

# Analysis of the Content of the Management Personnel Training System in the Field of Education in the Context of the Russian National Projects

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**Abstract:** This research work is devoted to the analysis of theoretical approaches and modern practices of organizing management training systems in the context of the need to implement national projects of the Russian Federation. First of all, the effectiveness of education is related to the effectiveness of the leader. Consequently, the management training system should be a driving force for the development of managerial potential.

## 1. Introduction

Currently, in Russia, breakthrough tasks for the education sector have been set. The main vectors of its strategic development are identified through national projects. To this end, educational system managers should focus on management models in the project paradigm, with an emphasis on preliminary analytics, to identify problem areas for project development.

Then a number of questions arise: “What do education managers learn?” and “To what extent do modern management training systems for personnel contribute to the germination of research and project competencies?”

## 2. Materials and Methods

The research methodology can be defined as complex, it is based on a combination of theoretical and empirical research methods.

## 3. Results

Scientists emphasize the problem of the lack of timely training of managers and specialists in the context of new requirements when changing the paradigm of the management model [2], [3] [4], [5], [6], [8], as this can significantly reduce the effectiveness of reforms up to the negative consequences in case of a misunderstanding by managers and employees of organizations of the essence of new mechanisms.

This is especially important when reforming educational systems. So, V. A. Mau, Rector of the Russian Presidential Academy of National Economy and Public Administration, believes that “reforms in the social sphere or in public administration are much more complicated than macroeconomic and stabilization” [7]. Additional adult education is the main focus of society’s activities [1], and this is strengthened in the context of the implementation of national projects, where all education staff are involved in management processes.

Let’s analyze what professional standards in the field of project management, including for the social sphere, are in the Russian Federation.

Currently, the standards in the field of project management are approved only: 1) for the field of information technology (“Project Manager in the field of information technology,” approved by the Order of the Ministry of Labor and Social Protection of the Russian Federation / November 18, 2014 No. 893n); 2) for construction (“Organizer of design production in construction”, approved by the Order of the Ministry of Labor and Social

Protection of the Russian Federation / February 15, 2017 No. 183n.); 3) for the rocket and space industry (“Specialist in project and program management in the rocket and space industry”, approved by the Order of the Ministry of Labor and Social Protection of the Russian Federation / December 3, 2015 No. 970n); 4) for the field of nuclear fleet (“Specialist in management of projects and programs in the field of nuclear fleet”, approved by the Order of the Ministry of Labor and Social Protection of the Russian Federation / April 7, 2014 N 190n); 5) for ROSATOM (“Project and program management specialist” (“ROSATOM”)).

As we see, all areas of professional standards are far from the social sphere and cannot become the basis for developing systems for training management personnel and project management specialists for education.

Analysis of the federal state educational standards for higher education in the direction of “Management,” which underlie all refresher courses for managers, showed a weak orientation towards the basics of project management [9], [10].

Thus, Russian organizations that provide education for educational staff do not have a common platform for developing programs on the topic of project management on a general basis and rely as a rule on various international approaches.

Consequently, the revealed facts can negatively influence the systemic approach in the system of personnel training for project management in the field of education of the Russian Federation.

In order to form an overall picture of the content of management training in the field of education, the study was conducted among a random sample of 82 heads of the municipal level and the level of educational organizations of the Russian Federation from all eight federal districts.

25 (31%) heads of the municipal level of education management and 57 (69%) heads of educational organizations took part in the survey. Both the leaders themselves (77%) and their deputies (23%) were among the leadership of educational organizations.

Managers rated on average the quality score of management training programs, which showed that high scores (about 7 to 10) were assigned to 52.3% of professional retraining programs, unlike the master's programs, where this score was specified in 26.3% cases.

To determine the content of training programs for managers, 50 curricula for higher education institutions for professional retraining of education managers in the city of Moscow and the Rostov Region were analyzed. On the basis of generalization, the following directions, one way or another present in different programs, were identified.

- Materials on state policy in the field of education.
- The relationship of education with the country's economy as a whole.
- Effective models (systems, technologies) for managing the development of educational organizations.
- Models (systems, technologies) of personnel development management.
- Public Administration.
- Economics of education and its financial security.
- Systems for measuring performance and efficiency in management (monitoring, expert assessments of the achievement of goals, expected results in projects, etc.).
- Development of research skills. Data Management.
- Development of personal effectiveness of the head.
- Development of communicative competencies of the head.
- Russian experience of effective management projects.
- International experience in the development of educational systems.
- Technologies, methods, forms of team building.
- Project management method. Development of management projects in the context of the Strategy.

To identify the degree of immersion of managers in these topics, the survey “Evaluate the degree of study and awareness of this area in the training programs that you visited” (where 0 stands for “this information was not available,” 10 – “the topic was fully studied, and there is a complete understanding of its content”) was conducted.

Data analysis showed that two topics are most common in programs for managers: “Development of personal effectiveness of a manager” and “Development of communicative competencies of a manager”. During the discussion (the method of focus groups on the topics of the presented research), according to the results of surveys among 25 principals of Moscow schools (trained in the Presidential Advanced Training Program at the RANEPA), it was found that, as a rule, these areas are held in a game training form, always emotionally saturated and the feeling arises (in their opinion) that this is one of the important management tools (for example, the image of the head, the ability to engage in dialogue, etc.). Although further, when we asked to try to draw an analogy of the effectiveness of these tools on the effectiveness of management in practice, the leaders have doubts and only after such reflection, they come to the conclusion that in fact this cannot be the main priorities.

Rather low numbers on the topics “Economics of education and its financial support” (total 5.8 points) and “Development of research skills. Management based on data” (6.1 points) look quite strange. It was previously noted that the effectiveness of a manager is based on the ability to build management processes precisely on measurable quality indicators. Fundamental change of approaches to the financing of education should be provided with course training at a high level. And it is especially important to note the fact that the topic “Relationship of the education sector with the economy of the country as a whole” should now be a priority, and it has an average of only 5.8 points.

We see the lowest results on topics one way, or another aimed at the practical application of knowledge, the study of practical experience, project management of the development of the educational system. Thus, the “Russian experience of effective management projects” has only 5.2 points, and this is where one of the main problems of the slow launch of the development of the education system lies. Since many regions and even municipalities within one region have little knowledge of the experience of implementing management projects.

Discussion dialogue among 64 students of the presidential program of management training in November 2018 of the RANEPA showed the “foundation of the iceberg.” Namely, we identified the lack of professional stable connections between regions, municipalities, and even educational organizations within one municipality, immersion into successful practice of other managers. Often, everything ends with seminars, publications, speeches at conferences. This does not allow comprehending the essence of transformations. We understand very often on these programs (implemented since 2011) that the regions, completely unaware of each other’s experience, “reinvent the wheel”. Although, at this stage, this model has already been tested, and the risks of its implementation can already be minimized. Of course, there are some cases where it is built, but this study proves that there is no systematic professional interaction. And the following figures from this study talk about it.

It turned out that only 24.4% of the respondents (20 out of 82) completed the training program for managerial personnel in the form of an internship, and this was mainly a visit to educational organizations in their own municipality (about 70%).

Also, the topic “International Experience in Developing Educational Systems” (4.7 points) received a low score. If we turn to the above, we understand the need to create an information platform, a unified educational and methodological complexes for the study of international experience in the development of education systems at the federal level.

As it was previously, at the present time, it is impossible to manage singly; therefore, the topic “Technologies, Methods, Forms of Team Building” (5.4 points) suggests that teachers themselves are not ready to develop this area. The spread of this indicator among regions is high, which shows that not all universities can practically help managers develop team building competencies, although many programs state the topic “Human resource management”. It is possible that the emphasis placed there is not in favor of the formation and development of command management.

“Project Management Method Development Strategy. Development of Management Projects in the Context of the Strategy” (5.8 points) has a different understanding of the essence of the project approach.

As an analysis of the standards of master's programs and the requirements for the final work of 20 universities of the Rostov and Sverdlovsk regions showed, research activity and the formation of skills for obtaining analytical data have priority here.

Continuing the discussion among the managers who completed the master's degree, the following was clarified during the analytical conversation: the research skills acquired help to better analyze the reality; allow one to continue to conduct deeper research independently; coming to the workplace, the leaders note that these skills are not enough to change the management model, to put serious research models into practice; research skills alone are not enough for effective management, a project component is needed, which is practically not developed in the master's program.

It can be concluded that the development of research skills is a necessary condition for effective management, but not sufficient.

The second condition for meeting the requirements of the state policy (implementation of national projects) is the project method, as a means of translating all theoretical knowledge, analytical conclusions into a practical management product.

The analysis showed that in the education system, many people replace the concept of a management project with other products. 100 project themes were explored with goals and objectives from 40 regions of Russia.

The first problem is in understanding the relevance of projects and the formulation of topics. For example, the themes “Social self-determination of a younger teenager”, “Development of extrabudgetary activities of an educational organization”, “Positioning an educational organization through the implementation of a development program” do not show a problem field for designing.

If one looks further at the goals of the project, they often have common “slogans” that do not carry calls, poorly giving an understanding of who will be implementing the project, where one needs to direct efforts and with what mechanisms one plans to move to the goal.

The greatest difficulty was revealed in the study of the proposed project tasks. About 80% of the studied projects showed that the tasks are formulated incorrectly. These tasks have research character, are more typical for research works, development projects.

It can also be noted that part of the design decisions is replaced by the general descriptions of the design of any project and are formal.

This leads to the conclusion that the systems of training management personnel in the field of education form poorly the managerial competencies of the project, closing them into research and a formal description of the project.

So, topics related to narrow areas prevail in the content of the programs: increasing personal effectiveness through training and the ability to position and communicate. Not enough attention is paid to important sections: the study of Russian and international experience of effective management projects; economic processes in education; education in the context of the socio-economic development of the country; team building management issues.

Russia has a positive trend in the development of managerial research skills, and this is an important management tool based on data. But at the same time, this emphasis outweighs the mastering of the project approach in managing. The chaotic nature of the implementation of project management, a poor understanding of the nature of the project itself and the methods for its development and implementation are observed. And, therefore, the danger of reducing the effectiveness of the implementation of national projects in the field of education of the Russian Federation exists.

#### **4. Conclusion**

The aforementioned problems in the content of training educational management personnel require quick solutions. The following actions may become methods to minimize them.

- 1) Developing the structure and content of the project model of management of the regional education system during the joint training of all managers and teams of structural units of the regional Ministry of Education, municipal educational systems and heads of educational organizations. Thus, it is possible to achieve the implementation of project management on a single methodological basis for managers of different levels, allowing to develop a common project language, a common understanding and a common management style, which significantly reduces the time for coordinating management decisions on the development of the system as a whole.
- 2) Preparing teams of specialists from educational development institutes responsible for teaching the project approach of management personnel of the regional education system in a unified methodology.
- 3) Preparing specialists as well as heads of educational organizations in the municipalities selected as the reference ones for pilot implementation of the project management model.

The following changes are necessary for the effective implementation of the above areas:

- Going from training individual managers to training management teams of the organization, municipal and regional systems, which should include representatives of the personnel reserve (thus, the formation of personnel reserve will be built into the practical reality of the development of the education system itself);
- Doing the learning process with a consulting bias (learning to dissolve in time, in order to organize support and examination of the first results of project implementation);
- Introducing successful practitioners in the training process for both teaching and expert evaluation of projects, as well as the results of their implementation;
- Including on-site internship design and analytical sessions in the training programs in those organizations where management teams introduce all employees into the organization management process through the creation of a Development Strategy and its implementation projects;
- Inviting officials of different levels, representatives of the public, science, parents, employers, etc. for expert evaluation of final projects;
- During training, to conduct an expert assessment of the level of development of project competencies of managers who can be provided with recommendations for their appointment (personnel reserve) for a certain level of project management;
- Creating an information portal to manage the project preparation and implementation system, disseminate experience (information on each program in the region with an assessment of its performance by students, independent evaluation of developed projects, and expert evaluation of the project implementation);
- Introducing a system of competitive mechanisms for the selection of project management models, projects of different levels (both developed and implemented).

The combination of these proposals will make it possible to significantly change the system of personnel training in the context of the state policy requirements for the effective implementation of national projects and allow achieving sustainable development in the field of education.

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