди; інклюзивне лідерство; підготовка менеджерів; цифрова комунікація; вимірювані результати навчання.

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INTERCULTURAL COMMUNICATION SKILLS OF FUTURE MANAGERS: FROM DEFINITION TO MEASURABLE TRAINING OUTCOMES

Abstract. The article addresses the problem of defining and structuring intercultural communication skills as measurable learning outcomes in the professional training of future managers. The relevance of the study is determined by the growing cultural, linguistic, organizational, and digital diversity of managerial work. In multicultural teams, international projects, virtual cooperation, and cross-border business interactions, a future manager needs more than general cultural awareness or functional foreign-language proficiency. They need practical skills to interpret culturally conditioned meanings, adapt communication, prevent misunderstandings, support inclusive interaction, and make ethically appropriate decisions in uncertain communicative situations. The purpose of the article is to substantiate a measurable framework of intercultural communication skills for future managers on the basis of contemporary scientific research. The study uses theoretical methods: analysis, comparison, generalization, systematization, and categorization of scientific sources on intercultural competence, cultural intelligence, emotional intelligence, multicultural team management, inclusive leadership, and digital intercultural interaction. The article clarifies that intercultural communication skills should be considered an applied, observable component of intercultural competence. They are manifested in specific managerial actions: active listening, clarification of meanings, adaptation of messages, emotional self-regulation, mediation of communicative tensions, coordination of multicultural teamwork, and ethical use of digital communication tools. The proposed framework includes eight groups of skills: cultural self-awareness and reflection; interpretation of culturally conditioned meanings; adaptive verbal and non-verbal communication; emotional self-regulation and empathy; management of intercultural interaction; conflict prevention and mediation; digital intercultural communication; and inclusive managerial decision-making. Each group can be described using observable indicators and used to design educational components, training tasks, assessment criteria, and diagnostic tools in management education.

Keywords: intercultural communication; future managers; intercultural communication skills; cultural intelligence; emotional intelligence; multicultural teams; inclusive leadership; managerial training; digital communication; measurable learning outcomes.

Introduction. Intercultural communication is becoming a normal part of professional activity for future managers as organizations operate through global supply chains, remote teams, and culturally diverse workplaces. Managers must coordinate people whose communicative expectations, hierarchy attitudes, conflict styles, and language resources differ substantially. Studies show that multicultural experience strengthens leadership effectiveness [15], and culture shapes implicit expectations about leadership and cooperation [7]. Thus, intercultural communication skills are directly related to team coordination, trust, decision-making, and inclusive leadership. However, the concept remains insufficiently operationalized. Many studies describe intercultural competence broadly, combining knowledge, traits, empathy, and behavior [13; 20], which is inconvenient for curriculum design. This article treats intercultural communication skills as the practical, observable component of broader competence: what a manager does in interaction (listening, clarifying, adapting, mediating, using digital tools).

Analysis of Recent Studies. Sarwari et al. [20] emphasize that communicative failure affects team performance and strategic decisions. Cross-cultural leadership research shows that the same managerial action may be interpreted differently across cultures [7; 16]. Studies on business lingua franca [7] and multicultural virtual teams [18] highlight the role of multimodal and written communication. Cultural intelligence (cognitive, metacognitive, motivational, behavioral) [13] is linked to cross-cultural adjustment and performance [2; 6; 14]. Emotional intelligence supports cross-cultural competence [14] and job satisfaction [3]. Inclusive leadership [17] and digital leadership [19] require cultural intelligence. Training, collaborative online learning, and simulation can develop these skills [12; 21]. Cultural diversity fosters innovation only when communication standards and trust are in place [22]; global virtual teams depend on formal/informal communication and technology use [11]; digital transformation changes communication patterns [4].

The reviewed studies allow one to formulate an important methodological conclusion. A framework of intercultural communication skills for future managers should not duplicate broad models of intercultural competence. It should translate the results of these models into observable communicative actions that can be described with indicators and assessed through tasks, cases, role-plays, simulations, reflective reports, and analysis of team interaction.

The **purpose** of the article is to theoretically substantiate the essence and structure of intercultural communication skills of future managers and to propose a measurable framework of these skills on the basis of contemporary scientific results. To achieve this purpose, a set of theoretical methods was used. The method of analysis was applied to research on intercultural communication competence, cultural intelligence, emotional intelligence, cross-cultural leadership, multicultural teams, virtual collaboration, inclusive leadership, and digital transformation of work. The method of comparison was used to distinguish broad personal characteristics and value orientations from specific communicative actions that may be developed and assessed in management education.

Methods. The method of generalization enabled the identification of recurring skill domains across studies. The categorization method was used to group these domains into a framework relevant to the preparation of future managers. No empirical study was conducted. The article has a theoretical and generalizing character. The result is a structured framework that may later be empirically tested and adapted for educational programs, training courses, and assessment tools.

Results and Discussion. The analysis of scientific sources provides grounds for defining intercultural communication skills of future managers as a set of acquired and observable abilities that enable ethically appropriate, flexible, and effective managerial interaction with people who differ in cultural, linguistic, social, professional, and digital communication experience.

This definition contains several essential points. First, these skills are acquired. They may be developed through education, training, feedback, reflection, international cooperation, and professional practice [12; 21]. Second, they are observable. A teacher, trainer, or researcher can see whether a future manager clarifies meaning, adapts a message, formulates inclusive rules of cooperation, or de-escalates tension. Third, these skills are managerial. They are not limited to interpersonal politeness. They are connected to people coordination, team processes, leadership, decision-making, conflict management, and organizational communication.

The proposed framework comprises eight interrelated skill groups. They are not isolated elements. In real managerial communication, they work together. For example, a future manager cannot mediate a culturally sensitive conflict without perspective-taking, emotional self-regulation, careful language use, and the ability to agree on rules for further cooperation.

The first group includes cultural-analytical skills. They concern the ability to identify culturally conditioned factors that may influence communication, leadership expectations, team roles, attitudes toward hierarchy, decision-making pace, risk perception, and responsibility distribution. This group is supported by cross-cultural leadership studies, which show that cultural dimensions affect how managerial behavior is interpreted [7; 16]. For assessment, these skills may be measured through case analysis in which the future

manager identifies possible cultural assumptions, formulates alternative explanations of behavior, and avoids reducing a person to a cultural stereotype.

The second group includes perspective-taking and cultural sensitivity skills. They are manifested in the ability to see a situation from another participant's position, recognize different communicative expectations, and treat cultural differences as relevant but not deterministic. This group is consistent with research on cultural sensitivity, empathy, and culturally responsive behavior [1; 8]. In management education, these skills may be assessed through reflective analysis of intercultural incidents, role-play debriefing, or written interpretation of a conflict situation from several stakeholder perspectives.

The third group includes language-mediated meaning construction skills. They involve clear formulation of messages, active listening, paraphrasing, asking clarifying questions, checking mutual understanding, explaining culturally specific concepts, and using multimodal resources when language proficiency differs. Research on English as a business lingua franca and on multicultural virtual teams shows that language diversity requires deliberate communication strategies and careful media choice [9; 18]. These skills can be measured through simulations of meetings, analysis of email exchanges, oral presentations to multilingual audiences, and tasks that require reformulating complex managerial instructions into clear, inclusive language.

The fourth group includes emotional-regulatory skills. They enable the future manager to maintain communication in the face of uncertainty, discomfort, disagreement, or ambiguity. This group includes emotional self-awareness, self-regulation, recognition of emotional cues, tolerance of uncertainty, and the ability to avoid immediate evaluative judgments. Emotional intelligence is empirically linked with cultural intelligence, job satisfaction, and cross-cultural adjustment [3; 14]. Assessment may include observation of behavior during stressful role-plays, self-reflective reports, peer feedback, and analysis of the manager's response to ambiguous or emotionally tense intercultural situations.

The fifth group includes adaptive behavioral skills. They refer to the ability to modify communication style, degree of directness, feedback format, meeting structure, decision-making procedure, and non-verbal behavior without losing professional clarity or ethical consistency. Cultural intelligence research emphasizes behavioral adaptation as a core component of effective intercultural interaction [6; 13]. For future managers, this skill can be assessed through cases that require them to choose and justify an appropriate communication strategy for different team configurations.

The sixth group includes conflict-mediation skills. They include identifying sources of misunderstanding, separating cultural assumptions from personal accusations, reformulating positions, creating conditions for dialogue, and supporting constructive resolution of communication tensions. Studies on team conflict and boundary spanning show that culturally intelligent actors make more contextually appropriate decisions and can reduce destructive tensions between partners or team members [10; 24]. These skills may be assessed through mediation simulations, negotiation tasks, and rubrics that evaluate neutrality, clarity, de-escalation, and agreement building.

The seventh group includes inclusive team leadership skills. They concern the ability to organize cooperation in multicultural teams so that participants have fair access to information, voice, feedback, and decision-making. This group is grounded in research on inclusive leadership and multicultural team performance [11; 17; 23]. It is especially important for future managers because cultural diversity becomes productive only when communication rules are transparent, participation is supported, and trust is deliberately built. Assessment may include team project observation, peer evaluation, leadership reflection, and analysis of how the future manager distributes speaking time, tasks, and feedback.

The eighth group includes digital intercultural communication skills. They are needed because managerial interaction increasingly occurs through video meetings, shared documents, messaging platforms, email, project management systems, and AI-supported communication tools. Digital transformation changes the rhythm and visibility of interaction, while language asymmetries and reduced non-verbal cues increase the risk of misunderstanding [4; 5; 19]. These skills include choosing appropriate channels, writing clear asynchronous messages, supporting multilingual participation, using translation tools ethically, preventing exclusion in digital discussions, and critically evaluating AI-mediated communication [5]. Assessment may include analyzing virtual meeting protocols, designing communication rules for distributed teams, and evaluating written messages for clarity and inclusiveness.

The framework also prevents two common reductions. The first reduction is to equate intercultural communication with foreign language proficiency. Language proficiency is important, but it does not automatically ensure perspective taking, emotional self-regulation, inclusive leadership, or conflict mediation. The second reduction is to equate intercultural communication with knowledge about traditions or national traits. Such knowledge may be useful, but it can become risky if it supports stereotyping. For managers, the central ability is not to classify people by culture, but to build shared meaning, clarify expectations, and organize fair cooperation.

For future managers, the framework's measurability is essential. Management education can include many forms of assessment: case studies, meeting simulations, analysis of written communication, mediation tasks, reflective journals, peer feedback, virtual team projects, and rubrics for inclusive leadership. In this sense, the proposed structure connects theoretical research with curriculum design and assessment practice.

Conclusions. The article theoretically generalizes the essence and structure of intercultural communication skills of future managers. It has been shown that these skills should be treated as the practical, observable, and assessable component of broader intercultural competence. Intercultural competence includes knowledge, attitudes, motivation, values, personal qualities, and experience. Intercultural communication skills are narrower and more operational: they are expressed in concrete communicative and managerial actions.

The proposed framework shifts the focus from a general list of desirable personal characteristics to a structure for use in management education. It includes eight groups of skills: cultural-analytical, perspective-taking and cultural sensitivity, language-mediated meaning construction, emotional-regulatory, adaptive behavioral, conflict-mediation, inclusive team leadership, and digital intercultural communication skills. These groups reflect the main requirements identified in contemporary studies on cultural intelligence, emotional intelligence, cross-cultural leadership, multicultural teams, virtual cooperation, inclusive management, and digital transformation.

The practical value of the framework lies in its ability to be measured. For each group, observable indicators and assessment tasks can be defined. This enables the development of rubrics, diagnostic questionnaires, role-play tasks, case studies, reflective assignments, and team project assessment tools. The framework can also support the design of educational components for future managers, including courses on cross-cultural management, business communication, leadership, human resource management, international cooperation, and digital teamwork.

Further research should focus on empirically validating the proposed framework. It is necessary to test whether the eight groups form a stable structure, how they develop during management education, and which educational interventions are most effective. Special attention should be given to virtual and hybrid teams, the ethical use of AI-supported communication, and the relationship between intercultural communication skills and measurable managerial outcomes, such as trust, team engagement, knowledge sharing, conflict resolution, and the quality of decision-making.

Conflict of Interest. The authors confirm the absence of financial, personal, or other interests that could be considered potential conflicts of interest regarding the publication of this article.

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Use of Artificial Intelligence. During manuscript preparation, AI (Grammarly) was used as an auxiliary tool for the technical review of selected author-written text fragments at the levels of grammar, spelling, and punctuation. The AI tool was not used to generate the substantive parts of the article, including the aim, methodology, results, discussion, conclusions, or references. All language corrections suggested by the AI tool were verified by comparing them with the original text and by checking terminology, content accuracy, and consistency with the cited sources. The use of AI did not affect the research results, their interpretation, or the conclusions.

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