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SPECIFIC FEATURES OF DEVELOPING MANAGERIAL COMPETENCIES AMONG HEALTHCARE PROFESSIONALS

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Purpose: to examine the features of developing managerial competencies in healthcare institution managers, taking into account the specific characteristics of healthcare reform and its projected impact on human social life.

Materials and Methods: to achieve the objective of the study, methods of analysis, synthesis, and generalization were applied.

Results: It was established that systemic changes in the healthcare sector require the implementation of a modern management framework and the formation of a new generation of leadership personnel. The professional competence of a healthcare manager comprises a set of key, basic, and specialized competencies. The specific features of managerial competence in healthcare leadership are determined by the unique characteristics of the sector, as well as the nature and content of the work. Healthcare managers must possess not only a high level of medical knowledge but also be proficient in areas such as financing, insurance, strategic planning, and administration. They must be capable of making complex decisions, ensuring their implementation, and organizing the purposeful activities of their institutions.

Currently, Ukraine is experiencing a significant shortage of healthcare administrators who are able to make responsible, independent, and effective strategic decisions. This underscores the urgent need to develop an effective system for training healthcare managers and establishing a high-quality educational foundation that integrates the best international practices with the realities of the Ukrainian healthcare system. A student-centered approach and the use of interactive teaching methods—such as training workshops and case studies—may serve as a viable direction for addressing the challenge of developing managerial skills in the healthcare sector.

KEY WORDS: development of managerial competencies; key; basic; and specialized competencies; interactive teaching methods; training workshops; case studies.

Introduction. Systemic changes in the healthcare sector require the implementation of a modern management concept and the development of a new generation of leadership personnel. The management of medical institutions is associated with a range of social challenges, including enhancing the prestige of medical professionals, motivating their work, fostering a culture of teamwork, and promoting the professional growth of healthcare specialists.

Effective management is one of the key priorities and a critical factor in the economic success of any organization. It creates a favorable environment for unlocking the potential and professional capabilities of staff. Medical managers must acquire knowledge and skills that extend beyond traditional medical education. These competencies will serve as effective tools in their future professional activities for addressing complex tasks and challenges in the field of public administration and governance. The knowledge and skills that medical managers must possess today and in the future can be defined as managerial competence

Purpose: to examine the specific features of developing managerial competencies in

healthcare facility managers, taking into account the characteristics of medical reform and its projected impact on the social life of individuals.

Materials and methods: to achieve the objective of the study, methods of analysis and synthesis were used, along with the method of generalization.

Research results and discussion: In contemporary domestic science, the professional competence of a physician-manager is defined as a complex, stable, multi-level structure of psychological traits that is formed through the integration of experience, theoretical knowledge, and practical skills important for a leader. It is an integrative quality of a manager who demonstrates readiness for effective professional activity.

Professional competence in healthcare management is a combination of key, basic, and specialized competencies. Key competencies are essential for any professional activity and are associated with an individual's success in today's conditions and realities of life. Currently, key competencies are gaining particular importance. They are primarily reflected in the ability to solve professional tasks through the use of information,

communication (including in a foreign language), and knowledge of the socio-legal foundations of personal behavior in a civilized society [2]. Key competence is demonstrated not only in the resolution of narrowly professional tasks but also in how a specialist perceives, evaluates, and understands the world beyond their profession.

Basic competencies reflect the specifics of a particular type of professional activity. Specialized competencies reflect the specifics of a particular professional field. Specialized competencies can be considered as the practical application of key and basic competencies within a specific professional domain. All three types of competencies are interrelated and develop simultaneously. Basic managerial skills include acquiring general management competencies and understanding the organizational structure of an institution. Training healthcare professionals in the basic principles and essential practical skills of effective management is currently regarded as one of the most important steps in the process of healthcare system reform.

As A. Aleksyuk notes, competencies are generalized modes of action that ensure the productive performance of professional activities [1].

Most definitions of competencies found in academic discourse refer either to universal attributes (e.g., literacy) or to competencies as individual abilities manifested in a work context. A competency is an expression of a person's general readiness and ability to perform certain actions. Therefore, a distinction should be made between competency and skill: a skill refers to an action in a specific situation, whereas a competency reflects a broader readiness and capacity to act. The connection between the concepts lies in the idea that competence is "skills in action" [8].

The presence of a set of competencies in an individual forms competence, which can be understood as the ability to establish connections between knowledge, skills, and specific situations—or more broadly, as the capacity for successful activity in social, economic, and cultural contexts.

Alongside the term "competency" (competencies), the term "competence" (competences) is also used in the literature. Contextual analysis shows that in some cases, the terms are used synonymously to refer to the components of competence. In other cases, competence refers to specific domains – such as professional, managerial, communicative, personal, or social competence – highlighting different types of competencies. The specific characteristics of managerial competence in healthcare leaders are determined by the unique nature of the healthcare sector, as well as by the character and content of the work involved.

Amid active reforms in the sector, the development of the medical services market, and advances in

science and technology, the nature and scope of work for healthcare professionals are changing. These changes pose new challenges for medical facility managers, requiring improvements in organizational culture and management quality, as well as the most effective use of an institution's human resources.

Fulfilling managerial duties brings about certain transformations in the activities of medical professionals and in the structure of their competency profile. As V. Brych rightly emphasizes in his monograph, healthcare institution managers must not only possess a high level of medical expertise, but also be well-versed in areas such as financing, insurance, strategic planning, and management. They must be capable of making complex decisions, ensuring their implementation, and organizing the institution's operations in a purposeful and efficient manner [3].

Leadership is defined not only by the ability to set a clear direction for the team but also by the ability to motivate and inspire positive change. A healthcare manager must be an empathetic leader, capable of demonstrating understanding and providing support.

It is difficult to imagine an effective manager without well-developed communication skills. Effective communication is the foundation of successful leadership. A manager must be able to express ideas clearly and convincingly, as well as listen to the thoughts and beliefs of others. The ability to adapt communication style to different audiences and situations is key to achieving mutual understanding and building effective working relationships.

One of the most important components of managerial competence is strategic thinking. The ability to see not only the current tasks but also the bigger picture is a crucial part of managerial competence. A manager must not only understand how different tasks are interconnected but also see the long-term perspective for solving them. To do this, they must be able to analyze situations, make well-grounded decisions, and effectively coordinate the team's efforts to achieve planned outcomes.

Currently, Ukraine is experiencing a severe shortage of healthcare administrators capable of making responsible, independent, and effective strategic decisions. Therefore, the issue of building an effective system for training healthcare managers remains highly relevant. The most important prerequisite for this is the creation of a high-quality educational foundation, taking into account the best practices of leading countries and the realities of the Ukrainian healthcare system [4].

At present, there is a lack of experience in Ukraine in applying innovative approaches to managerial education in healthcare. According to researchers [5], an essential aspect of purposefully developing managerial qualities is the use of active learning technologies (such as case studies, problem-based learning, and project-oriented

approaches), as well as the alignment of learning objectives with the training format.

A prominent role among interactive learning technologies is held by training workshops. The value of educational training lies primarily in providing students with the opportunity to test their knowledge and skills in quasi-professional situations, thereby constructing an optimal model of professional activity in their consciousness. Overall, the use of training workshops in the preparation of future healthcare managers is aimed at changing attitudes and behaviors through group interaction, where the group acts as a kind of mirror, allowing individuals to see themselves through the eyes of others.

The reproduction of such interaction patterns in future professional activities becomes possible through simulated role-play scenarios that model optimal interpersonal communication. Therefore, didactic games are an important method within training programs. Student participation in quasi-professional roles during didactic games aims to: develop communication skills and direct interpersonal interaction abilities, engage learners actively in the educational process, motivate the acquisition of professional experience due to the practical orientation toward forming social competence, shift attitudes by allowing students to identify optimal and erroneous actions through practice, provide direct presentation of learning material in a simulated professional context, albeit in a game format, visually demonstrate the application of theoretical knowledge in practical professional interactions, and foster behavioral flexibility, among other outcomes.

A particularly important and significantly more effective method compared to traditional teaching approaches in healthcare management training is the case study method [6]. Working on a case enables students to develop analytical, creative, and communication skills, practice persuading others of the correctness of their proposed solutions, engage in debates, or, conversely, listen to and accept the rational viewpoints of their peers.

For the development of managerial competencies in professional fields, the most valuable type is the analytical case study. These cases emphasize the underlying causes of events or phenomena, helping managers learn how to analyze occurrences or human actions and identify their root causes for timely intervention. Problem-solving cases enable students to develop competencies in addressing

situations typical of management practice, basing their decisions on management theory rather than empirical experience. Descriptive cases can be used to illustrate specific theoretical aspects, linking them to practice and emphasizing the importance of their application in everyday professional activities.

A well-constructed case should contain implicit pathways to correct solutions and describe the details and nuances of the situation, thus encouraging students to engage actively. On the other hand, the case study method fosters a comprehensive approach to acquiring new knowledge and skills. This method activates previously acquired theoretical knowledge, including earlier material, reflecting the complexity and multidimensional nature of decision-making in healthcare institutions.

According to literary sources [8], the more realistic, emotionally engaging, and persuasive a case study is, the more it encourages students to make responsible decisions within an organization, to step into the role of a leader, and to approach the "real" situation with creativity and analytical thinking. In teaching management disciplines, the primary focus of a case study is the need to make a decision based on the narrative presented. Therefore, at the heart of the case should be an engaging and healthcare-relevant story, a dilemma or conflict that captures the learners' attention and, through its emotional impact, motivates them to find a solution, develop an effective response, or create a step-by-step action plan [8].

Conclusions. In the new social and economic conditions, there is a growing understanding that ongoing reforms in the healthcare sector are impossible without the development and transformation of management. Only a highly educated healthcare organization leader is a true asset to the healthcare system. Such a leader must be a healthcare manager competent in financing, insurance, strategic planning, and management; capable of making complex decisions, ensuring their implementation, and organizing the purposeful activities of the institution. One of the ways to address the issue of developing managerial skills among healthcare specialists may be a student-centered approach and the use of interactive teaching methods, including training workshops, case studies, and others.

The prospects for further research lie in the development of methodological materials aimed at the purposeful formation of professional training for future healthcare managers.

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ОСОБЛИВОСТІ ФОРМУВАННЯ УПРАВЛІНСЬКИХ КОМПЕТЕНТНОСТЕЙ ФАХІВЦІВ У СФЕРІ ОХОРОНИ ЗДОРОВ'Я

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Мета: вивчити особливості формування управлінських компетентностей менеджера медичних закладів з урахуванням особливостей медичної реформи, її прогнозованого впливу на соціальне життя людини.

Матеріали та методи. Для досягнення мети дослідження використано метод аналізу та синтезу, а також метод узагальнення.

Результати. Установлено, що системні зміни в галузі охорони здоров'я вимагають упровадження сучасної концепції управління і формування нової генерації керівних кадрів. Професійна компетентність управління в галузі охорони здоров'я є сукупністю ключової, базової і спеціальної компетентностей. Специфічні особливості управлінської компетентності керівників галузі охорони здоров'я зумовлені специфікою галузі, характером та змістом праці. Вони повинні не лише володіти високим рівнем медичних знань, а й орієнтуватися в питаннях фінансування, страхування, стратегічного планування й управління, уміти ухвалювати комплексні рішення та здійснювати контроль за їх виконанням, організовувати цілеспрямовану діяльність закладу. Нині в Україні гостра нестача фахівців-організаторів у сфері охорони здоров'я, які вміють ухвалювати відповідальні, самостійні й ефективні рішення стратегічного характеру актуалізує проблему побудови ефективної системи підготовки менеджерів у галузі охорони здоров'я і створення якісної освітньої бази з урахуванням найкращих здобутків провідних країн світу та реалій української системи охорони здоров'я. Одним із напрямів вирішення проблеми формування управлінських навичок у сфері охорони здоров'я може слугувати підхід, орієнтований на студента, та інтерактивні методи навчання, зокрема навчальні тренінги, кейсстаді та ін.

КЛЮЧОВІ СЛОВА: формування управлінських компетентностей; ключова; базова і спеціальна компетентності; інтерактивні методи навчання; навчальні тренінги; кейсстаді.

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