

## Characteristic Features of Innovation Project Management Aimed at University Human Resource Development

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### ABSTRACT

The relevance of the studied issue is based on the need to develop theoretical approaches to project management at a higher educational institution taking into consideration the specifics of the subject area of the projects that ensure finding the "growth points" and addressing the long-term objectives of a university in the field of human resources. The purpose of this article is to justify the set of theoretical approaches (system, integration, process, and policy ones) and to identify the characteristic features of the innovation project management aimed at the development of human resources of a higher educational institution and ensure the formation of unique professional competencies, as well as creation of a personnel reserve of both the faculty and administrative staff, taking into account the university development objectives, the requirements of a modern education system and the objectives of the innovative development of the region. The main research techniques included: pedagogical modeling and project development, theoretical analysis and generalization of the educational practice in the field of innovation project management, as well as the methods of mathematical statistics that allowed a comprehensive study of the effectiveness of innovation project management aimed at the university human resources development based on the assessment of the dynamics of basic indicators in this area of university activities. The article deals with a set of theoretical approaches (system, integration, process, policy-making) that result in the specific features of innovation project management aimed at university human resource development. It also reveals the features that are related to characterization of the subject area of these projects: a focus on long-term results of the projects; a high degree of uncertainty of their parameters; the specifics of both the subjects and objects of management, and management processes; with a focus on environmental requirements, etc. The article may be useful for modernization of the management process of institutions of higher education; when developing innovation project management system in the field of university staffing activities.

### KEYWORDS

University human resources; management subjects; management objects; innovation project management processes; project subject area

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### Introduction

The relevance of the issue results from the need to improve the management of institutions of higher education on the basis of the project

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approach. Ensuring a proper quality of innovation project management requires the development of theoretical bases and techniques for this activity. Both the invariant characteristics of innovation project management and the variant ones, determined by the subject area of the projects, should be taken into account.

## Literature Review

### *Theoretical Grounds of Innovation Project Management at Institutions of Higher Education*

In their publications dealing with the issues of innovation projects, a number of researchers (Vinogradova, 2012; Buralova and Guseinova, 2012; Kaplunovich and Khovalyg, 2006) point out that the concept “innovation project” is used in several aspects. First, it is an activity that implies carrying out some actions to ensure the achievement of certain goals. Second, it is a system of organizational, legal and financial documents necessary for carrying out any actions. Third, it is the very the process of carrying out innovation activities. Such a comprehensive description underlines the importance of an innovation project as a form of organization and target management of innovation activities of an educational organization as a whole. Integrating these aspects, we describe an innovation project as a complex system of measures that are interdependent and interrelated in resources, dates and executors and are aimed at achieving specific goals in the priority areas of development (Khodyreva, 2016).

Innovation project management will be considered as a process of making and implementing managerial decisions that are related to the definition of objectives and the organizational structure, planning of activities and monitoring their implementation, all focused on the implementation of an innovative idea. (Balashov, 2008).

Among the main theoretical approaches to innovation project management are the following:

- the *system approach* that characterizes the management process as a system consisting of two subsystems - the external environment that includes the “input” and “output” of the system, communication with the external environment, and the internal structure - a set of interrelated components that ensure the process by which the management subject controls the object, the conversion of an “input” into an “output”, and the achievement of aims; the system approach requires reliance on a set of relevant scientific categories, unified models, standards, means, processes and instruments that are used for managing projects in various fields of activity;

- the *integration approach* that focuses on the development of cooperation between management subjects, deepening the relations between the components of a management system, between the life cycle stages of the management object, and between the management levels;

- the *process approach* that considers the management functions of project development, planning, motivation, organization, accounting, control, regulation, and coordination to be interconnected and forming a management cycle.

- the *prescriptive approach* that involves regulation of functions of the management components through normative of the national government, region, the founder, and the organization itself, a system of plans, programs, and tasks.

- the *behavioral approach* that focuses on the actualization of the human resources potential of the organization and application of the principles of motivation to achieve the aims of both the organization and the person.

It should be noted that the above approaches to innovation project management at an educational organization complement each other. Recognizing the importance of all the theoretical approaches listed above for project management, we will use the system approach as the leading one in our study. The project management methods based on the standards of the International Project Management Association (IPMA) rely on this approach.

According to these methods, innovation project management is carried out as a process of progressive implementation of a set of management stages - initiation, planning, organization and control, analysis and regulation, and closing - that ensure meeting or even exceeding the expectations of the participants in the project.

### **Description of the Human Resource Development as the Subject Area of Innovation Project Management**

The characteristic features of innovation project management in the field of university human resource development result from the specificity of the subject area of such projects.

We consider human resources as their capacity to ensure the achievement of the aims set, fulfillment of both current and future tasks by the staff; as well as the compliance of professional qualifications of the staff with the goals and objectives of higher educational institutions. Researchers (Glavatskih, 2002; Ptashkin and Nurulin, 2009) consider the development of university human resources as a process of purposeful transformation of the composition, structure and quality of the faculty and administrative staff of universities in order to ensure achievement of both tactical and strategic objectives of training professionals for the innovation economy and social sphere. It is also important that the professional qualifications of the staff comply with the requirements of the federal legislation.

The researchers have concluded that there are two basic models of human resource development - the traditional and the innovative one. The traditional model is focused on ensuring the stable functioning of the university: keeping the proper quality level of the faculty needed for the effective implementation of educational and scientific activities. The innovative model of human resource development is focused on ensuring the modernization of the system of higher education through the anticipatory character of training the faculty and administrative staff.

The following main tasks of the university human resource formation were considered within the innovation model:

- personnel selection: an analysis of the labor market information, calculation of staffing requirements, definition of qualifications of positions, and competitive selection of the personnel;

- personnel assessment: assessment of the staff working potential, attestation of the personnel;
- personnel adaptation: adaptation of young specialists, mentoring and counseling, human resource development;
- personnel training: planning of the personnel development, vocational training, skills upgrading, retraining;
- analysis of the working life quality, improvement of working conditions, maintaining a favorable moral and psychological climate in the team;
- motivating and stimulating the staff performance;
- providing the social development of the organization.

The above description of the subject area - human resource development – makes it possible to specify the requirements and objectives of the stakeholders, to clarify the main features of the projects, to determine the criteria of their success and failure.

### ***Aim of the Study***

The purpose of this article is to justify the set of theoretical approaches (system, integration, process, and policy ones) and to identify the characteristic features of the innovation project management aimed at the development of human resources of a higher educational institution

### ***Research questions***

The following objectives were addressed during the research:

1. to justify the theoretical basis of innovation project management aimed at the university human resource development;
2. to identify the characteristic features of managing such projects resulting from the subject area of the project, the specificity of both the management subject and object, as well as management process characteristics.
3. to assess the effectiveness of innovation project management aimed at university human resources development, taking into account the specificity of the subject area of such projects.

### ***Methods***

The leading methods of research into this issue have been the following:

- Theoretical methods: the retrospective analysis that made it possible to reveal the features of innovation project management aimed at human resource development within the university project management system; pedagogical modeling and pedagogical project development to work out the theoretical basis of project management in the field of university human resource development;
- Empirical methods: the study and generalization of teaching experience in implementation of innovation projects aimed at university human resource development, the analysis of documentation, of pedagogical experiments, as well as mathematical statistics methods that made possible a comprehensive research into the effectiveness of innovation project management aimed at university human resource development, taking into account the specificity of the subject area of such projects.

## Results and Discussions

The base of the research was the Vyatka State University of Humanities.

The research was conducted in three stages:

At the first stage, the methodological grounds of the research were substantiated and the theoretical basis of innovation project management aimed at university human resource development was worked out.

At the second stage, the work was organized to implement a set of innovation projects that ensure university human resource development, make it possible to form unique professional competences and to facilitate the creation of the faculty and administrative staff reserve; characteristic features of managing such projects were identified.

At the third stage, an analysis was performed of the effectiveness of innovation project management aimed at university human resource development, taking into account the specificity of the subject area of such projects.

The analysis of the effectiveness of innovation project management aimed at university human resource development was performed on the basis of a research into the characteristics of the management subjects, management objects, and management processes of such projects during the implementation of them; as well as on the basis of the data concerning the university human resource development (including the results of the performance monitoring of institutions of higher education).

We will describe the characteristic features of innovation project management aimed at human resource development through the description of the implementation of the stages related to management functions.

At the *initiation stage*, a comprehensive analysis of the university human resources was carried out and its strengths and weaknesses were identified. Among the problems that resulted in the need for the development and implementation of innovation projects aimed at human resource development, on the basis of an experts' assessment and of an analysis of the legal framework of higher education, as well as the results of the activity of the university, the following were identified:

- the heterogeneity of the staff by age, areas of training, departments and faculties.
- an increase in the average age of doctors and candidates of sciences to 46.9 and 58.9 years, respectively;
- the absence of a personnel reserve in a number of key academic and administrative units;
- a low motivation of the teaching staff to innovation activities;
- a low percentage of employers in the total number of teachers participating in the educational programs of the university;
- an insufficient number of teachers having a national and international qualification levels;
- a low level of information and communication competence.

In order to solve these problems, the innovation projects "University Human Resource Development", "Improving the Foreign Language Professional

Communication Competence of University Teachers", "Development of a Personnel Motivation and Stimulation System", "Scientific Innovation Support of the Personal and Professional Self-development of Higher-school Workers" have been developed. They are focused on the formation of a university personnel reserve, promotion of the staff professional growth, and ensuring an increasing efficiency of the educational, scientific research and innovation activities. A brief description of the innovation projects aimed at human resource development is given in Table 1.

**Table 1.** Description of the innovation projects aimed at human resource development

| <i>Title of the university human resource development project</i> | <i>Main objectives of the project</i>  | <i>Results of the project</i>   |
|---|--|---|
| "University Human Resource Development"                           | <ol style="list-style-type: none"> <li>1. Formation of the faculty personnel reserve in compliance with the requirements of both the external and internal environment of the university.</li> <li>2. Human resource development of the leading faculty (directors of the institutes, deans of the faculties, heads of the departments) and administrative (vice-chancellors, heads of structural units) staff.</li> <li>3. Creation of an operational and strategic reserve of the faculty and administrative staff, control (correction) of the personnel reserve indices taking into account the objectives of the university.</li> </ol> | <ol style="list-style-type: none"> <li>1. Creation of the faculty and administrative staff reserve taking into account the objectives of the university.</li> <li>2. A set of documents for the formation of a personnel reserve; of a system of advanced training, skills upgrading and re-training of the personnel reserve members; for the control over the state and development of the personnel reserve.</li> <li>3. Creation of an electronic database of personnel reserve of the faculty and administrative staff of the university.</li> <li>4. Introduction of the practice of faculty rotation in accordance with the objectives of the creation of a personnel reserve.</li> <li>5. Increasing the number of teachers who have upgraded their skills in new areas of training (up to 10% of the total faculty number).</li> <li>6. Increasing the number of the faculty who have upgraded their skills in the areas of educational, project, and innovation activities (up to 25% of the total number of teachers).</li> <li>7. Professional re-training of at least two persons per year under the government program of the administrative staff training "Management" from those included in the personnel reserve.</li> <li>8. Increasing the number of teachers of the national and international qualification levels (up to 2.5% of the total faculty).</li> </ol> |

**Table 1. Continued.**

| <i>Title of the university human resource development project</i>                             | <i>Main objectives of the project</i>  | <i>Results of the project</i>  |
|---|--|--|
|   |  | 9. Increasing the number of the faculty having degrees in new and perspective areas of training (up to 70% of the total faculty).<br>10. Increasing the number of teachers involved in the work of small innovative businesses, research laboratories and other innovation structural units of the university (up to 20% of the total faculty).<br>11. Increasing the number of candidate and doctoral theses defended (reaching 75% of the faculty having degrees).<br>12. Decreasing the average age of the faculty (up to 60% of the total faculty to be under 40) and decreasing the average age of the faculty having postgraduate degrees (candidates - down to 36, doctors - down to 47 years of age).<br>13. Availability of both the vertical and horizontal careers for the staff (assistant -senior teacher - lecturer -professor; head of a chair; deputy dean -dean; deputy director of an institute - director of an institute; head of a department (office); head of a research laboratory; head of a small innovative business; project manager). |
| "Improving the Foreign Language Professional Communication Competence of University Teachers" | 1. Developing a comprehensive program of motivation and stimulation of the personnel to improve the efficiency of their foreign language professional competence in educational, research and project activities.<br>2. Providing intercultural communication in the professional sphere.<br>3. Increasing the mobility of the research and teaching staff | 1. Each year, at least 100 university employees are given the opportunity to improve their foreign language professional communication competence.<br>2. Development of the faculty mobility (participation in international scientific conferences, symposia, seminars with presentations in foreign languages -at least 10 people per year, delivering lectures and practical classes at foreign universities -at least 5 people per year).<br>3. Increasing the publication activity of university teachers by submitting scientific articles to international journals (at least 10 articles per 100 members of the faculty per year).   |

Table 1. Continued.

| <i>Title of the university human resource development project</i>  | <i>Main objectives of the project</i>  | <i>Results of the project</i>   |
|--|--|---|
| "Development of a Personnel Motivation and Stimulation System"   | <ol style="list-style-type: none"> <li>1. Ensuring the loyalty of the highly-qualified research and teaching staff to the university.</li> <li>2. Stimulating them to the professional growth in the fields of educational, research, innovation, and project activities.</li> <li>3. Implementation of a set of measures aimed at the social support of both the highly qualified personnel and young but promising employees.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Decreasing the average age of the faculty (up to 60% of the total faculty to be under 40) and decreasing the average age of the faculty having postgraduate degrees (candidates - down to 36, doctors - down to 47 years of age).</li> <li>2. Increasing the number of the faculty who have upgraded their skills in the areas of educational, project, and innovation activities (up to 25% of the total number of teachers).</li> <li>3. Introducing a system of moral and material incentives, taking into account the individual characteristics of the person, and the individual rating of the faculty.</li> <li>4. Developing a system of an effective labour contract with the faculty and administrative staff members.</li> </ol>   |
| "Scientific Innovation Support of the Personal and Professional Self-development of Higher-school Workers" | <ol style="list-style-type: none"> <li>1. Increasing the level of competence of the faculty in the psychology and pedagogy of the personal and professional self-development.</li> <li>2. Development of the motivation of the faculty to innovation activities through the stimulation of the personal and professional self-development.</li> <li>3. Developing the cooperation between universities in the field of the scientific innovation support of the personal and professional self-development of university employees.</li> <li>4. Developing the mobility of the research and teaching staff.</li> </ol> | <ol style="list-style-type: none"> <li>1. At least 150 employees of the Vyatka State University of Humanities were given the opportunity to improve their competence in the field of self-development psychology and pedagogy.</li> <li>2. At least 17 units of scientific and educational products related to the self-development psychology and pedagogy were issued: a questionnaire-test - 1, series of articles - 9, a monograph - 1, training manuals - 1, software - 2, collections of reports at All-Russian conferences, with international participants, on the human self-development psychology - 3.</li> <li>3. At least 50 teachers from Russian universities have upgraded their skills in the field of self-development psychology and pedagogy.</li> <li>4. At least 10 teachers from Russian universities were given the opportunity to carry out research in the field of the self-development psychology and pedagogy at the departments of the university.</li> </ol> |



The characteristic features of innovation project management in the field of human resource development at the stage of initiation are associated with a high degree of uncertainty in the project parameters (dates, cost, the content of work), which reduces the accuracy of the preliminary assessment of their effectiveness and involves the use of additional selection criteria; focus on long-term outcomes (the life cycle of an innovation project in the field of human resource development is characterized by a considerable length), which requires the creation of a reliable basis of forecasting and calculating the time factor.

*At the stage of planning*, implementation plans of the innovation projects aimed at the university human resource development were drawn, for both the entire period and a calendar year, for all levels of management (from strategic to operational plans), for various stakeholders (chairs, faculties and institutes, departments and offices); the systems for the control of their implementation quality were specified. It should be noted that in the development of action plans, special attention was paid to their focus on the legal framework requirements - the Federal Law "On Education in the Russian Federation", of the Federal State Educational Standards, the regulatory values established by the Ministry of Education of the Russian Federation concerning the university teaching staff, as well as to assess the impact of scientific innovation activities.

The 2015 implementation plan for the project "University Human Resource Development" is shown in Table 2.

**Table 2.** Implementation plan for the project "University Human Resource Development" for 2015

| Description of the work   | Time                  | Result  |
|---|-----------------------|---|
| Evaluation of the faculty within the university chairs in the context of the ongoing educational programs (percentage of postgraduate degree holders, availability of academic titles, skills upgrade, correspondence of the basic education to the subject area taught, the age structure of the chairs) based on the "Plan of Human Resource Development for 2015-2017" developed by the chairs   | January-February 2015 | Assessment of the possibilities and directions of forming the faculty personnel reserve in compliance with the requirements of both the external and internal environment of the university |
| Evaluation of the faculty human resources of the university chairs for the educational programs to be licensed. Identification of the teachers who may fall into a risk group due to changes in the list of educational programs and training courses - in order to determine the possibility of their professional fulfillment in the emerging segments of educational, innovation, research, project and other activities of the university | January-June 2015     |   |
| Identifying the lack of compliance of educational program staffing with the requirements of the Federal State Education Standards of the Higher Education and the Federal State Education Standards of the Secondary Professional Education and developing correction proposals   | February-March 2015   |   |

Table 2. Continued.

| Description of the work  | Time                       | Result  |
|--|----------------------------|---|
| Development of the regulations concerning staffing of educational programs in compliance with the requirements of the Federal State Education Standards of the Higher Education and the Federal State Education Standards of the Secondary Professional Education.   | April 2015                 | Compliance with the requirements of the Federal State Education Standards concerning staffing   |
| Development of the regulations concerning the skill upgrade of the faculty<br>Adjustment of educational programs in terms of unification of the names of academic disciplines and ensuring their correspondence to the profile of an educational program and its staffing                                  | February-<br>March 2015    |   |
| Planning of the faculty teaching load for the academic year 2015-2016 by chairs, taking into account the requirements of the Federal State Education Standards and the licensing requirements for the staffing of educational programs   | May-June<br>2015           |   |
| Development and implementation of skills upgrading programs for the faculty, in accordance with the profile of the subjects taught, at the Center for Continuing Education of the Vyatka State University of Humanities  | February-<br>June 2015     | At least 10 skills upgrading programs for the faculty, in accordance with the profile of the subjects taught, at the Center for Continuing Education of the Vyatka State University of Humanities have been implemented |
| Provision of the mobile skills upgrade for the faculty, in accordance with the profile of the subjects taught, at leading universities, for the education programs that have priority for the university   | February-<br>June 2015     | At least 8 people have undergone mobile skills upgrade in accordance with the profile of the subjects taught, at leading universities, for the education programs that have priority for the university                 |
| Adjustment of human resource development programs of the chairs in the fields of:<br>- defending candidate (doctoral) dissertations,<br>- submission to academic titles,<br>- skills upgrade - correspondence of the basic education to the profile of the subjects taught,<br>- attracting young teachers | June-<br>September<br>2015 | Availability of the faculty human resource development program of the university  |

**Table 2.** Continued.

| Description of the work   | Time                     | Result   |
|---|--------------------------|--|
| Development and implementation of the faculty human resource development program of the university in the fields of: <ul style="list-style-type: none"> <li>- defending candidate (doctoral) dissertations,</li> <li>- submission to academic titles,</li> <li>- skills upgrade at the Vyatka State University of Humanities and other educational institutions,</li> <li>- ensuring the correspondence of the basic education to the profile of the subjects taught,</li> <li>- attracting young teachers</li> </ul> | February - December 2015 |  |
| An analysis of the human resources of the chairs, faculties, institutes and structural units of the Vyatka State University of Humanities in order to determine the administrative staff reserve of the university  | January-June 2015        | Assessment of the possibilities and directions of the formation of the university administrative staff reserve in compliance with the requirements of both the external and internal environment of the university   |
| Revealing the shortage of the persons competent in the fields of educational, administrative, economic, research, and property management activities of the university in order to create the administrative staff reserve of the university  | April 2015               |  |
| Creation of regulations on the skills upgrade of the administrative staff of the Vyatka State University of Humanities  | January-June 2015        |  |
| Providing the skills upgrade for the administrative staff of the university under the program "Economics and Management"  | January-February 2015    | Skills upgrade for the university administrative staff in order to acquire new competences in the field of economic and administrative activities and to meet the qualification requirements to the administrative staff of the Vyatka State University of Humanities subdivisions             |
| Ensuring the inclusion of administrative staff members in the skills upgrading programs, at the leading universities, on the priority areas of the university activities  | January-December 2015    | Skills upgrade for the university administrative staff in order to acquire new competences in the field of economic and administrative activities and to meet the requirements of the labour legislation to the administrative staff of the Vyatka State University of Humanities subdivisions |

Table 2. Continued.

| Description of the work   | Time                  | Result  |
|---|-----------------------|---|
| Formation of the university administrative staff reserve  | February 2015         | Availability of the personnel reserve   |
| Development of a roadmap for each employee included in the personnel reserve  | July-December 2015    | Availability of the roadmaps  |
| Formation of a local regulatory framework for working with the personnel reserve:<br>- the statute of the personnel reserve;<br>- the decree about the composition of the personnel reserve of the Vyatka State University of Humanities  | February-July 2015    | Availability of the local regulatory framework for working with the personnel reserve   |
| Planning and implementation of the advanced faculty training in the activity-oriented format for the human resource development of the members of the personnel reserve by having them involved in the activities of specialized project teams, the work of workshops and master classes, and internships | July-December 2015    | Profile competence formation in members of the university administrative staff reserve  |
| Organizing professional contests for members of the university administrative staff reserve   | May-December 2015     | Profile competence formation in members of the university administrative staff reserve  |
| Ensuring the inclusion of the members of the administrative staff reserve in the skills upgrading programs, at the leading universities, on the priority areas of the university activities   | January-December 2015 | Profile competence formation in members of the university administrative staff reserve in the fields of educational, innovation, economic and administrative activities |

The characteristic features of project management in the field of human resource development at the planning stage resulted from the specificity of their subject area (the project work content) that requires an annual specification and clarification due to changes in the regulatory framework, adjusting individual professional routes of teachers and employees of the university; the need for a comprehensive updating of capabilities and resources of the internal environment of the university to ensure the achievement of project goals and objectives; importance of taking into account the factors of the external environment to ensure the efficiency of this process.

*At the stage of organization and monitoring of the project progress, the works included in the innovation project plan were carried out and monitored by means of appropriate accounting and reporting systems. The distribution of functions and responsibilities of the participants in human resource*

development projects was carried out in accordance with the project management plans. The innovation projects managers paid special attention to the issues of motivation for project management teams, which was due to the need to include all the faculty and other university employees in the activities to implement these projects; to the importance of coordinating the efforts of the participants, aimed at obtaining similar professional competences. At this stage, it is important to use non-standard methods of management that are based on the credibility of the highly skilled workers, to take into account not only the position of the employee in the functional structure of the university, but also their professional qualities, knowledge and the level of project-oriented thinking. What should also be used as a management resource is the need for self-improvement inherent in the project team members who are employees of the university. This need has to be actualized during implementation of individual professional routes. When implementing and informing the stockholders about the progress of the project, it is important to mark the individual professional achievements of the faculty and other employees, including the use of the media: the official website of the university, the corporate newspaper, and social networks.

*At the stage of the analysis and regulation* of the innovation projects progress, a comparison of the actual implementation of the projects aimed at the university human resource development with the planned results was carried out, as well as a correction of the progress and of the results. The degree of achievement of the target indicators and the performance of the projects were assessed, the causes of deviations were determined, the collection and processing of requests for changes in the project were carried out, and the adjustment and forecast of further work, taking into account the proposed changes, were made at this stage. It is essential to take into account the annual operation cycle of the educational organization when making the analysis and controlling the progress of the project work, and determining the reporting frequency. Particular attention was paid to the possibility of making a presentation the results of the projects in the field of human resource development for the subsequent dissemination during project sessions, scientific and methodical conferences, “round tables”, master-classes, regular seminars, and in programs of the additional professional education.

*At the stage of closing the innovation projects in the field of university human resource development*, confirmation and documentation of the completion of the work were performed. Closing the project and its parts involved an analysis of the project results and evaluation of the experience acquired by the project management team and by its participants. At this stage, project managers were to “sell” the products (in our case - the new competences of the faculty and university staff that ensure an increased efficiency of the university in the educational, scientific innovation and other activities). As the experience of project implementation in the field of human resource development has shown, there is a high probability of obtaining potentially valuable indirect results of the projects that are related to obtaining various kinds of intellectual products— results of research, manuals, innovation models, and educational techniques that can be commercialized.

When assessing the results of innovation project implementation, it should be noted that the following was achieved during 2014-2015:

- a personnel reserve was formed for the replacement of senior positions (12 people), as well as senior positions of the faculty of institutes, faculties, and chairs (116 people);

- 10 professional retraining programs involving 140 teachers of the Vyatka State University of Humanities were implemented to meet the requirements of the Federal State Education Standards of the Higher Education and the Federal State Education Standards of the Secondary Professional Education in terms of staffing, 148 teachers attended Master's courses in appropriate profiles;

- 23 skills upgrading programs were implemented, training 520 teachers involved in the implementation of educational programs of the University, to provide faculty skills upgrade according to the profile of their educational work;

-40 faculty members and other university staff were trained under the 506-hour professional retraining program for the development of foreign language competence. The scientific conference "Science Innovations" was organized and held at which all the participants made their presentations of scientific papers in English. 5 teachers - participants in this project delivered reports in English at international scientific conferences (in Germany, Bulgaria, Finland, and the Republic of South Africa);

-a payment system for the university faculty members, based on the effective contract, was introduced, a system of effectiveness indicators of performing job (employment) duties by the university faculty was developed, as well as methods of calculating each indicator; an automated module for data acquisition and processing was developed and introduced.

Quality assessment of the implementation of innovation projects in the field of university human resource development was primarily carried out within the context of the dynamics of the university performance indicators. It is evident from Table 3 that there was a significant excess over the normative values / positive dynamics of the basic indicators of university activities in the period between 2012 and 2015, which reflects the quality of its human resources.

**Table 3.** Description of the main indicators of the university activities that reflect the quality of its human resources

| Indicators   | 2011 | 2012   |      | 2013   |      | 2014   |      | 2015   |      |
|--|------|--------|------|--------|------|--------|------|--------|------|
|  |      | actual | norm | actual | norm | actual | norm | actual | norm |
| The number of the faculty (reduced to the salary rate) having the academic degree of candidate or doctor, per 100 students | '    | '      | '    | 4.06   | 2.78 | 3.03   | 2.78 | 6.29   | 2.78 |

**Table 3. Table 3. Continued.**

| Indicators  | 2011   | 2012   |      | 2013   |      | 2014   |      | 2015   |      |
|---|--------|--------|------|--------|------|--------|------|--------|------|
|   |        | actual | norm | actual | norm | actual | norm | actual | norm |
| The proportion of the faculty having the candidate's degree, in the total number of the faculty   | 52.73% | .      | .    | 59.36% | .    | 56.20% | .    | 56.03% | .    |
| The proportion of the faculty having the doctor's degree, in the total number of the faculty  | 12.52% | .      | .    | 12.60% | .    | 12.90% | .    | 13.82% | .    |
| The proportion of the faculty having the candidate's and doctor's degrees, in the total number of the faculty (without part-time workers and those employed under the contracts subject to civil law) | .      | .      | .    | 69.54% | .    | 69%    | .    | 69.36% | .    |
| The number of the faculty having the candidate's and doctor's degrees, per 100 students   | .      | .      | .    | 4.14   | .    | 3.10   | .    | 3.19   | .    |

Thus, the innovation project management aimed at university human resource development has, at each stage (initiation, planning, organization and monitoring, analysis and regulation, and closing), its special features that result from the specifics of both the object and the subject of management, characteristics of the management process, as well as a set of requirements by the external environment of the project (federal legislation, federal state educational standards, etc.).

## Conclusion

The issue of innovation project management in the institutions of higher education is being developed within the general project management theory (Mazur et al., 2010; Voropaev and Sekletova, 1999), as well as in accordance with the requirements of project management standards, including the standards of the International Project Management Association (IPMA/SOVNET) which are the theoretical basis for studying the features of the innovation project management aimed at university human resource development.

Despite the profound elaboration of the methods of innovation project management within the research, the variable characteristics of the project management aimed at university human resource development that result from their specific subject area have not been fully revealed. This fact leads to the need to specify the goals and objectives, the content of the project work, effectiveness of the projects in relation to the state of the regulatory legal framework, factors of the external environment, the capacities and resources of the internal environment of the university, the characteristics of the individual professional routes of the faculty and other university staff.

This research will make it possible, on the basis of a system approach and the project management methods based of the standards of the International Project Management Association (IPMA), to more effectively manage the projects aimed at university human resource development. The identified features of the innovation project management aimed at university human resource development at the stages of initiation, planning, organization and monitoring, analysis and regulation, and closing are related to the specifics of both the subjects and objects of management, management processes, and the characteristics of the external environment of the projects. These features were taken into consideration by project managers, thus ensuring the attainment of the goals and objectives set up by the projects, to bring human resources of the university to a new quality level by means of a comprehensive implementation of advanced training of the faculty and administrative staff.

## Implications and Recommendations

The materials of the article are valuable for both the administrators and teachers of educational institutions of higher education - the developers of innovation projects in the field of university human resource development, team members of the projects in this field.

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No potential conflict of interest was reported by the authors.

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