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ECONOMIC, PSYCHOLOGICAL AND PEDAGOGICAL PRECONDITIONS OF IMPLEMENTATION OF RESULT-BASED MANAGEMENT

Abstract. The purpose of this article is to analyze the economic, psychological and pedagogical aspects of the implementation of results-based management in the activities of vocational and professional pre-higher education institutions.

The practical significance of the article is that the effects of implementing a results-based management in the activities of vocational and professional pre-higher education institutions have been established; it has been supplemented the classic model of managerial competency of the head of such institutions with the specific competencies necessary for the implementation of this management paradigm; it has been developed and tested results-based management technology that incorporates components of strategic and operational management of institutions using specific tools; the principles of development of managerial competence of heads of institutions of vocational and professional pre-higher education which are necessary for the implementation of results-based management are defined; economic preconditions of implementation of results-based management has been defined; psychological factors of implementation of this management paradigm have been determined, in particular, the level of respondents' readiness to implement the results-based management paradigm in daily professional activity and possible obstacles to this; recommendations on the effective implementation of the innovative management paradigm, taking into account the specificities of institutions of vocational and professional pre-higher education, are developed.

It was determined economic preconditions which affect institutions of vocational and professional pre-higher education: reduction of internal markets for raw materials, products, services, reducing the investment attractiveness of regions, rupture of cooperation ties with other regions of the country, reorientation of the specialization of the economy due to the loss of part of the country's territories, increase in the share of the country's GDP in agriculture, forestry, fisheries, public administration and defense, mining and quarrying, reduction of production with high added value, reduction of mining industries in the country's total GDP, disparities in labor supply and demand - curtailment of labor applications in the field of production with deep processing of raw materials, growth of the informal segment of the economy.

It is determined that the most complementary to modern challenges of the external environment and transformed management functions of the heads of institutions of vocational and professional pre-higher education is the results-based management paradigm. The effects of its implementation in the activity of the institution of vocational and professional pre-higher education were established: ensuring the organizational capacity of the institution, its ability to accomplish the mission and maintain sustainable functioning in the long term prospective; increase of personal efficiency of employees of the institution; effective performance of tasks in conditions of optimal use of resources; development of a specific corporate culture of the institution (which will also affect its students, which in the future will allow them to adapt in the business environment); opportunity to carry out project-based activities (from project idea and concept to ensuring financial and organizational project management).

It has been supplemented the classic model of managerial competency of the head of such institutions with the specific competencies necessary for the implementation of results-based management paradigm: knowledge of the content, principles, methods and means of results-based management; experience in applying managerial skills in organizing people's activities to achieve the operational and strategic goals of the institution; experience in the use of project-based management instruments; ability to use specific software tools to implement results-based management paradigm.

It has been developed and tested results-based management technology that incorporates components of strategic and operational management of institutions using specific tools (SWOT analysis, PEST analysis, benchmarking, Road Map, As is-and to be, strategic and foresight sessions, SMART, Mind Map, RBM, KPIs, ABC analysis, Pareto principle, Eisenhower matrix, delegation algorithm, work day photography, etc.).

The principles of development of managerial competence of the heads of institutions of vocational and professional pre-higher education for realization of results-based management paradigm have been defined: systematic, scientific, value orientation, contextuality, self-development, polyfunctionality, continuity, diversification, integration, efficiency.

The use of the expert evaluation method (conducted through a structured interview method) allowed to identify psychological factors for the implementation of results-based management, in particular, the level of respondents' readiness to use this management paradigm in their daily professional activities and the possible obstacles to this. It has been found that there is a likelihood of psychological resistance and the personal limitations of executives in implementing results-based management paradigm.

Recommendations for effective implementation of results-based management have been developed, taking into account the peculiarities of institutions of vocational and professional pre-higher education in the context of: design the content of the development of managerial competence of the heads of these institutions, increasing the level of motivation of participants in the program of development of managerial competence, the application of the of specific principles of management competence development, avoidance of possible psychological barriers to implementation of results-based management paradigm in daily professional activities.

Keywords: results-based management, managerial competence, readiness to implementation of innovations, psychological barriers, higher and pre-higher education, vocational education.

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ЕКОНОМІЧНІ ТА ПСИХОЛОГО-ПЕДАГОГІЧНІ ДЕТЕРМІНАНТИ ВПРОВАДЖЕННЯ ОРІЄНТОВАНОГО НА РЕЗУЛЬТАТ УПРАВЛІННЯ

Анотація. Метою статті є аналіз економічних та психолого-педагогічних чинників впровадження орієнтованого на результат управління (results-based management) у діяльність закладів професійної та фахової передвищої освіти.

Практичне значення статті полягає в тому, що встановлено ефекти від впровадження орієнтованого на результат управління в діяльність закладів професійної і фахової передвищої освіти; доповнено класичну модель управлінської компетентності керівника закладу специфічними компетентностями, необхідними для реалізації цієї управлінської парадигми; розроблено й апробовано технологію орієнтованого на результат управління, яка включає компоненти стратегічного й операційного управління закладами з використанням специфічних інструментів; визначено принципи розвитку управлінської компетентності керівників закладів професійної та фахової передвищої освіти, потрібних для реалізації орієнтованого на результат управління; визначено економічні передумови впровадження орієнтованого на результат управління; визначено психологічні чинники впровадження зазначеної управлінської парадигми, зокрема рівень готовності респондентів до використання орієнтованого на результат управління у щоденній професійній діяльності та можливі перешкоди щодо цього; запропоновано рекомендації щодо ефективного впровадження інноваційної управлінської парадигми з урахуванням особливостей закладів професійної та фахової передвищої освіти.

Виокремлено економічні передумови впровадження орієнтованого на результат управління у закладах професійної та фахової передвищої освіти: звуження ринків збуту сировини, продукції, послуг; зниження інвестиційної привабливості регіонів; розрив коопераційних зв'язків з іншими регіонами країни; переорієнтування спеціалізації економіки внаслідок втрати частини територій країни; зростання частки у ВВП країни за сільським, лісовим, рибним господарством, державним управлінням й обороною, добувною промисловістю й розроблення кар'єрів; скорочення виробництва з високою доданою вартістю, зокрема скорочення частки виробництва харчових продуктів, напоїв і тютюнових виробів, продукції машинобудування; зменшення обсягів видобувної промисловості в загальному ВВП країни; скорочення обсягу обороту торгівлі; скорочення кількості економічно активного населення; диспропорції у попиту і пропозиції праці, згортання прикладання праці в сфері виробництва продукції з глибоким переробленням сировини та матеріалів; зростання неформального сегменту економіки. Ці передумови актуалізують необхідність гнучкого реагування закладів освіти на змінні умови ринків, що, у свою чергу, актуалізує доцільність запровадження нових управлінських моделей.

Визначено, що найбільш компліментарною сучасним викликам зовнішнього середовища і трансформованим управлінським функціям керівників закладів професійної і фахової передвищої освіти є парадигма орієнтованого на результат управління (results-based management). Установлено ефекти від її впровадження в діяльність закладів професійної і фахової передвищої освіти: забезпечення організаційної спроможності закладів, їхньої здатності досягати місії та підтримувати стає функціонування в довгостроковій перспективі; підвищення особистої ефективності працівників закладу; результативне виконання завдань в умовах оптимального використання ресурсів закладу; розбудова специфічної корпоративної культури закладу (яка здійснюватиме вплив також і на його учнів, що у перспективі дасть можливість адаптуватись у бізнес-середовищі); можливість здійснювати проєктну діяльність (від ідеї та концепції проєкту до забезпечення фінансового та організаційного управління проєктами).

Доповнено класичну модель управлінської компетентності керівника закладу професійної і фахової передвищої освіти специфічними компетентностями, необхідними для реалізації орієнтованого на результат управління: знання змісту, принципів, методів і засобів орієнтованого на результат управління; досвід застосування управлінських умінь організації діяльності людей для досягнення операційних і стратегічних цілей закладу; досвід використання елементів проєктного менеджменту; уміння використовувати специфічні програмні засоби для здійснення орієнтованого на результат управління.

Розроблено й апробовано технологію орієнтованого на результат управління, яка включає компоненти стратегічного й операційного управління закладами професійної і фахової передвищої освіти з використанням специфічних інструментів (SWOT-аналіз, PEST-аналіз, бенчмаркінг, Road Map, As is-as to be, стратегічні та форсайтні сесії, SMART, Mind Map, RBM, KPIs, ABC-аналіз, принцип Парето, матриця Ейзенхауера, алгоритм делегування, фотографування робочого дня тощо).

Визначено принципи розвитку управлінської компетентності керівників закладів професійної та фахової передвищої освіти для реалізації орієнтованого на результат управління: системності, науковості, ціннісної зорієнтованості, контекстності, саморозвитку, поліфункціональності, безперервності, диверсифікації, інтеграції, результативності.

У результаті використання методу експертних оцінок (який проводився з допомогою методу структурованого інтерв'ю) визначено психологічні чинники впровадження орієнтованого на результат управління, зокрема рівень готовності респондентів до використання цієї управлінської парадигми у щоденній професійній діяльності та можливі перешкоди щодо цього. З'ясовано, що існує вірогідність психологічного спротиву та особистісних обмежень керівників у впровадженні технології орієнтованого на результат управління.

Запропоновано рекомендації щодо ефективного впровадження орієнтованого на результат управління з урахуванням особливостей закладів професійної та фахової передвищої освіти у розрізі: виокремлення змісту розвитку управлінської компетентності керівників цих закладів, зростання рівня вмотивованості учасників програми розвитку управлінської компетентності, застосування специфічних принципів у процесі підготовки та проведення програми розвитку управлінської компетентності, уникнення можливих психологічних бар'єрів впровадження орієнтованого на результат управління у щоденну професійну діяльність.

Ключові слова: орієнтоване на результат управління, управлінська компетентність, готовність до впровадження інновацій, психологічні бар'єри, фахова передвища освіта, професійна освіта, керівник закладу.

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ЭКОНОМИЧЕСКИЕ И ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ДЕТЕРМИНАНТЫ ВНЕДРЕНИЯ ОРИЕНТИРОВАННОГО НА РЕЗУЛЬТАТ УПРАВЛЕНИЯ

Аннотация. Целью статьи является анализ психолого-педагогических аспектов внедрения ориентированного на результат управления (results-based management) в деятельность учреждений профессионального и профессионального предвысшего образования.

Практическое значение статьи заключается в том, что выявлены эффекты от внедрения ориентированного на результат управления в деятельность учреждений профессионального и профессионального предвысшего образования; дополнена классическая модель управленческой компетентности руководителей таких учреждений специфическими компетенциями, необходимыми для реализации этой управленческой парадигмы; разработана и апробирована технология ориентированного на результат управления, которая включает компоненты стратегического и операционного управления учреждениями с использованием специфических инструментов; определены принципы развития управленческой компетентности руководителей учреждений профессионального и профессионального предвысшего образования, необходимые для реализации ориентированного на результат управления; выявлены экономические предпосылки внедрения ориентированного на результат управления; определены психологические факторы внедрения указанной управленческой парадигмы, в частности, уровень готовности респондентов к использованию ориентированного на результат управления в ежедневной профессиональной деятельности и возможные препятствия в этом; предложены рекомендации по эффективному внедрению инновационной парадигмы с учетом особенностей учреждений профессионального и профессионального предвысшего образования.

Ключевые слова: ориентированное на результат управления, управленческая компетентность, готовность к внедрению инноваций, психологические барьеры, профессиональное и профессиональное предвысшее образование, руководитель учреждения.

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Introduction. The current situation in the education system in Ukraine (in particular in the vocational and professional pre-higher education subsystems) is characterized by a number of challenges, in particular:

- the challenges facing the educational system as a whole (decentralization of management and modernization of the mechanism of financing the system of vocational education at the national and regional levels, the need to optimize the network and create new types of vocational institutions, ensure their autonomy, the development of a system of professional qualifications, the introduction of incentives for employers to participate in the educational process, the introduction of a dual form of education, the need to ensure the attractiveness of vocational and professional pre-higher education);

- the challenges facing vocational and professional pre-higher education institutions (the need to ensure the long-term strategic development of the institution, the need to design the content of education on a competence basis, the introduction of internal and external quality assurance system, the need to modernize the educational environment, the need to be complementary to external environment, in particular the labor market).

At the same time, in a market environment, new tasks emerge, the solution of which contributes to the achievement of the goals and objectives of these institutions: monitoring the labor market and the educational services market, analysis of educational preferences and consumer needs (which allows planning the training of skilled workers and junior specialists and development of custom-based educational programs); development of public-private partnership (which ensures close cooperation of the institution with local authorities, contracting authorities, other interested institutions, aimed at reconciling and realizing the interests of all participants of this process in the provision of quality educational services); meeting the needs of the regional labor market in skilled personnel aimed at shaping the educational needs of consumers (promotes the achievement of correspondence between the opportunities of the institution, the consumers' aspirations for obtaining high quality educational services and labor market needs).

In such conditions, it is necessary to radically change the approaches to the management of institutions of vocational and professional pre-higher education, which actualizes the need for the transition to a new management paradigm, which is characterized by such features as flexibility, variability, efficiency. In our view, such a management paradigm may be results-based management.

Analysis of research and problem statement. During the last decade, various aspects of the management of educational institutions have been considered in the works of Ukrainian and foreign scientists, in particular: the general theory of management of educational institutions of different levels was developed by V. Bondar, L. Danilenko, G. Yelnikova, Y. Konarzhevsky, Y. Malyhina, V. Maslorev, V. Maslorev, V. Maslov, N. Ostroverkhova, M. Potashnik, M. Suntsov, G. Fedorov and others; works of B. Gershunsky, G. Dmitrenko, L. Karamushka, V. Kolpakov, V. Maslov, V. Melnik, N. Ostroverkhova, O. Pometun, O. Rodionov, P. Tretyakov, L. were devoted to the issues of strategic management of higher education institutions; models of management of vocational education institutions were presented in the studies of N. Nichkalo, V. Radkevich, O. Borodiyenko, V. Svistun, L. Petrenko. Considerable attention has been paid to the research of innovative problems in management of vocational institution, especially using ICT, in the works of foreign researchers (M. Connolly, C. James, M. Fertig, J. Saphier, M. Haley, R. Gower, S. Feeney, E. Moravcik, S. Nolte, B. Liebovich, C. Marsh, G. Willis, L. Levine, A. Searles, N. Rafiei, F. Davari, F. Hamidi, M. Meshkat). However, despite the existing developments, there is still no scientific development on the psychological and pedagogical aspects of the implementation of results-based management in the activities of institutions of vocational and professional pre-higher education.

Thus, the purpose of this article is to analyze the psychological and pedagogical aspects of the implementation of results-based management in the activities of vocational and professional pre-higher education institutions.

Research results. The effectiveness of the management of the institution of vocational and professional pre-higher education is determined by the degree of realization:

- the strategy of the institution, its tactical and strategic goals, which is assured by such indicators as share in the regional market of educational services, diversification of activity, demand from consumers;

- development of unique competitive advantages of an institution, creation of a positive image, characterized by the degree of its recognition by consumers, the presence of such elements of uniqueness as a brand, logo, idea of image, corporate identity, image principles of activity etc.;
- cohesion of the pedagogical staff from the standpoint of their perception of the values of the institution, which is determined by the methods of psychological and sociological research, the calculation of indicators of cohesion in the team, the quality of moral and psychological climate and awareness of pedagogical staff on the stated mission and values of the educational institution;
- simplifying the management of the internal environment by: initiating processes of self-organization and self-management; storage, accumulation, updating and broadcasting of standards of behavior; development a sense of confidence and belonging to the team, desire to work for the interests of the institution; the combination of the efforts of teaching staff to solve the problems of the institution [1; 4; 7—10].

The results of the analysis made it possible to single out the economic preconditions for the introduction of results-based management into the operational and strategic flow of vocational and professional pre-higher education institutions. They were: reduction of internal markets for raw materials, products, services; reducing the investment attractiveness of regions; rupture of cooperation ties with other regions of the country; reorientation of the specialization of the economy due to the loss of part of the country's territories (in particular, the loss of mainly industrial regions led to the strengthening of agricultural specialization in Luhansk and Donetsk oblasts); there was an increase in the share of the country's GDP in agriculture, forestry, fisheries, public administration and defense, mining and quarrying; reduction of production with high added value, in particular reduction of the share of production of food, beverages and tobacco products, engineering products; reduction of mining industries in the country's total GDP; reduction of trade turnover; reduction of the economically active population; disparities in labor supply and demand: curtailment of labor applications in the field of production with deep processing of raw materials; growth of the informal segment of the economy [5]. These preconditions highlight the need for flexible response of educational institutions to changing market conditions, which in turn highlights the need for new management models.

Therefore, performance management of an educational institution is a management system that is a complex of processes and tools: setting goals (from the strategic goals of the institution and to the individual goals of employees); setting criteria for evaluating the performance of the institution's employees; development of model of competencies of the head of the institution and its employees; control over the results of tasks fulfillment, constant monitoring; evaluating the performance of staff; planning of motivational events in accordance with the results of employees' work; employee career planning. Such a new paradigm for managing the development of an institution is focused on the process of development, organization, ordering of subject-subject relations through coordination of positions and actions of leading pedagogical staff, and the product of management activity is a well-grounded strategy of development of the institution as a necessary condition for its competitiveness, ensuring the goals of the development of competitive skilled workers, the personal and professional development of students [6].

In our opinion, the most complementary to the contemporary challenges of the external environment and the transformed management functions of heads (principals) of vocational and professional pre-higher institutions is the results-based management (RBM) paradigm. The results of the analysis of the content of the concept of «results-based management» made it possible to distinguish its essential features: assurance (RBM is a management strategy that contributes to the guaranteed achievement of the planned results); the complexity of the impact (significant impact of both business processes and employees involved in achieving results); objectivity (necessity of decision making on the basis of objective information (evidence-based decision making) obtained as a result of application of situational analysis and formed vision about necessary changes and improvements; systematic (involves identification of the desired state, development of ways of its achievement, constant tracking of progress towards the goals, analysis of interim information and its correction, making the following decisions solely based on the analysis of previously obtained

information); cyclicity (RBM is a cyclical technology that involves the goal-setting process, planning, setting measurable results and performance indicators, systematic monitoring of achieved goals, analyzing and evaluating results as a basis for future decisions), measurability (RBM is a strategic planning and management process based on the results of environment research and setting measures to achieve goals); goals management (includes cascading of organizational goals at the individual level, evaluating the effectiveness of achieving the goals of different levels, constant feedback to improve results) [2; 4; 8; 9; 11—16].

According to the authors, the implementation of results-based management in the activities of vocational and professional pre-higher education institutions will have the following effects: ensuring the organizational capacity of the institution — that is, its ability to accomplish missions and maintain sustainable long-term functioning; increase of personal efficiency of employees of the institution; more efficient execution of tasks under conditions of optimal use of the resources of the institution; creation of a specific corporate culture of the institution, which will also affect its students, which in the future will allow to adapt in the business environment; opportunity to carry out project activities (from project idea and concept to effective financial and organizational project management).

Despite the performance of this management paradigm, it is worth examining the pedagogical and psychological aspects associated with its implementation. Among the pedagogical we define the technology of development of managerial competence of the heads of vocational and professional pre-higher education institutions, among the psychological — the readiness to implement the specified management paradigm.

For the development of managerial competence of the managers of institutions, a model of competencies was developed. Analytical work allowed to supplement the classical model with specific competencies, in particular:

- knowledge of the content, principles, methods and tools of results-based management (operational and strategic planning, organization of team activities (in particular, project teams activities), scheduling, monitoring the implementation of stages, resource management (time, human, logistical etc.), quality assurance, goal setting, tracking, adjusting results);

- experience in the field of management — application of managerial skills to organize people's activities to achieve the operational and strategic goals of institutions, given the limited resources and time;

- the use of project-based management instruments in management activities: a one-off set of interrelated activities aimed at meeting a specific need to achieve concrete results in conditions of limited resources, time and need of quality assurance framework implementation;

- the ability to use specific software to implement results-based management paradigm (in particular, Microsoft Project, Trello, Coogole, XMind, etc.).

In order to properly design the content of managerial competence development for the heads of institutions of vocational and professional pre-higher education, results-based management technology was developed and tested, which includes components of strategic and operational management of institutions using specific instruments (SWOT analysis, PEST analysis, benchmarking, Road Map, As is and to be, strategic and foresight sessions, SMART, Mind Map, KPIs, ABC analysis, Pareto principle, Eisenhower matrix, delegation algorithm, work day photography, etc.). With the help of this technology, the algorithm of operational and strategic management is comprehensively implemented as a logical sequence of the fulfillment of the following functions: goals setting, decomposition of assignments, prioritization, execution, analysis and evaluation.

The process of development of managerial competence of the heads of institutions was organized based on the following guidelines: the content was designed and structured based on the use of the competency model; the content took into account the current and future needs of the institutions; the continuity of content in the blended learning process was ensured («training — post-training support — training — evaluation»); the content reflected the actual professional context of the activity of the heads of institutions; gradual acquisition of knowledge (operational

and strategic management), improvement of skills (organizational-managerial and communication), values and goals (effective activity, continuous professional development), development of personal qualities (perseverance, initiative, adaptability, self-control, focus on results, ability to accelerate learning, etc.) was ensured.

The principles of development of managerial competence of the heads of institutions of vocational and professional pre-higher education were: the principles of systematic (ensuring the systemic character of pedagogical influence on managers); scientific (development of managerial competence on the basis of scientifically substantiated concept); value orientation (development of values and attitudes relevant to results-based management concept); contextuality (taking into account the peculiarities of the professional context of trainees); self-development (considering the subjects of learning (trainees) as self-developing systems); multifunctionality (integration of functions of development of managerial competence and ensuring purposeful application of acquired knowledge and skills in professional activity); continuity (development the culture and values of continuous professional development); diversification (use of various forms and technologies of managerial competence development); integration (use non-formal and informal learning technologies); effectiveness (ensuring the guarantee of pedagogical impact) [4].

The method of expert evaluation was used to determine the psychological factors of implementation of results-based management (in particular, the level of respondents' readiness to use it in their daily professional activities and possible obstacles). 52 heads of vocational and professional pre-higher education institutions of different profiles took part in the survey (Fig. 1).

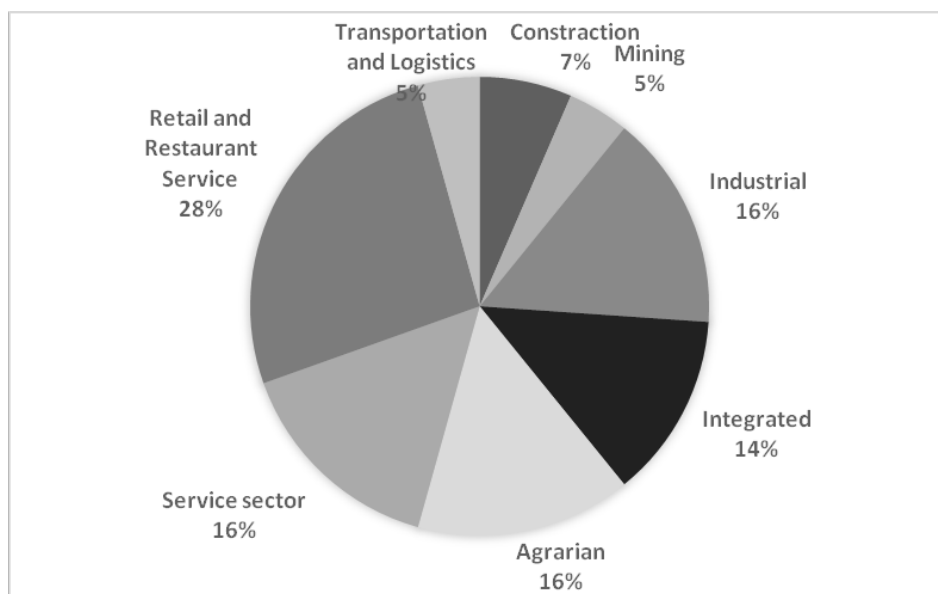


Fig. 1. Profile of the institutions whose heads participated in the expert evaluation process

The survey was conducted using a structured interview method. According to experts, there is a likelihood of psychological resistance and personal limitations of executives in the implementation of results-based management. They are:

- personal qualities and managerial capacity of heads of institutions (low awareness and low level of managerial competence; lack of clear algorithms to achieve the goals, the possibility of mistakes in the process of work; lack of vision on the ahead of strategic goals; their uniformity, low ability to timely and correctly apply the principles of results-based management; exposure vice-managers and employees to reach current and short-term results, which often leads to a decrease in attention to the objectives of strategic development of institution);

- personal qualities and levels of motivation of the staff of the institution (their focus only on the defined results of work; the desire to concentrate more on ongoing work than concentrate of

efforts to achieve strategic goals; the need for constant motivation of employees to accomplish tasks and effective work staff to introduce management innovation);

- limited resources (limited time, human, financial resources; the need to spend extra time to perform the functions of managing the institution; over-spending resources to perform urgent tasks of senior management; the likely occurrence of concomitant tasks that hinder the solution of the main problem; the presence of functional barriers; employee rewards for their work).

Regarding the readiness to implement a results-based management, the distribution of respondents shows a slight predominance of participants with an average level of such criteria (63.6%); the proportion of those who rate their readiness as high (36.4%) is quite high (Fig. 2). None of the participants indicated a low level of readiness to implement this paradigm. The interpretation of such a result may be encouraging, however, in the opinion of the probability of not completely straightforward answers to the questions and the prevalence of socially expected answers.

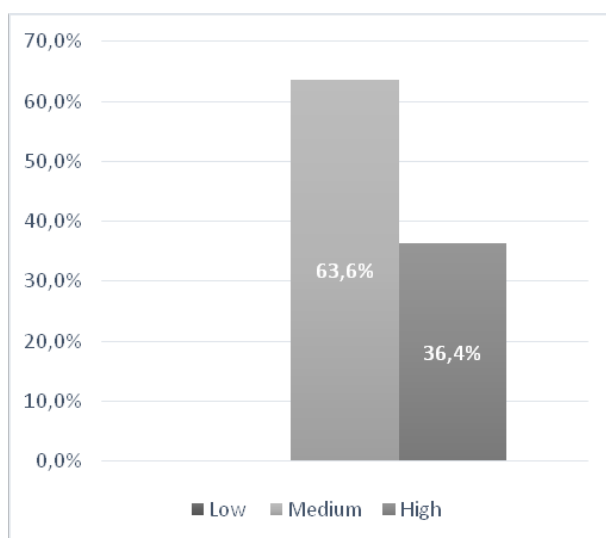


Fig. 2. Respondents' self-assessment of the level of readiness for implementation of results-based management paradigm

The results of the research make it possible to develop the following recommendations for effective implementation of results-based management, taking into account the specificities of vocational and professional pre-higher education institutions:

1. In order to design the content of the development of managerial competence of heads of vocational and professional pre-higher education institutions, it is advisable to use the author's technology of results-based management, which includes the components of strategic and operational management of institutions using specific instruments.

2. In order to increase the level of motivation of participants in the program of development of managerial competence, it is advisable to use the following guidelines: use the model of competencies of heads of institutions of vocational and pre-professional higher education; ensure the continuity of content in the process of blended learning («training — post-training support — training — evaluation»); reflect of actual professional context of managers' activity; provide comprehensive and step-by-step acquisition of knowledge, improve skills, values and goals, develop personal qualities of heads of such institutions.

3. In the process of managerial competence development, the principles of systematic, scientific, value-oriented, contextual, self-development, multifunctionality, continuity, diversification, integration, efficiency should be taken into account.

4. In order to avoid possible psychological barriers in the process of implementation of results-based management, it is also advisable to maintain further close interaction with heads of

vocational and professional pre-higher education institutions (tranees) who have demonstrated high personal motivation during the study period; post-training support of managers (in the form of consulting, mentoring, coaching, etc.).

Conclusions. The conducted research makes it possible to draw the following conclusions: the significant economic preconditions which affect institutions of vocational and professional pre-higher education are reduction of internal markets for raw materials, products, services, reducing the investment attractiveness of regions, rupture of cooperation ties with other regions of the country, reorientation of the specialization of the economy due to the loss of part of the country's territories, increase in the share of the country's GDP in agriculture, forestry, fisheries, public administration and defense, mining and quarrying, reduction of production with high added value, reduction of mining industries in the country's total GDP, disparities in labor supply and demand - curtailment of labor applications in the field of production with deep processing of raw materials, growth of the informal segment of the economy. The most complementary to modern challenges of the external environment and the transformed management functions of the heads of institutions of vocational and professional pre-higher education is the results-based management paradigm; essential features of such a paradigm are assurance, comprehensiveness, objectivity, systematicity, cyclicity, measurability, goal management; implementation of results-based management in the activities of institutions has significant effects, first of all in ensuring the organizational capacity of institutions and maintaining their sustainable functioning in the long term prospective; technology of results-based management includes components of strategic and operational management of institutions that are implemented using specific instruments; pedagogical component of implementation of results-based management includes the development of appropriate technology, taking into account the specifics of institutions of vocational and professional pre-higher education, development of a model of competencies of heads of such institutions, development of a comprehensive program of development of managerial competence of managers, evaluation of its effectiveness; the psychological component of implementation of results-based management involves the identification of managers' readiness to implement results-based management paradigm in order to correct it towards increasing motivation, as well as identifying possible psychological barriers to leveling and avoiding them; in order to avoid problems of low motivation to further use the competencies acquired during training, it is advisable to maintain further close interaction with the heads of institutions who have demonstrated high personal motivation during the training period (in the form of consulting, mentoring, coaching, etc.).

In our further scientific research we are planning to focus on assessing the cost-effectiveness of implementation of results-based management paradigm in the process of operation of vocational and professional pre-higher education institutions based on such criteria as the dynamics of the share in the regional market of educational services, the efficiency of use of the budget, the number of entrants, the dynamics of attracted income, the share of extra-budgetary income.

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