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HR RISKS IN TRAINING MANAGERIAL PERSONNEL OF
EDUCATIONAL ORGANIZATION: CONCEPT, TYPOLOGY,
ALGORITHM

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Abstract

This paper shows research results from studies of a problem of defining and detecting HR-risks in managerial personnel training of educational organization. The authors refined the concept of the HR risks in managerial personnel training in educational organization. Sources of HR risks were determined: managerial personnel of the educational organization as the customer of the training process and trainee at the same time, establisher of the educational organization as an assessing entity, provider of further professional training. According to the sources determined, a typology of HR risks was developed for managerial personnel training in educational organization. An algorithm has been characterized, allowing detection of HR risks in managerial personnel training and including five consecutive steps: 1) determination of the risk source and type, 2) analysis of characteristics and causes of HR risks, 3) study for presence of HR risks, 4) evaluation of probability and consequences from a risk event, 5) making decision on HR risk control.

The study and evaluation of results have been taking place during the years 2015-2017 within the framework of regional model for further training of managerial personnel of educational organizations of the Orenburg oblast. Implementation of the regional model took place at the premises of the Orenburg State Pedagogical University, where the authors participated in implementation of a further professional training program. The study employed general scientific methods: systemic and functional approach, sociological (analysis of documents, observation, surveying, expert assessment) and statistical methods.

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1. Introduction

Provision of comprehensive, fair and quality education throughout life is defined by the United Nations as a priority objective for sustainable development of the modern society. Obtaining a quality education extends people's opportunities to live a healthier and more stable life, facilitates reduction of inequality and attaining gender equality, plays an important role in increasing tolerance in relationships between people and formation of more peaceful communities (Sustainable Development Goals). Among the means of achieving this objectives, together with creation and improvement of educational institution, increase in number of quality teachers, the authors would like to emphasize training of managerial personnel of educational institutions. Lifelong learning of the managerial personnel allows sustaining the current level of its professional competence, necessary for efficient performance of managerial functions, ensuring results and efficient performance of the educational institution as a whole. As M. Barber et al have justifiably noted, to achieve significant results, the education system requires professional managers having command of necessary qualities and skills (Barber, Donnelly & Rizvi, 2012, p. 3).

As for the beginning of 2017-2018 school year in Russia, the headcount of the managerial personnel in general education institution has amounted to 142.2 thousand people, including directors of educational institutions – 41 thousand people, deputy directors – 99.1 thousand people, branch managers – 2.1 thousand people. According to the Russian legislation, the managerial personnel of educational organization have to meet the state qualification requirements and/or those of professional standards. At the same time, the legislation does not regulate procedure and terms of the managerial personnel training, as it does for teaching staff. As a result, the managerial personnel training may be subject to HR risks, where risk events may have deteriorating effect onto the efficiency of control over the educational institution. For example, experts hold, that in the modern context of mass-scale training and retraining of the managerial personnel of educational institutions in accordance with the state qualification requirements a risk appears of a formal approach to training on behalf of various stakeholders (managerial personnel of the educational organization as the customer of the training process and student, establisher of the educational organization as an assessing entity, provider of further professional training).

Scientific study in HR security and management of HR risks are subjects of inquiry in works of A.R. Alaverdov, N.V. Kapustina, A.E. Mitrofanova, A.L. Sloboskoy, V.N. Fedoseev, M.Y. Khromov and other authors; studies of risks in personnel training are the subject matter of works authored by Y.V. Vasilkov, L.S. Guschina, N. Inyats, M.E. Kuznetsova and other scholars. International Organization for Standardization (ISO) has developed guidelines for managing risks that arise in organizations: ISO 31000:2018 Risk management – Guidelines. The application procedure of these Guidelines may be adapted to needs of any organization, including educational ones. At the same time, the problem of HR risks is training of managerial personnel of educational organization is still understudied, which complicates adaptation of the ISO 31000:2018 *Risk management – Guidelines* for controlling this process. In their own turn, understanding of the nature, typology and tools for identification of HR risks in training of managerial personnel will allow improve management efficiency in educational institutions and attainment of sustainable development objective: provision of comprehensive and fair high-quality lifelong education.

2. Problem Statement

More than 80% of managers of educational institutions in Russia have basic higher education in Education. According to the results of international study TALIS (Teaching and Learning International Survey), conducted by Organization for Economic Cooperation and Development in 2013, only 6.5% of Russian managers have completed a professional managerial program before being appointed at a managerial position. Only in Moscow, Saint Petersburg, Tatarstan and a few other subjects of the Russian Federation this number reaches 20%, which is still lower than the average value in the TALIS study, which is 26.5% and significantly lower than that number in the US (68.5%), Singapore (65%), Japan (50%), the UK (39.2%), Canada (38.5%). Experts hold, that as a result, a significant proportion of the managerial personnel of the Russian educational organizations experience some degree of professional difficulties when executing their managerial functions. This conclusion was confirmed by the authors of this study during the qualitative analysis of the managerial personnel of educational organizations of the Orenburg oblast. In particular, the research results have shown, that due to their significant experience, the managerial personnel are capable of solving tactical tasks, at that, over 50% of them experience systematic hardships with strategic management: for example, when developing vision, mission and development strategy of the educational organization (Tarasenko, 2015).

The authors see the solution to the problem of lacking a body of educational managers with proper special training in improvement of the continuous training system of the managerial personnel, taking into account potential HR risks with the aim of their efficient control. This paper is dedicated to complete the following research objectives:

- 1) refining the concept of the HR risks in managerial personnel training in educational organization.
- 2) determining the sources of the HR risks in managerial personnel training in educational organization.
- 3) developing a typology of HR risks in managerial personnel training in educational organization.
- 4) characterizing the algorithm for detection of HR risks in managerial personnel training in educational organization.

3. Research Questions

The revealed contradiction between theoretic and practical significance of HR risk management in training of the managerial personnel of educational organization and lack of scientifically justified approaches to their definition and detection required looking for answers to the following research questions:

1. What is the meaning behind the term "HR risks in managerial personnel training in educational organization"?
2. Who is the source of the HR risks in managerial personnel training in an educational organization?
3. What is the typology of HR risks in managerial personnel training in educational organization?

4. What procedural algorithm will allow for the timeliest and efficient detection of HR risks in training of the managerial personnel of an educational organization?

4. Purpose of the Study

Analysis of timely manner of HR risk management in training of the managerial personnel of educational organization and contradictions due to their detection has allowed to refine the research objective: to justify theoretic and methodical aspects of definition and detection of HR risks in training of the managerial personnel of educational organization.

5. Research Methods

This research used the results of previous studies (Guzairova & Kravets, 2016; Tarasenko, 2015; Guzairova, Lipatkina, & Tarasenko, 2013), as well as general scientific methods: systemic and functional approach, special methods of research: sociological (analysis of documents, observation, surveying, questionnaires, experiment, method of expert evaluation) and statistical methods.

6. Findings

In literature, the term *risk* is understood as a possible hazard, a situative characteristic of activity, involving uncertainty of its outcome and possible unfavorable consequences in case of failure (Babosov, 2009). In its turn, the term *HR risks* does not have a stable definition. In the personnel management theory HR risks are defined as potential losses or threats to business activity of the enterprise due to activities of personnel of the same enterprise (Alaverdov, 2009; Kapustina, 2008; Kuznetsova & Nikitenko, 2016; Fedoseev & Tsirlin, 2006). Subscribing to position of A.E. Mitrofanova, here we understand HR risks as a situation reflecting a hazard of unfavorable development of events, which directly or indirectly involve functioning and development of the organization, its personnel, society as a whole and whose occurrence is linked to objectively existing uncertainty, determined by a number of causes: inefficiency of personnel management system; behavior, activities (inactivity) of personnel, external environment of the organization (Mitrofanova, 2013).

HR risks may be classified according to various properties. According to form, A.R. Alaverdov distinguishes quantitative and qualitative risks, as well as a risk of personnel disloyalty (Alaverdov, 2009). Kapustina (2008) and Slobodskoy (2011) define three groups of risks in HR management: hiring risks, employment risks and post-dismissal risks. Kuznetsova (2011) classifies the HR risks into risks of lowering of personal rights and freedoms, health damage risk, unemployment risk, income reduction risk and commercial goodwill risks. Theoretical analysis of literature allowed to distinguish two main groups of the HR risks: Group 1 is personnel risks; Group 2 is HR management system risks the latter include also risks in training of managerial personnel of educational organization.

The authors understood the HR risks in training of managerial personnel of educational organization as situations, reflecting a hazard of unfavorable development of events, whose occurrence may have deteriorating influence onto the process and result of training of the managerial personnel of the educational organization. Analysis of theory and practice of training of the managerial personnel of the educational organization allowed the authors to detect the sources of HR risks in training of the

managerial personnel: 1) managerial personnel of the educational organization as the customer of the training process and student; 2) establisher of the educational organization as an assessing entity for training results; 2) provider of further professional training. Depending on the source, 3 types of HR risks were distinguished: organizational-managerial, organizational-teaching and trainee risks. Characteristic of various types of the HR risks in training of the managerial personnel, their causes and detection tools are given in Table 1.

Table 01. Typology of HR risks in training of the managerial personnel of the educational organization (MP)

HR risk type	HR risk characteristic	HR risk cause	HR risk detecting tools
Organizational-managerial	lack of systemic approach to professional development of MP in regional (municipal) HR policy	<ul style="list-style-type: none"> formalism and closed procedural nature of MP attestation; lack of systemic work with candidates' pool and planning of professional advancement of MP; MP training is not formalized in regulations. 	<ul style="list-style-type: none"> analysis of regional (municipal) policy and regulatory documents in MP professional development and training; analysis of plans for work with candidates' pool and MP professional advancement; interviews with managers and regional (municipal) education system HR policy specialists.
	reduction of performance and efficiency of educational organization management	<ul style="list-style-type: none"> insufficient level of MP's professional competence for efficient completion of professional tasks; lack of agreement on milestones in development of both educational organization and MP professional activity; overload of MP due to unreasonable form or schedule of training. 	<ul style="list-style-type: none"> entrance diagnostics of professional competence levels of MP; comparative analysis of the educational organization development program and KPI of MP analysis of forms and technologies of training, scheduling and MP training timetables; surveying the managerial personnel to detect overload.
	default on investment in MP training	<ul style="list-style-type: none"> dismissal of MP having undertaken training during the year; lack of local documents (agreements) between the employer and the MP placed for training. 	<ul style="list-style-type: none"> detection events and causes of MP dismissal and comparing them with the terms of training; check for presence and acquaintance with regulatory documents covering training-linked relations between the employer and MP.
Organizational-teaching	insufficient efficiency of MP training organization	<ul style="list-style-type: none"> underdevelopment of regulatory and methodological support for MP training; incomplete matching between the training content and milestones in the educational organization development strategy; formalistic needs detection in MP training, development and implementation of individual training tracks; inappropriate level of professional competence among the MP training staff; formalism and unfairness in assessing MP training efficiency. 	<ul style="list-style-type: none"> study and analysis of regulatory and methodological support for MP training; expertise of matching between the training content and milestones in the educational organization development strategy; analysis of diagnostic tools used in entrance, current and final diagnostics of trainees; comparison of entrance diagnostic results and individual training tracks of trainees; analysis of currency of the professional competence among the MP training staff (portfolio, class visitation, survey of trainee

HR risk type	HR risk characteristic	HR risk cause	HR risk detecting tools
			satisfaction); <ul style="list-style-type: none"> analysis of MP training efficiency evaluating system.
	reduction of motivation for professional and teaching activity	<ul style="list-style-type: none"> inefficient system to motivate and stimulate teaching personnel performance; inability for actualization of personal professional and teaching potential; professional burnout. 	<ul style="list-style-type: none"> analysis of existing system to motivate and stimulate teaching personnel performance; study of organizational conditions, providing actualization of personal professional and teaching potential; survey of teaching staff for self-evaluation methodology, motivational study, detecting evidence of professional destruction
Trainee	reduction of MP motivation to training, resistance to training	<ul style="list-style-type: none"> realization of absence of link between the results of training and personal professional advancement; non-current nature of training information for the trainee and low practical significance of the training information for completion of professional tasks; inefficient system for MP motivation for professional development; inability to actualize personal and professional potential of MP; professional burnout. 	<ul style="list-style-type: none"> analysis for correspondence between the training content, modern educational requirements and needs of MP; analysis of existing system to motivate and stimulate MP performance; study of organizational conditions, providing actualization of personal and professional potential of MP; survey of MP for self-evaluation methodology, motivational study, detecting evidence of professional destruction
	discrepancy between the entrance level of MP professional competence and the training program content	<ul style="list-style-type: none"> insufficient entrance level of MP's professional competence for efficient completion of the training program; insufficient complexity of the training program for a given entrance level of MP professional competence. 	<ul style="list-style-type: none"> analysis of diagnostic tools used in entrance diagnostics of MP; comparison of entrance diagnostic results and individual training tracks of MP;

From analysis of data shown in Table 1, the authors have developed an algorithm to detect HR risks in the training of the managerial personnel of educational organization, which includes the following steps:

- 1) determination of type and source of HR risks in training;
- 2) analysis of characteristics and causes leading to appearance of HR risks in training;
- 3) study of HR risks presence in training (with a given diagnostic tools);
- 4) evaluation of probability and consequences from HR risk occurrence (from expert assessments);
- 5) making a decision on management of HR risks in training.

7. Conclusion

The following conclusions were obtained in the study:

1. The definition of *HR risks in training of managerial personnel of educational organization* was refined as situations, reflecting a hazard of unfavorable development of events, whose

occurrence may have deteriorating influence onto the process and result of training of the managerial personnel of the educational organization.

2. The sources of the HR risks in managerial personnel training in educational organization were determined. 1) managerial personnel of the educational organization as the customer of the training process and student; 2) establisher of the educational organization as an assessing entity for training results; 2) provider of further professional training.
3. A typology of HR risks in training managerial personnel of educational organization was developed that includes types of HR risks, their characteristics, causes and detection tools.
4. An algorithm has been characterized, allowing revealing HR risks in training managerial personnel of educational organization and including five consecutive steps: 1) determination of the risk source and type, 2) analysis of characteristics and causes of the HR risk, 3) study for presence of the HR risk, 4) evaluation of probability and consequences from risk event, 5) making decision on HR risk control.

The authors note, that this paper presents some results of a continuing research dedicated to the issue of HR risks in training the managerial personnel of educational organization. Additional studies are needed for HR risk management techniques in managerial personnel training and their justification with considerations for the results of their practical evaluation under natural conditions of functioning and development of the Russian educational system.

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