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## **PROJECT MANAGEMENT OF EDUCATIONAL ORGANIZATIONS: EXPERIENCE AND PERSPECTIVS**

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### **Abstract**

The article is devoted to the description of the achievements and prospects for the development of project management in university conditions. Features of project management of the university, types of project activities, into which employees and teachers of the university can be involved, efficiency from the dissemination of the ideas of project management in higher education organizations are described. The experience of participation of teachers and university staff in various projects, the main motives and difficulties of the project activity is revealed. Proposals for the further development of project management at the university are formulated.

**Keywords:** project, management, teachers, university, efficiency, integration.

The current stage in the development of vocational education is inextricably linked with the introduction of flexible mechanisms for managing

the quality of education and ensuring the competitiveness of educational programs. One of these mechanisms, which are becoming more widespread, is the project approach to the management of educational organizations. According to this approach, managerial influences are embodied in purposeful, interrelated, time-limited, resource-rich projects. Any project is designed to solve a specific problem and allows to solve an actual problem related to the investigation of reality, the construction of a new solution, the obtaining of a significant effect for the educational organization [1, 2, 3].

Understanding the special way of managing organizational changes under the project management, it should be noted that the importance of this management approach is directly or indirectly mentioned in various strategic documents in the field of vocational education development. Thus, in the Federal Targeted Program for the Development of Education for 2016-2020. project management of professional education organizations is considered as a kind of structural innovation that provides modernization of the management system of professional education organizations [4, P.29].

In this regard, the scientific interest is the development and approbation of mechanisms related to the study of issues related to the organization of project activities, such as the search for ways to integrate educational, administrative and project activities, the development of motivation systems for project teams.

The essential characteristics of project management in relation to the management of professional education organizations allow it to be considered as:

1. The mechanism of integration of educational, research and consulting activities, which allows to effectively use and manage the resources of the educational organization.

The developed system of projects allows to establish and establish strong interrelations between the university and partner organizations, ensure the implementation of joint significant projects, attract additional resources, and make profit.

2. The mechanism of development of employees of the educational organization.

Participation in the project work allows organizing research, raising the competence of scientific and pedagogical and management personnel. It can be argued that for the personnel of educational organizations, project activity becomes a full-fledged tool for life-long learning, allowing you to continuously master new skills and assume different roles.

3. Mechanism for improving the quality of education.

The project activity has a wide potential for updating the content of training, organizing practical training for students, mastering modern technologies, introducing new methods and forms of educational activity [5, 6].

Thus, the extension of the project approach to the management of educational organizations is due to a number of advantages in comparison with the traditional methods of management actions:

- The project approach allows to concentrate efforts on the solution of actual key tasks of the development of educational organizations;
- The project approach allows actively involving the company's personnel in the processes of organizational changes;
- The project approach allows more efficient allocation of resources and control of their use;
- The project approach allows timely and clearly monitor the performance indicators [7, 8].

In the conditions of a modern university, project activities can be organized in various forms and scales. Among the forms of participation of employees of educational organizations in the project activities should be noted:

1. Management of project activities of students in the disciplines and practices of students;
2. Participation in inter-cathedrals projects of scientific, research, social, commercial nature;
3. Participation in project interaction with enterprises and organizations - network partners;
4. Participation in pilot projects of a program nature initiated by the founder and external organizations [9].

So, in the conditions of Minin University, the involvement of teachers and staff in project activities is carried out within the so-called project lines designed for modernization

Thus, in the conditions of Minin University, the involvement of teachers and staff in project activities is carried out within the framework of the so-called project lines designed to modernize the educational activities of the university and develop it as a leading educational center for teacher education. In accordance with the objectives of the Development Strategy of Minin University 2013-2020 the following project lines are being implemented:

- Designing educational programs based on professional standards;
- Development of electronic support of the educational process;
- Creation of a bank of evaluation tools for the evaluation of educational results;
- Creation of a system for managing students' independent work;

- Evaluation of the effectiveness of educational programs: management models.

The activities of the project teams at Minin University are regulated by local acts (the project passport, the "road map") that define the tasks, functions, results and indicators of achievement for each project line (Figure 1).

According to the research of Filchenkova I. F., in 2017-2018 in the various types of innovation activities of Minin University, implemented in the form of project activities, 307 teachers were involved, which makes up approximately 74% of the total number of the university's STS (Scientific Teaching Staff) [10].

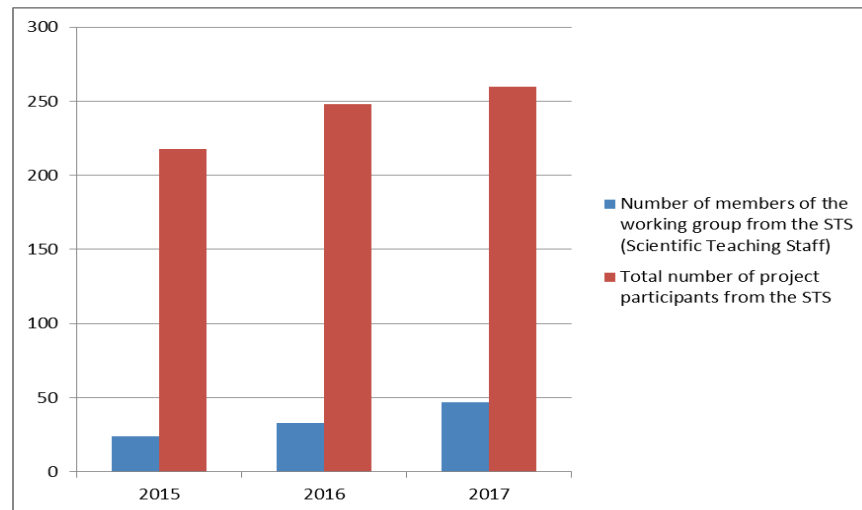


Figure 1 - Dynamics of involvement of university staff in project activities

The growing experience of involving teachers and university staff in project activities necessitates the evaluation of their participation in various forms of project work.

The aim of the study is to analyze the results of involvement of teachers and university staff in project activities from the perspective of motivation to participate in the project activity, the difficulties and prospects of this type of activity.

Tasks of the article:

- to reveal the degree of participation of teachers and university staff in various types of project activities;
- to determine the motives of the project activity and the desire to take further participation in it;
- suggest ways to improve the mechanisms and ways to involve university professors in project activities.

This study was conducted using a questionnaire among teachers and staff of the Faculty of Management of Social and Technical Services of Minin University . The total number of respondents was 43 people.

Initially, the assessment of the experience of the participation of teachers and staff in project activities in various forms, both in the direct educational activity and within the framework of inter-cafeteria and university projects, was conducted. The results of the study are shown in Figure 2.

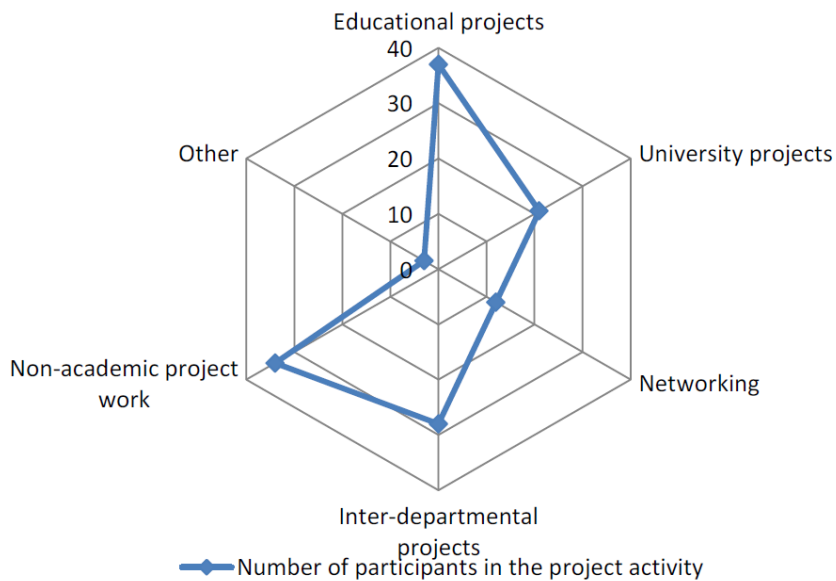


Figure 2 - Experience with participation in project activities

It can be stated that, in general, university professors and staff are widely involved in various types of project activities: almost all teachers take

part in the management of educational projects within the disciplines and practices (over 90% of respondents), supervise the research work of students, projects within student about 80%. Participate in the inter-departmental forms of the project work is also more the amount of -65%. The share of teachers involved in project activities within the project lines is quite high (49%), which indicates the development of a system of project work at Minin University. In our opinion, the indicators of the participation of teachers and employees in network projects implemented within the framework of cooperation between enterprises and organizations are insufficient, in our opinion, 28%, which is explained by the low degree of development of network interaction at the university.

Then it seemed interesting to clarify, the assessment by teachers and university staff of the opportunities for combining project and educational activities. The results are shown in Figure 3.

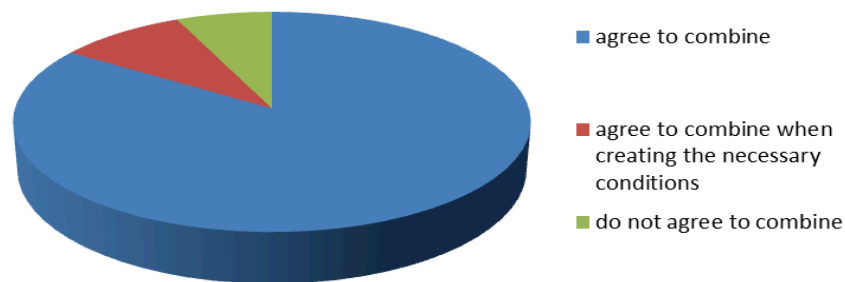


Figure 3 - Evaluation of the respondents to the possibility of combining educational and project activities

The majority of respondents (75%) indicated the possibility of combining the teaching and project activities, provided that the organizational conditions for such a combination are created (that is, questions relating to the normalization of working time, stimulation of additional workload in the project work, etc.). 8% of respondents fully agree to combine project and teaching work. Only 17% of the respondents indicated the difficulty and impossibility of such a combination. The received results testify to the existence of a sustained interest in the project activity as a way of professional development of teachers. Also, the insufficient degree of elaboration of the organizational mechanisms of

project management in the university due to high rates of change and some spontaneity of the project management experience accumulating in the vocational education system is also confirmed.

Further, within the framework of our research, interest was in identifying the motives that motivate teachers and university staff

Further within the framework of our research, interest was in identifying motivations that motivate teachers and university staff to participate in various forms of project work (Figure 4).

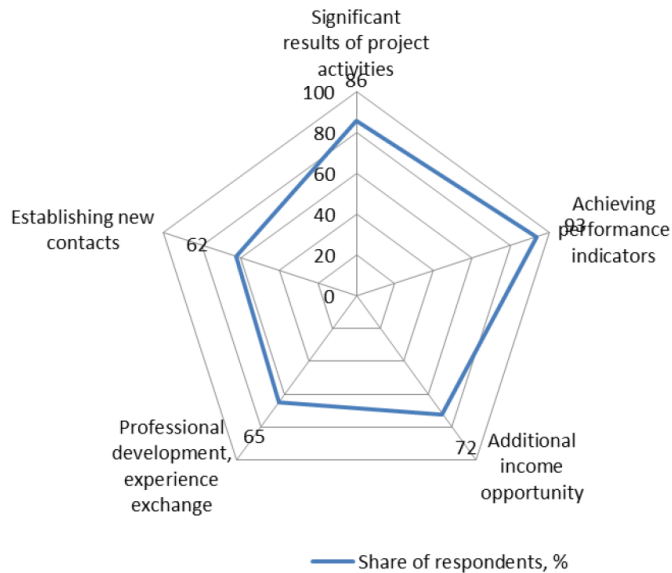


Figure 4 - Motives for the participation of teachers and university staff in project activities

The analysis shows that among the motives of the project work of teachers and university staff, the opportunity to obtain socially, professionally and economically significant results (86%), opportunities to ensure achievement of the indicators relevant to the university and evaluation of teachers' work (publication activity, research activity, participation in contests and grants etc.) (93%), the possibility of additional earnings (performance of paid work in the framework of projects, receipt of funds on grants, etc.) (72%). The professional

development and exchange of experience (65%) and the establishment of new professional and personal contacts (62%) were less significant for the teachers and staff of the university. This is explained, in our opinion, by an increase in the requirements for indicators of the work activity of teachers, reflected in the framework of an effective contract. The results obtained on the grounds of participation in the project activity indicate the possibility of applying a wide range of methods for managing the motivation of the project activity.

Next, we assessed the difficulties of teachers and employees that arise during the participation in various forms of project activities (Figure 5).

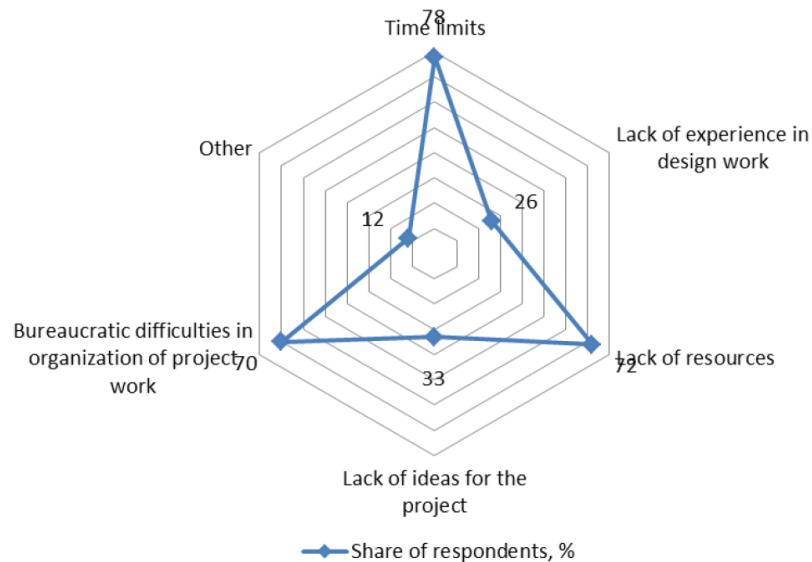


Figure 5 - Assessing the difficulties in project activities

Among the difficulties noted by the teachers and staff of the university, there are clearly time constraints (78%), lack of material, informational, financial resources for the project (72%), and bureaucratic difficulties for registration of the results of the project work (70%). The lack of experience in project work as a performer and leader (26%), lack of an idea for implementation in the form of a project (33%), and other reasons (12%) was much less often indicated. This indicates the need for more transparent



procedures related to the implementation of project initiatives (procedures related to the preparation of documentation for the project, the allocation of funds for its implementation, etc.).

Summarizing the results of the conducted research, it can be stated that the introduction of project management in the activities of educational organizations is an actual and significant direction of their development. The emerging practice of project management in Russian universities is largely spontaneous, which is due to the profound differences between traditional university management and the principles of project management. The development of project management in educational organizations requires the development and testing of models and mechanisms for combining educational, research, management and innovation activities in the format of projects.

The study confirmed that teachers and university staff understand and realize the importance of project activities as a way of professional development, as a way to achieve indicators and criteria for the effectiveness of work, as a form of providing educational services of the modern level. This is reflected in their participation in a variety of types of project work, a desire to continue to participate in it. At the same time, there is a growing need to develop a scientific and methodological justification for integrating the project work with educational and research, which would allow an adequate assessment of the results of participation in the project activities of teachers and university staff.

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## **COMPREHENSIVE VALUE OF ENTERPRISE SOLUTIONS AND ALGORITHM OF RISK LEVEL ASSESSMENT**

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### **Abstract**

In a situation where the world financial architecture is broken, not only a decline in real production is observed, but a rollback for decades of economic growth, it is unlikely to return to the previous model of development. It is difficult to determine the level of risk and riskiness of the subject due to the lack of a unified approach that allows to compare the price of risk to the available resources of the enterprise. The proposed approach makes it possible to assess the level of risk, the riskiness of an economic entity and the result of the consequences of risk.

**Keywords:** risks, business decision, uncertainty, algorithm, development, mechanism, concept, efficiency, result.

### **1. Постановка проблемы**