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Application of the method of projects in the master's program of project managers

Propose a new approach to the use of a method of projects in the Master's program of training in technology of management. This work represents the examples of the method applying.

The need of acquisition by the students stable skills to work in projects especially pronounced when the participants are students of master's programs with little practical experience in this area.

It is known that the most valuable competence of the project manager is the ability to organize work teams. It seemed that the useful will be the "project method", which is considered as a form of practical work students. However, the standard method of application of projects in education the biggest drawback is that the position of project manager takes a teacher, supervisor, tutor etc. The student is on the position of performer who must fulfill a number of tasks and obtain results. This activity has some features of the project, but the project is not in the general sense. This use of "project method" does not make sense to apply to master's programs for managers of projects and programs, because the accent in this method focuses on the work of the performer firstly and secondly to attention is given to the subject area of activity, but not to managing of this activity.

So, we can indicate that there is a need of the method of projects in the master's programs in project management in a modified form. Modification of the method is that every student has to participate in the implementation of educational of projects in the role as head of activities and team member is the manager of a particular control functions.

The result of this activity should be performed training projects in an amount at least equal to the number of students in the academic group. Number of repetitions of student participation in the implementation of basic project management processes will be significant, because at all stages of the planning, risk management, for example, repeated with varying detail that, in fact, help acquiring skills.

The essence of the proposed method is as follows: an academic group is divided into subgroups, for example, of 4 persons. Each student receives / chooses a theme of activities for team the leader of which he is appointed. The Manager of activity should determine the social need that will suit to the activities. So subgroup of four members implements four different activities.

The Managers of activities formulate project ideas of activity. In our understanding - the idea of activity is the most significant results of activity. It is clear that, in general, there may be several options (alternatives) performance, which can meet the demand in full or in part. The Manager of activity should identify these alternatives.

After the formalization of alternatives the Managers of activities are obtained as a resource others participants subgroups. That is four subgroups of participants formed four teams that conduct certain activities. Each of the Managers should distribut the roles, that should perform the members of his team. The roles are distributed so that each participant receives all possible roles in subgroups.

For example, a subgroup is composed of four. The Manager of activity appoints his colleagues to the position of specialist in risk management, financial management, quality management. Thus formed the team that carries on activities on obtaining a certain result.

An example of scheme of forming teams in subgroup shown in Table 1.

Table 1.

Distribution of roles in subgroup

|  |  |
| --- | --- |
| Activities/ Projects | Actors |
| Student 1 | Student 2 | Student 3 | Student 4 |
| Act 1 | **Manager** | Risk management | Quality management | Financial management |
| Act 2 | Risk management | **Manager** | Financial management | Quality management |
| Act 3 | Quality management | Financial management | **Manager** | Risk management |
| Act 4 | Financial management | Quality management | Risk management | **Manager** |

To achieve the result the same period of time should be assigning to each team - according to schedule. All activities start at once. Each of student has try himself in all roles.

The Manager is responsibility for the result. His task is organization of the team, analysis of alternatives, the choice of the expected results, the analysis of alternatives to achieving this result, the choice of a particular way, the beginning of the project, project planning, preparation of status reports on project status reporting on achieving results and updating the knowledge base.

Specialist in Quality management has to analyze the requirements for performance, define standards which must be used during the Activities, assesses the degree of compliance with regulations, procedures, preparing status reports on compliance with standards, etc. prepares materials for inclusion in the knowledge base.

Specialist in Risk management carries out analysis of factors influencing the activity from the side of the habitat of activities, prepares a register of risks and proposals for responding to the risks, reports on changes in the register of risks in the course of the project, prepares materials for inclusion in the knowledge base.

Specialist in Financial management creates financial estimates for alternatives ways to achieve results and selected the desired result, creates a financing plan project generates status reports, provides an information for inclusion in the knowledge base.

Such distribution of roles allows each student to repeat the action of the Manager several times that allows you to consolidate skills in the Master's program. Thus, for the period of time allotted by curriculum for practical work, the number of repetitions of administrative actions and programs of project managers in project activities are increased.

The Life cycle model that used in each of projects, is selected by appointed Manager. Model analysis of alternatives and plans of the project depends on the type of activity and subject area.

A very important element of training in project-based management skills is to get a set of operational management of projects - Project Portfolio.

According to the proposed model of activities / projects of each of the subgroups can be considered as a separate Project Portfolio. The set of several different subgroups of the Portfolios can simulate a set of activities / projects of the organization. For this set of operational management activities need to create a Project Management Office. Among the students produce actors of the role of Project Management Officer. Assign PMO Manager,

The tasks Manager PMO are defined by project activities model, which sets the developer of training materials. Type of PMO is determined by the complexity of learning objectives and curriculum.

The number of students receiving tasks Administrator Project Portfolio depends on the quantity of academic groups. If, for example, academic team consists of 20 people, according to the proposed model, we get 5 Portfolios. So PMO of at least six people, PMO manager and five Project Management Officers. For the Managers who administer PMO, there could be a rotation so that each of the students play the role of Project Management Officers, in turn had performed the role of The Manager of PMO.

**Summary**

The use of a modified method of projects while training specialists in technology of management will increase the intensity of practical exercises,will lead to the formation of management skills.