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CONTEXT OF THE ASSESSMENT AND STRATEGIC PERSONNEL MANAGEMENT AT AN ENTERPRISE ON THE BASIS OF LEVEL COMPETENCES

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Abstract. *The article deals with the problem of improving the methodology of assessment and strategic personnel management at an enterprise using level competencies. Leading methods of strategic evaluation of the enterprise personnel are examined in order to identify sources of competence formation as the basis of strategic personnel management. The methodology for expert assessment of the personnel competences based on the rank model and comparisons has been developed.*

Keywords: *enterprise personnel strategic management, personnel competences, personnel competencies assessment methods, expert assessment, rank model.*

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Introduction

In today's liberalized and globalized world, economic development of any business entity depends crucially on investment in human capital, as well as on the ability to produce new competency-based solutions, adapt them to specific business conditions and put them into practice. Not only liberalization is necessary for this, but also mutual, comprehensive cooperation between managers and employees. One of the main stages of managing the enterprise personnel competencies is to assess and

develop competencies of employees in order to activate internal resources and increase efficiency of economic activity of the enterprise itself. In this context, it is relevant to consider methods of assessing employees and developing a proper methodology for determining the level of competence.

Literature Review

Well-known researchers in the field of personnel management (Fuller, 2002; Malhorta, 2009) believe that an indicator of success of an enterprise is the effective management, including personnel management, which, according to modern management concepts, is the main source and driving force of its development and prosperity. Development of personnel competences (Mathis & Jackson, 2003; Tomé, 2011) is a set of mechanisms, principles, forms and methods of interaction during formation, development and activities of the personnel, which is implemented as a series of interrelated directions and activities. In the works (Asree et al. 2010; Jenny, 2008) it is stated that development of personnel competencies is interpreted as a set of personnel administration tools, purposeful active influence of managers of the enterprise (company) through interrelated organizational and economic and social means to increase production and creative activity of the employee.

Methods

We propose to base the methodology of this research on the following series of methodologies and methodological provisions: 1) complex coordination means that personnel management should be coordinated in accordance with the concept of enterprise development, i.e. it must be clearly congruent and subordinate to its strategy, ensure formation of highly qualified employees, rational use of personnel, effective system of motivation and development; 2) systematic source of development means that the enterprise personnel acts as the only internal source and driving force of its development and prosperity. Success of the enterprise depends on the personnel efficiency, and the interest of employees in the results of their own work, continuous training, extensive use of knowledge, proper experience, working time, efficient use of technical aids, rational use of material resources; 3) performance evaluation - the greatest success of the enterprise management does not depend on the isolation (integration) of additional or change (elimination) of the existing human resources management subsystems, but on the extent to which these functional subsystems would be consistent with each other in time and space and would meet the strategic goals of the enterprise.

Results

The issue of personnel assessment involves the process of determining effectiveness of an employee, during which objective information regarding their professional qualification level, socio-psychological qualities, behavioral models, attitude to work, contribution to the end result of a particular unit and the enterprise as a whole is obtained. In the context of our study, we consider it necessary to move away from the statement “personnel assessment” and propose to conditionally

introduce a direction based on the assessment of personnel competencies, since we believe that after we have found out the essence of personnel competencies, it is incorrect to speak about the personnel assessment (Jantti & Greenhalgh, 2012). Analyzing research papers on employee evaluation (Vila et al. 2014; Wickramasinghe & De Zoyza, 2008), we can distinguish three main groups of assessment methods.

1. Qualitative - methods of assessment through discussion and reference data. For this purpose, it is necessary to determine certain qualities that the employee should possess and compare the object of assessment with the selected set of qualities (Table 1).

Table 1. Qualitative methods of assessment of personnel competences

Method	Method description	Advantages	Disadvantages
Group discussions	Evaluation of knowledge, personal and business qualities of employees during the group discussion	Availability of feedback	Results depend on adequate choice of reference points
Performance analysis	Determining contribution of employees to achieved results	Clarity, enhancing employee motivation	Complexity of calculations
Reference method	Assessment of the employee's business and personal qualities compared to the "ideal" employee	Ease of use, takes into account specifics of organizational culture	Difficulty in defining the "ideal" due to different job requirements
Method of expert assessments	Determination certain qualities of an employee due to the experts' estimates	Versatility of the assessment, credibility of the assessment results	Time-consuming, possible subjectivity
Graphic profile method	Graphical evaluation that fits the personality profile is applied	Illustrative; enables to compare employees with each other, ability to predict behavior in different situations	Requires involvement of graphic analysis specialists
Critical situation management method	Assessment of employee behavior in critical situations	Allows to define "excellent" and "unsatisfactory" level of performance of duties, to estimate the potential of the employee	High level of subjectivity
Manager folder	Setting priorities, developing a plan of action based on a specially formulated package of documents	Assessment of fulfilment of responsibilities and ability to make a plan of actions	Takes much time to prepare, a large amount of documentation
Management by goals	Setting goals, planning work is carried out during joint discussions with the supervisor and subordinates	Creates an atmosphere of cooperation, encourages display of responsibility	Complexity of application, time-consuming, places high demands on executives who makes assessment
Score «360»	Employees are evaluated by managers, subordinates, colleagues by filling in a unified evaluation form	Objectivity, feedback	Costly, the assessment is based on facts, not analysis

2. Quantitative – all methods with a numerical evaluation of the employee's performance. The most effective and the simplest among them are the coefficient method and the scoring method (Table 2).

Table 2. Quantitative methods of assessment of personnel competences

Method	Method description	Advantages	Disadvantages
The score method	Adding or deducting of a certain number of points for certain achievements (losses) during evaluation	Straightforwardness, economy	Highly subjective results
Performance assessment method	Describes performance of an employee doing a task of a certain degree of complexity	Takes into account professional competence	Many formulas, complexity of calculations
Method of coefficients	Each employee is assigned a goal achievement coefficient	Determining the level of achievement of the specified standards	Complexity of calculations
BSC method	Applied to manage financial, labor and material resources of the enterprise	Use of optimal set of indicators of company activity	Many indicators are difficult to identify

The main purpose of this element of the personnel management system is to provide feedback between the subject and the object of the given system (that is, between the manager and the subordinates, administration and employees) regarding all aspects of economic and social behavior of a person in an organization. In other words, the purpose of the personnel competency assessment system is to increase efficiency of personnel skills, knowledge and expertise.

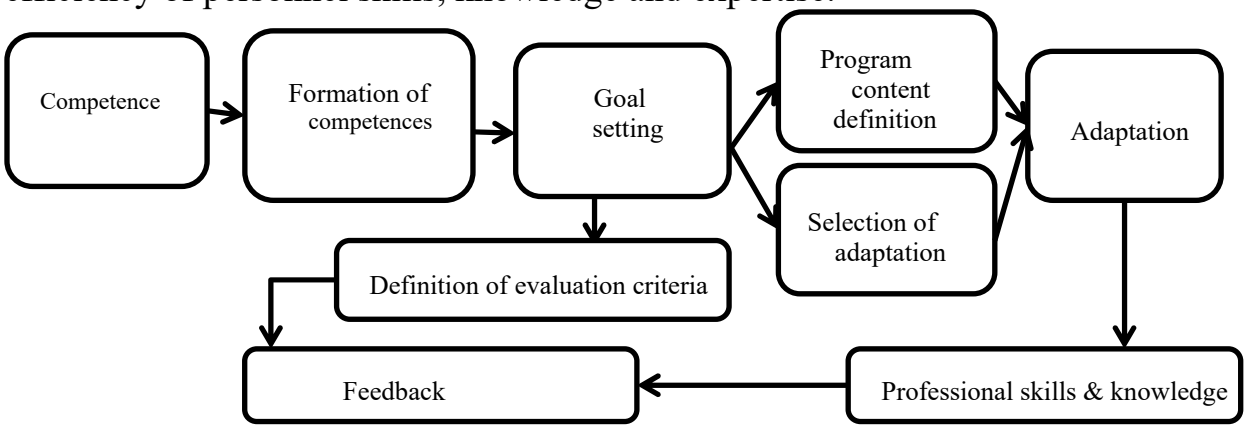

Figure 1. Strategic assessment of personnel competencies in the enterprise personnel management system

Personnel competences are assessed for the three purposes: administrative, informational and motivational. Strategic assessment made with administrative purpose is necessary to make personnel decisions on an objective and regular basis (promotion, demotion, dismissal, remuneration). Assessment with an informational purpose is a means of informing employees about their relative professional level, strengths and weaknesses, areas of improvement, and also provides managers with necessary data on the quantitative and qualitative composition of personnel. The specifics of personnel competency assessment functions show in their close relationship, which confirms the need to create a self-functioning evaluation system

within the framework of enterprise management (Maimunah, 2011). Thus, we can offer architecture of the personnel management system on the basis of competency assessment (Figure 1).

It should be noted that the process of assessing personnel competences should be based on definition and further grouping of these competencies (Figure 2).

In addition to the methods and approaches to competency assessment outlined above, a peer review method is applied to establish quantitative characteristics and qualitative attributes of scientific and training personnel competences based on the opinion of most experts. Furthermore, a number of rules should be followed: 1) to conduct a research a set of questions is made aimed at achieving one goal; 2) proper selection of experts: competent in issues under research or interested in solving a particular problem; 3) data processing is based on considering opinions of all experts on the studied features (for this purpose, it is necessary to calculate the sum of ranks on the ith question and draw conclusions on the resulting rank); 4) reliability of results of the experts' work is estimated by the coefficient of concordance (in general) (Patll et. al. 2014).

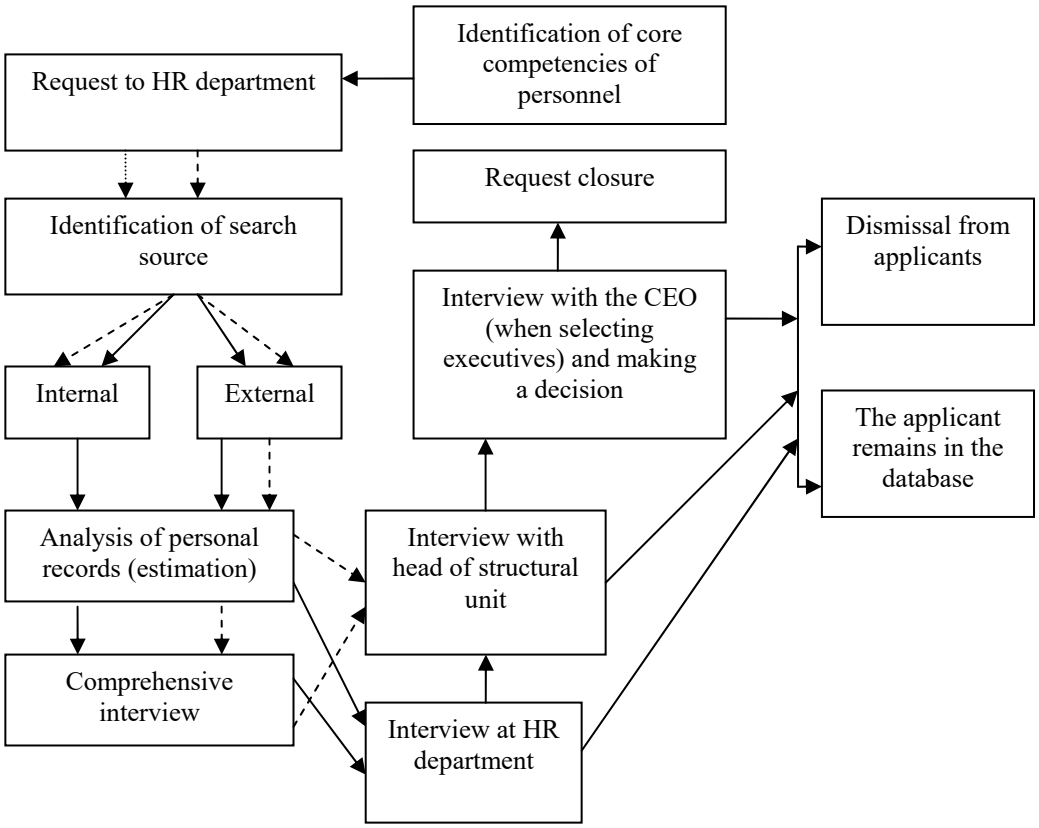

Figure 2. The process of defining and grouping the enterprise personnel competencies

The formula for root mean square deviation is:

$$G = \sqrt{\frac{\sum (x - \bar{x})^2 n}{\sum n}} \quad (1)$$

The difference between the largest and the smallest value characterizes the scope of variation and is determined by the formula:

$$R = X_{\max} - X_{\min} \tag{2}$$

If the magnitude of the variation in the estimates obtained by the expert survey does not exceed 6 quadratic deviations (the law of normal distribution), then the statistical characteristics are considered to be interrelated and correspond to the normal distribution. The data evidence that the peer reviews are consistent and the norms of distribution, so the results of the peer review process can be considered reliable. Experts make an estimation of the degree of significance of parameters by assigning them a rank number of the factor to which the expert gives the highest rating, is assigned a rank 1. Reforming the ranks is carried out without changing the opinion of the expert, that is, between rank numbers the corresponding relations should be preserved - we calculate the average value. Deviation from the average sum of ranks is calculated by the formula:

$$\Delta = \sum E_i - \frac{\sum\sum E_i}{n} \tag{3}$$

The degree of consistency of the positions of experts will be determined by calculating the coefficient of concordance by the formula:

$$W = \frac{12 \times \Delta^2}{m^2 \times (n^3 - n)} \tag{4}$$

The value of the coefficient of concordance can range from 0 to 1. If W = 0, it is considered that the experts' opinions are not in agreement. If W = 1, then experts' estimates are completely consistent. The value for all HR employees was less than 1, so the calculated coefficient of concordance (W) indicates low consistency of expert opinions. General strategic assessments of the personnel professional competencies and their ranks are summarized in the matrix presented in the form of the Table 3.

Table 3. Strategic assessment of the enterprise personnel professional competencies by ranks

Professional competences	Ranks					ΣE_i	Δ	Δ^2
	E_1	E_2	E_3	E_4	E_5			
PC_1								
PC_2								
.....								
PC_n								
Σ:								

An effective mechanism for fulfilling the enterprise personnel competencies can be created on conditions of freedom of choice for each person of the types and forms of activity he needs and on conditions of free personal development.

Conclusion

Applying a competent approach is a very promising direction for formation of personnel management systems in modern enterprises. In particular, at present, it is important not only to be able to operate one's proper knowledge, but also to be ready to change and adapt to the new requirements of the labor market, to manage information, to perform actively, to make quick decisions. Particularly important is the development of competencies in the HR department, who are directly involved in formation of a competent model for the enterprise employees. The competence approach becomes the basis for developing a system that combines the requirements of business and HR management.

The theoretical and methodological model for determining the personnel competencies and behavior indicators necessary for successful performance of the personnel functions, which show in appropriate situations and time, for a particular organization with its individual goals and corporate culture, was developed in the paper. The competency model is a complete set of key characteristics that enable an employee to perform qualitatively in a specific position to successfully achieve the strategic goals of the organization.

Technology of developing the required competencies of the personnel management specialist includes the following stages: clarification of the list of typical competences; combination of functional updating of job descriptions (enrichment of standard competences and (or) formation of new ones); defining additional functions of key competence or defining the functional content of the required competence; compilation of their complete profile necessary for carrying out working activity at a specific workplace; clarification of employee's rights and responsibilities; choice of ways to solve the expected (unexpected) situation.

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THE METHODOLOGICAL STRUCTURES OF MANAGEMENT OF INTERNATIONAL MARKETING ACTIVITIES OF THE TOURIST ENTERPRISE

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Abstract. *The main purpose of the scientific article is to substantiate theoretical and methodological foundations and to develop practical recommendations for improving the management of international marketing activities of tourism enterprises.*

The scientific approaches to the determining of the tourism enterprise marketing essence and management are investigated; the management system of marketing activities of tourism enterprises is improved and recommendations on the management of the tourism enterprise marketing complex are given.

The methodological model of management of the international marketing activity of the tourist enterprise is formed. The strategic directions of evaluation of the effect of interaction of a tourist enterprise with consumers and partners are substantiated and methodically structured.

The practical value of the results is to improve the existing ones and to develop new theoretical provisions and practical recommendations for managing the marketing activity of the tourism enterprise. Thus, a methodological approach to managing the international marketing activity of a tourism enterprise is proposed, differing from existing ones that is based on determining the effect of the direct and indirect influence of the interaction of the tourism enterprise with consumers and partners on its marketing activity.

The scientific work is based on the hypothesis of insufficient orientation of the classical concept of the marketing complex on the consumer of the tourist product and its strategic support. Recommendations are given on the management of such a complex, the essence of which is to manage the process of responding to consumer requirements.

Keywords: *marketing complex, international marketing activities, marketing strategy, consumers and partners.*

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Introduction

Tourism is developing extremely fast in the world, which now occupies a leading position in the world economy. It accounts for about 10% of gross output and nearly 30% of world trade in services. At the present stage of development of economies of the countries of the world, favorable conditions are created for the spread of the functioning of enterprises in the sphere of tourism services. Their rapid development has influenced to the intensification of competition and the application of a new approach to the use of international marketing strategies.

Literature Review

In research (Furrer et al. 2004; So and Morrison 2003; Yip 2003; Zou and Cavusgil 2002), an international marketing strategy is being touted as a comprehensive system of event planning for adapting market activity to changing customer requirements and needs in a competitive environment. Another group of scientists (Craig and Susan 2000; Evans et al. 2003; Hill, Jones 2009) believes that the main task of the international marketing strategy is to establish a dynamic balance between business and the external environment. A number of scholars (Dolniar 2004; Holloway 2009; Gillespie et al. 2004) think that a marketing strategy should provide the benefits of competitiveness in tourism.

Results

Based on the analysis of the essence and structure of the management system of the tourism enterprise marketing activity, the model of the international marketing activity management of the tourism enterprise is proposed (Figure 1).

The study of the main conceptual approaches to the management of international marketing of tourism enterprises has allowed as a priority and to define the modern concept of marketing relationships, the essence of which is the need to create sustainable effective relationships with other market players (Wolfe et al. 2004).

The results of the study revealed that in modern conditions the effectiveness of the tourism enterprise will depend directly on its relationship with other market entities, which involves the use of the relationship marketing marketing concept as a priority concept of tourism enterprise marketing (Card et al. 2003; Liapis et al. 2013). The author's view on the modern system of management of the marketing activity of the tourism enterprise, taking into account the orientation on partners and consumers, provides for the need to implement certain measures at the strategic and tactical levels (Figure 2).

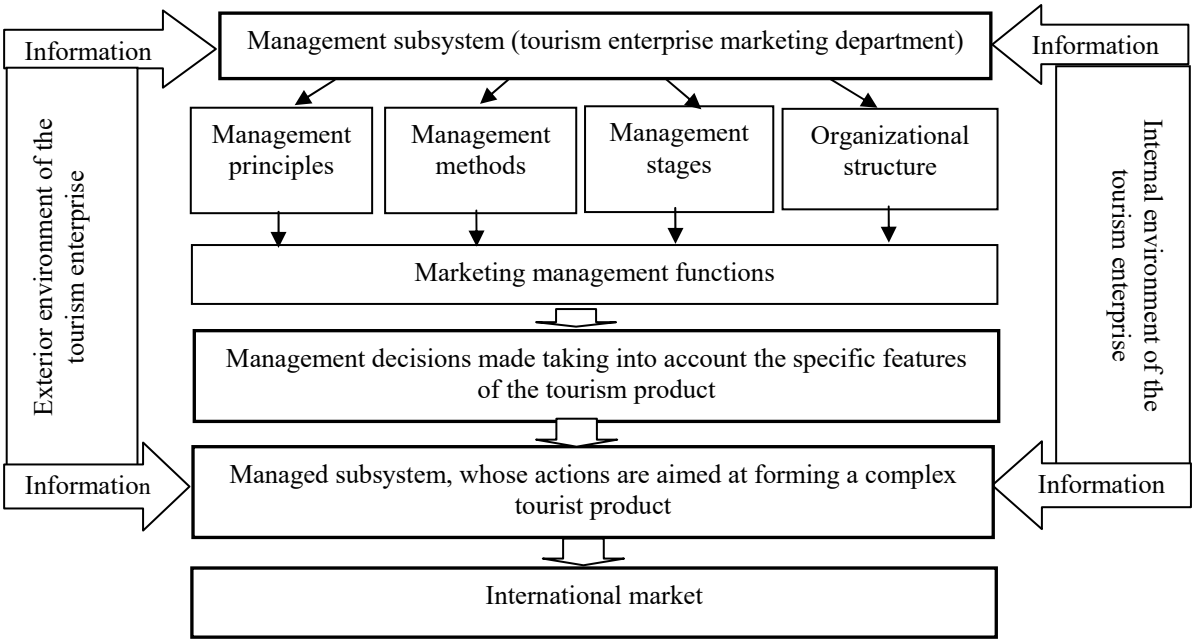

Figure 1. Model of the management of the international marketing activity of the tourist enterprise*

** Designed by the authors*

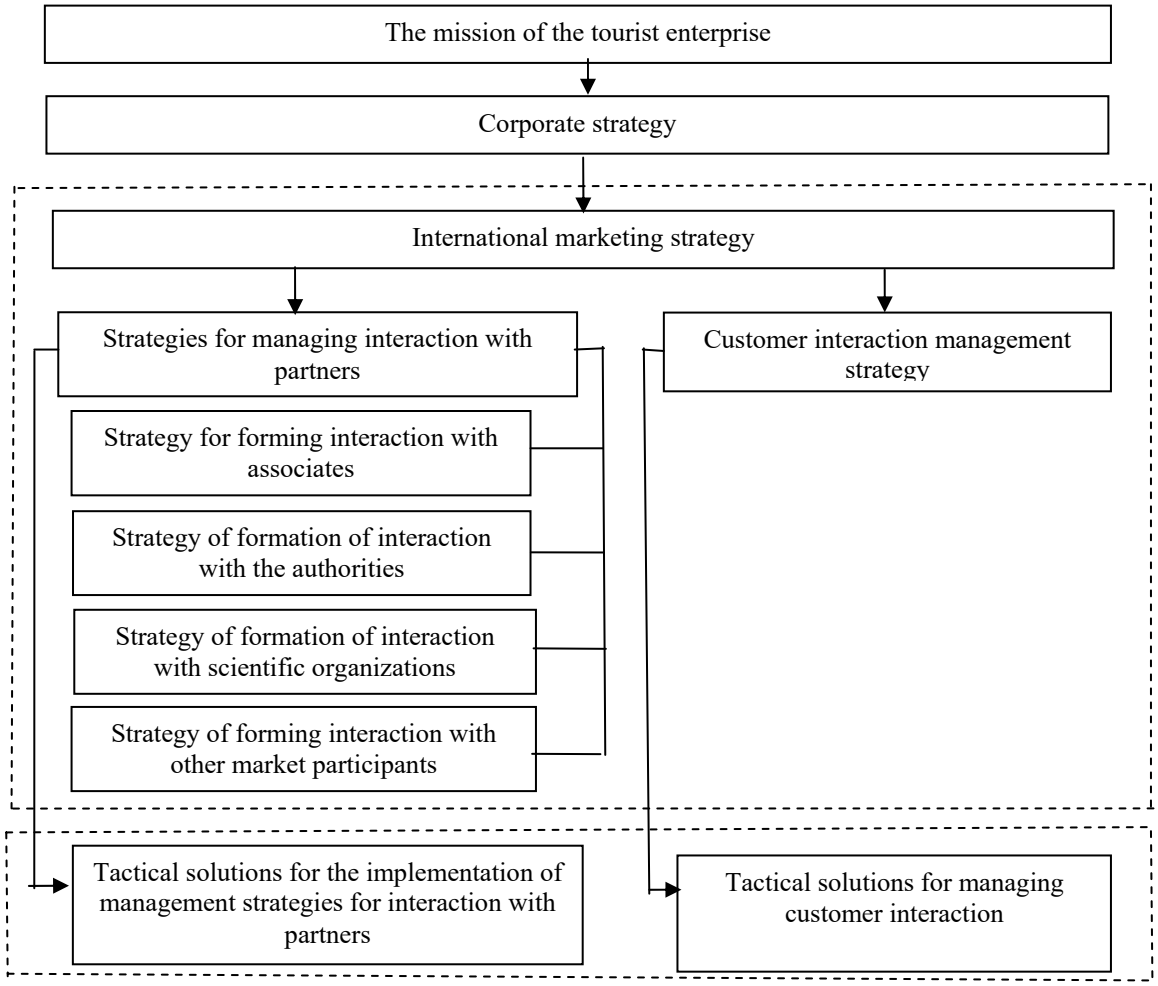

Figure 2. Strategic model of management of the tourism enterprise marketing activity*

** Designed by the authors*

The strategy of relations with partners provides for the development of implementation strategies aimed at tourism product partners, government representatives, scientific institutions (including educational institutions) and other actual and potential partners (Bieger, Laesser 2004). This leads to the transformation of the marketing complex with the focus on creating effective relationships with consumers (Figure 3).

Influence element	→	The result of the element	→	The main requirement that is satisfied (consumer benefit)
Product	→	Product acceptability for consumers	→	Consumer needs and requests
Price	→	Possibility of product purchase	→	Optimal costs for the consumer
Place	→	Availability for purchase by consumers	→	Consumer accessibility
Promotion	→	Consumer awareness	→	Communication with the consumer
Physical evidence	→	Acceptable atmosphere	→	Comfort during purchase
Process	→	Optimization	→	The optimal consumption process
People	→	Professionalism, attitude	→	Direct contact

Figure 3. International marketing Complex "7 C" of a tourist enterprise*

** Designed by the authors*

Considering the features of the proposed tourism enterprise marketing management system, that involve targeting partners and consumers of the tourism product, the tourism enterprise interaction management effect should be considered as the effect of managing the two marketing management subsystems:

$$E_R = \sqrt{E_c \times E_n} \quad (1)$$

where E_R is an integral indicator of interaction of a tourist enterprise with market entities,

Ec – is an indicator of consumer engagement,

En – is an indicator of engagement with partners.

The final goal of such interaction is to retain existing and attract new consumers of the tourism product (Fesenmaier, Jeng 2004).

We propose to define the indicator of direct influence of interaction on marketing activity (Es) as the effect of management of interaction with consumers, which can be represented as the dependence on the indicators of the effect of attracting consumers to the consumption of tourism services (Ep), customer service (Esr) and retention (preservation) of consumer segments (Ey):

$$E_S = \sqrt{E_P \times E_{sr} \times E_y} \quad (2)$$

The indicator of indirect influence of interaction on marketing activities (Eo) is defined as the effect of managing interaction with partners, which structurally

consists of the assessment of the following components: the effect of managing interaction with authorities (*Eg*), with scientific institutions (*Esc*), with subcontractors (*Em*), other partners (*Epr*):

$$E_o = \sqrt[n]{E_g \times E_{sc} \times E_m \times E_{pr}} \quad (3)$$

Table 1. Strategic directions for evaluating the effect of tourism enterprise interaction with consumers and partners*

Evaluating directions the direct effect of tourism enterprise interaction		
1. Consumer interaction	1.1. Consumer interaction aimed at attracting the consumption of the tourist product	1.1.1. Attractiveness of the market segment
		1.1.2. Ability to function effectively on a separate segment
		1.1.3. Product positioning in the market
	1.2. Interaction with the customer during service (providing tourist service)	1.2.1. Product management
		1.2.2. Price management
		1.2.3. Sales process management
		1.2.4. Promotion management
		1.2.5. Physical representation management
		1.2.6. Management of the tourist service implementation process
		1.2.7. Personnel management
	1.3. Interaction with consumers aimed at their content	1.3.1. Integration into management structure
		1.3.2. Database management
		1.3.3. Functioning of the consumer interaction center
		1.3.4. Use of loyalty mechanism
		1.3.5. Evaluation of loyalty programs
Directions of estimation of indirect effect of the tourist enterprise interaction		
2. Interaction with partners	2.1. interaction with authorities	2.1.1. Collaborative marketing research and the ability to use it
		2.1.2. Development of possible concepts of marketing management with recommendations for its implementation
		2.1.3. Participation in innovation and investment projects for tourism development
		2.1.4. Exchange of consulting services
		2.1.5. Participation in creating a positive image of the tourist region
	2.2. Interaction with scientific institutions	2.2.1. Implementation of scientific developments
		2.2.2. Common implementation of scientific programs
		2.2.3. Scientific rationale for the development of tourism on certain territories
		2.2.4. Exchange of consulting services
		2.2.5. Personnel training for tourism business
	2.3. Interaction with the subcontractors of the tourist enterprise	2.3.1. Coordination of strategic and tactical plans of marketing activities
		2.3.2. Identification of potential demand
		2.3.3. Harmonization of partners' assortment policy
		2.3.4. Price policy coordination
		2.3.5. Creation of vertical and horizontal systems
		2.3.6. Joint implementation of selected communication activities
	2.4. Interaction with other partners of the tourism enterprise	2.4.1. Assistance of intermediaries in bringing the tourist product to the consumer
		2.4.2. Formation of public opinion on the activities of the tourist enterprise
		2.4.3. Integration with competitors in professional organizations

** Source: Hill, Jones 2009; Gillespie et al. 2004; Goeldner, Ritchie 2009*

The evaluation of the tourist enterprise interaction with the main market subjects is carried out in the following structural and logical sequence: Stage I. Directions formation of the effect of the interaction between tourism enterprises, the implementation of which is carried out to evaluate the effect of the interaction of tourism enterprises with other subjects of the market (Table 1).

Stage II. Modeling the interaction evaluation parameters, based on the specific numerical expression of a particular measure of the interaction effect. Stage III. Comparative analysis of the results, that provides a comparison of the indicator of the interaction effect of the tourism enterprise over a period of time with a similar indicator calculated for the tourist market. Stage IV. Determining the relationship between the effect of interaction and profit, that is carried out in two directions - for the population of enterprises and for the individual subject of the tourist market.

Conclusion

Therefore, we conclude that the suggested methodological recommendations allow the company to choose the optimal marketing strategy taking into account the use of the international marketing complex “7C”. In this case, the queuing system acts as a tool for choosing the optimal strategy of the three existing: undifferentiated, differentiated and concentrated marketing.

The international strategy of undifferentiated marketing will be used if the service channels are loaded, that is, there is an increased demand for the tourist product of a certain enterprise. The international strategy of differentiated marketing will be used in the case when the service channels are close to the load to the critical point, that is, there is no queue yet, but when the service slows down, it may occur. To use this strategy, customers are divided into similar segments, that relieve their further service. The international strategy of concentrated marketing will be used if the service channels are unloaded. In this case, the company is able to provide an individual approach to customers.

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ORGANIZATIONAL STRUCTURE OF FORMING LEADERSHIP COMPETENCES IN ENTERPRENUERSHIP

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Abstract. *The paper defines theoretical, social and organizational prerequisites of importance of leadership competencies formation in entrepreneurship. It has been determined that entrepreneurial leadership positions are formed by: result orientation, i.e. ability to take responsibility, forecastly and consistently act according to the defined goals in order to achieve the expected business results, ability to manage available resources, taking into account the needs and priorities; analytical thinking - ability to objectively perceive, study and present information that involves its generalizing from various sources, taking into account details and trends, identifying problems, their importance and cause and effect; the basis for developing a long-term vision. To have skills in coordination and consistency; ability to manage human resources, ability to follow a consistent approach to doing business, be responsible for planning all types of resources, motivation of perfect activities. To form a model of effective communications, that is, ability to effective information exchange both horizontally and vertically, in order to achieve understanding and support on the way of achieving the goals of entrepreneurial business; ability to clearly formulate own point of view, taking into account commercial needs, under different conditions and using different forms and methods of communication. The model of development and realization of leadership competencies on the criteria basis was formed: compliance with the business goals of*

the entrepreneur; expediency for anyone involved in its use; optimality of the elements composition and no repetitions; transparent results of the leadership competency model.

Keywords: *entrepreneurship, business, leadership competencies, leadership competency model, activity motivation, criteria.*

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Introduction

Strategic changes in the international economic and political system, as well as transformational restructuring, present both great opportunities and serious threats for every entrepreneur by increasing the degree of uncertainty and the presence of risks. This situation requires more thorough justification of economic decisions regarding the priority of development of a certain type of resources, among which the entrepreneur class is a pivotal component providing flexibility and adaptability of the functioning of the country's economy in the conditions of socio-economic turbulence of both external and internal environments. It should be noted that the importance of entrepreneurship caused by the set of professional knowledge, skills of each entrepreneur, i.e. the presence of professional and personal competences. The efficiency of production depends on the professional competence of the entrepreneur, which influences the volume and growth rate of production, use of material and technical means, innovative business development, etc. A competent approach to the leadership factor in entrepreneurship is of particular importance in such circumstances, since it allows to generalize a wide range of issues of entrepreneurial activity adaptation to external conditions, taking into account the personality of the entrepreneur and his leadership in business.

Literature Review

Scientific controversy in the field of entrepreneurship demonstrates that one of the modern areas of research is the problem of approaching to the definition and assessment of entrepreneurial leadership competencies. Scientific papers are devoted to finding ways to solve this problem (Amabile et al. 2004; De Vries, 2001). In their papers such scholars (Blackburn and Kovalainen, 2009) define the term of the concept in entrepreneurship as a system of theoretical and methodological views on the understanding and definition of the essence, content of goals, objectives, criteria, principles and methods of doing sustainable business achievement of commercial goals.

On the basis of research and study of the experience of specialists in the field of personnel formation and competencies in the business environment (Mumford et al. 2002), the general principles and patterns to the formation of current and especially leadership competences are distinguished. The papers (Orr et al. 2009; Zhao et al. 2010) on the theoretical analysis of competencies in entrepreneurship are deserved particular attention, which requires constant conducting and development through changing the priorities of social development, transition to higher level of technological way of the country's economy, etc. At the same time (Rowe, 1995)

propose ways of creating a system of competencies in the context of the technology of competence creation, it highlights the advantages and disadvantages of assessing the entrepreneurial leadership skills based on the competency model.

Methods

The competency model is a logical characteristic of the functions and elements of competences used in business. It reflects the standards of entrepreneur behavior, which must be followed in order to achieve the set goals in business. The leadership competency model can be used to ensure coordination and consistency of virtually all business-related processes. Thus, the leadership competency model can be defined as a basic, multifunctional and versatile tool in business. In practice, the model of leadership competencies acts as a procedure for promoting entrepreneurial business within the institute of entrepreneurship at the expense of the opportunity to compare the existing characteristics of the entrepreneur and current market requirements and business trends. In addition, the company staff receive clear idea about the requirements for the position, as well as the standards aimed at the successful and effective performance of work tasks. Increasing and use the entrepreneur's intellectual and leadership capabilities enables to respond quickly to market demands, effectively implement his development strategy, and ensure capital reproduction.

Results

The process of developing leadership competencies in entrepreneurship can be represented in two aspects:

1) The process of internal transformation of leadership competencies implies that there is a transformation of entrepreneurial leadership competencies in the competencies of the whole business. Thus, purposeful exchange of information and knowledge between the staff and the entrepreneur (business owner), which is constantly ongoing in the course of the activity, can cause the emergence of new knowledge or competence, including based on uniting knowledge and technologies can be applied to solve new tasks. In general, the problem of leadership in modern entrepreneurship can be represented in the form of a "cognitive map" shown in Fig. 1.

2) The processes of commercial activity determine the development of entrepreneurial leadership competencies, which can be expressed, including through the qualitative increase of knowledge, skills and abilities necessary to solve business tasks, based on leadership experience or his leadership training. The effective application of the leadership competency model requires to be aligned with its goals and objectives (Hurst & Pugsley, 2016). The model of leadership competencies in entrepreneurship is based on the following provisions in its content: 1) presence of a complete set of leadership competencies and relevant indicators of behavior; 2) standards of behavior / standards of action necessary to accomplish the tasks and achieve the goals in business; 3) the leadership competency model is based on the characteristics of the best performers. These characteristics are clustered according to the criterion of competence commonality.

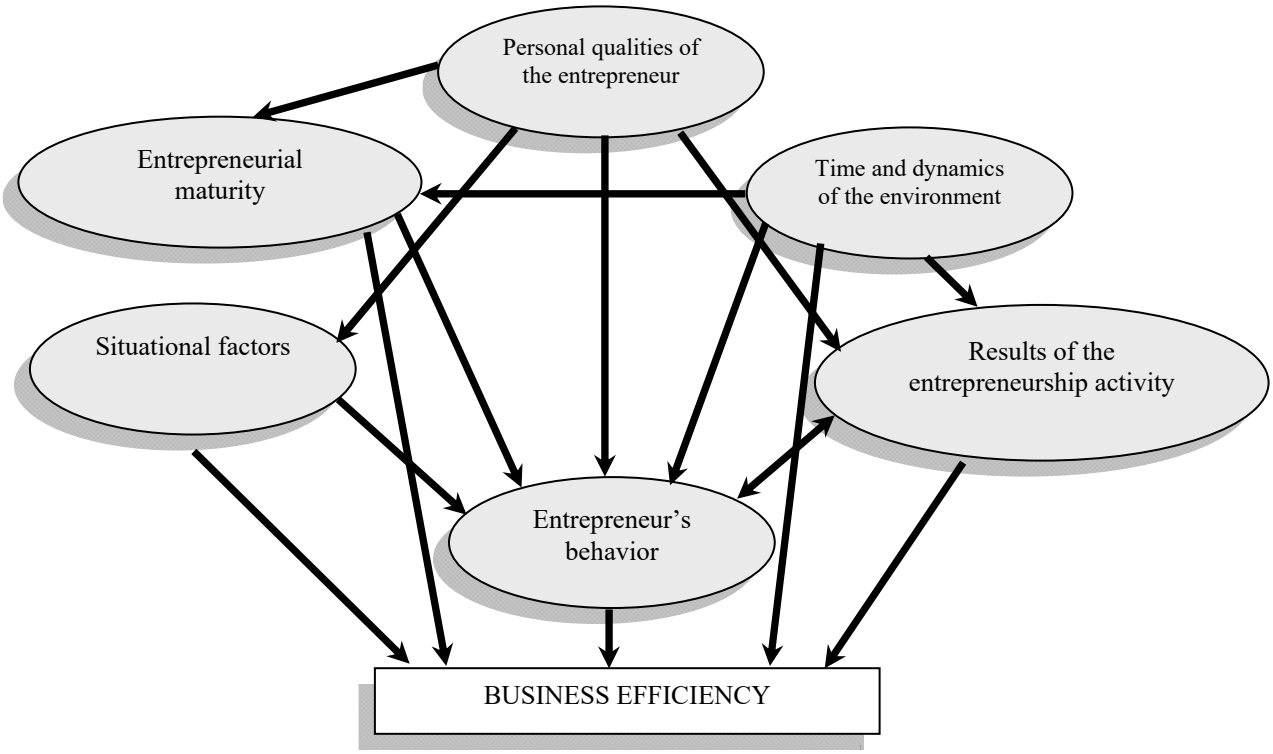

Figure 1. "Cognitive map" of entrepreneurship leadership

A competence can be presented as a set of behavioral indicators and characterized by a description of the behavior standards observed in the actions of the entrepreneur with specific competence. The leadership competency model has a simplified form using non-level leadership competencies. This type of competence covers types of work by simple behavior standards. The entrepreneurial leadership model displays a single list of indicators of all competencies related to all functions (Campion et al. 2011). The process of developing leadership competencies in entrepreneurship can be represented by a sequence of repeated cycles of new organizational knowledge, leadership skills and competencies. Each cycle brings the entrepreneur's business closer to achieving competitive advantage. The adverse effects of the external environment can lead to a "devaluation" of the currently available competences, which may cause slowdown in the competencies development and the need to repeat previous cycles. So (Bennett, 2006) suggested the stages of the development process of leadership competencies with the argumentation of the mandatory audit of leadership competencies in entrepreneurship (Table 1).

The stage of determining the level of leadership competencies involves identifying the factors determining the strategy of entrepreneurial business development, as well as the factors; based on them the list of leadership competences is formed, the current state of business is assessed.

During the search phase, the opportunities for increasing the market segment volume are revealed due to such factors as: new production opportunities, new technologies in the field of production and planning, selection of specialists with special experience and abilities necessary for the fulfillment of new tasks, development of entrepreneurial abilities.

Table 1. Stages of leadership competences development in entrepreneurship

Phase	Management tasks
Identification of the level of leadership competencies in entrepreneurship	Identification of the development level of each element of leadership competencies.
Finding leaderboards	Conducting an assessment of the entrepreneur's existing leadership competencies and diagnosing their leadership impact on hired personnel.
Development of a model and appropriate profiles of leadership competencies	Identifying new leadership competencies, analyzing new opportunities.
Development of the program of the leadership competencies development	Creation of the program of the leadership competencies development, planning of directions of perspective business development, analysis of competencies options.
Implementation of the entrepreneurial leadership development program	Assessment of the implementation success of the developed programs for the formation of leadership competencies, improvement of the program of their development.
The consolidation of the acquired competence by the entrepreneur	Creating barriers to competitors, using the developed models of leadership competencies.

The development phase involves the study of external and internal factors influencing the entrepreneurial leadership models of the entrepreneur, these factors should be taken into account in determining the strategy of development of his business. At the stage of deepening leadership competencies, the interdependence of goals and a system of indicators of their assessment by groups is revealed, ensuring their relationship with the process of entrepreneurship development, control for implementation of long-term goals, identifying prospects and developing programs of entrepreneurial business based on forecasts of leadership dynamics (AlMazrouei and Zacca, 2015).

The last stage involves creation of barriers for competitors, they prevent the copy of the unique properties of the internal environment of the entrepreneurial business. Each stage is followed by the use of specific methods selected on the basis of the content of certain leadership competencies (Dalakoura, 2010). Thus, the considered leadership competencies can be formed only under the influence of corporate and personal knowledge in the process of interaction of the individual entrepreneur and his employees based on individual abilities and experience.

Development of the leadership competency model involves applying a tiered approach to building it. The systematization of approaches of different researchers on scaling the levels of leadership competencies manifestation revealed the possibility of their assessment and description on the basis of taking into account the degree of knowledge development (Table 2).

The effect from the use of the leadership competencies model in entrepreneurship is determined depending on the level of organizational development, ability to use tools that are appropriate to the specifics of its activities and business environment. A scientifically justified model of leadership competencies in entrepreneurship can form the basis for optimizing the structure of the entrepreneurial business and affect the business model itself and market goals (Rauch et al. 2009). The main stages of developing and implementing a model of leadership competencies in entrepreneurship are presented in Figure 2.

Table 2. Scale of manifestation (development) levels of the leadership competencies in entrepreneurship

Level	Title of the name	Characteristics of the competence manifestation level
5	Skill level	The competence is maximally developed and expressed, the entrepreneur promotes their development and can train their employees
4	Development level	The competence is well developed, the entrepreneur uses it constantly, it is active in work and takes the initiative in the development of competence.
3	Application level (basic level)	The competence is sufficiently developed and actively used in typical and non-standard business situations; it can be developed independently or with appropriate entrepreneurial training.
2	Reproduction level	Competence is developed and manifested in typical work situations.
1	Level of understanding and comprehension	Competence is underdeveloped (limited level), its manifestations are not systematic; skills are little formed, additional professional training is required.

The content of the model of leadership competencies is not a guarantee of the immediate achievement of the required level of doing business quality. Effectiveness of the model depends on the quality of the model content. The end result is directly determined by business efficiency. Use of the leadership competencies model allows obtaining an adequate increase in the quality of entrepreneurial activity in two-three years, since it takes time to use the formed and developed leadership competencies.

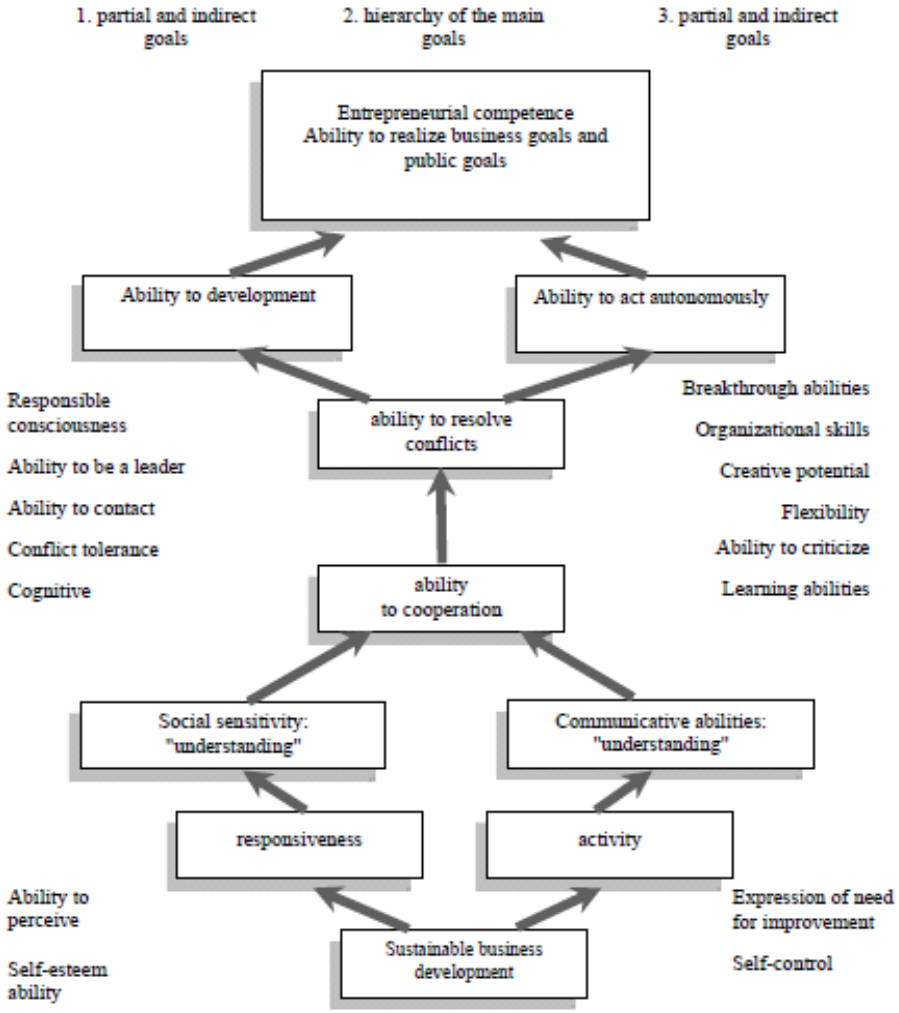

Figure 2. Stages of development and implementation of the leadership competences model in business activity

We propose to define a list of criteria for qualitative content of the leadership competencies model in entrepreneurship:

1) Compliance with the business goals of the entrepreneur. Certain leadership competencies in the model should help to achieve specific goals of the activity, not include the full set of possible competencies.

2) Expediency for everybody who takes part in its use. The leadership competency model should reflect the entrepreneur's motives and needs, and their goals should be integrated with the goals of the business.

3) Optimal elements composition and no repetition. Presence of the system of the leadership competencies assessment and possible changes. The optimal set of competencies and their measurability aimed at the convenience of using the model, objectivity of measurements and ability to effectively use the results obtained (Stewart & Roth, (2007). The system of possible changes assessment is aimed at obtaining the desired results of the use of the leadership competencies model and provides its usefulness for the entrepreneur.

4) To have transparent results of applying the leadership competency model. A very important point in the model content is its volume. Some entrepreneurs develop such a voluminous model that its description is a multi-page description of competencies and multiple examples. Everyone is well aware that the higher the instruction, the less chance it has to be learned. This rule also applies to the description of the leadership competency model, although the application of this rule does not mean that the documentation, which reflects the main characteristics of the system, should be extremely short.

The process of event planning begins with the goal setting process of creating models of leadership competencies, that is, description of the intended outcome and the areas of its use; specification of the purpose of model development, plan development of the anticipated actions for the development of the leadership competencies model, substantiation of the consequences and results of the development, content clarification and amount of information necessary for the implementation of the plan.

Discussion

Our recommendations are formed in the context that the behavior of the entrepreneur within the competence approach is seen as manifestation of his leadership competencies. At the same time, competence means as a specific information resource containing experience, knowledge and skills about how to organize and manage resources and business processes to achieve the goals, its carrier should be the entrepreneur. The competency approach describes not so much the entrepreneur's knowledge and skills as the model of professional behavior, it establishes a direct link of the applied knowledge, skills with specific, measurable results in business or entrepreneurial activity. It leads to the understanding of the reasons for success or failure, not only indicates the ability of the entrepreneur to perform the necessary professional activities and leadership positions, but also to bear responsibility for it, to understand how the desired result is achieved.

The main task of the competent approach in entrepreneurship is to teach an entrepreneur to manage their knowledge, skills and abilities, i.e. to be able to learn and develop themselves. Another distinctive feature of the competency approach is that different characteristics are used to describe competences, that is, manifestation in the knowledge behavior, skills and qualities which can determine. the competence of the entrepreneur. At the same time, they describe specific manifestations of the entrepreneur's professionalism in the realization of his ideas and the formation of the stable leadership position.

Conclusion

It is proved that leadership competencies are an integral characteristic of entrepreneurial activity, and therefore they are transferred together with the individual entrepreneur and do not depend on the type of his commercial or social activity. The competency approach in entrepreneurship describes not so much the entrepreneur's knowledge and skills as the model of professional behavior, it establishes a direct link of the applied knowledge, skills with specific, measurable results agreed to the general program of the business development.

The scientific and methodological approach to the assessment of entrepreneurial leadership competencies has been improved, which provides not only identification but also assessment of realization of the degree of leadership influence on the effectiveness of personal influence in doing business in the context of the following criteria: labor relations, work motivation, leadership influence, work efficiency, personal development of yourself and subordinates, emotional leadership. The proposed scientific and methodological approach to the assessment of entrepreneurial leadership competencies was designed in the form of a visual model of their stages of development and implementation, which allows increasing the reliability and informative content of the assessment results of existing entrepreneurial competencies of the entrepreneur.

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DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION MODEL USING DIGITAL TECHNOLOGIES

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Abstract. *An entrepreneurship education model has been developed and scientifically grounded in the teaching technique of the future educators of the vocational training using digital technologies, aimed at providing a clear, structured approach to organization of the paperwork teaching of higher education applicants and matching the goals of the discipline to the modern requirements for qualification of future professionals. It was determined that one of the key elements of the model should be the e-course "Modern paperwork". The techniques of paperwork teaching of future educators using digital technologies was proposed, based on the system combination of traditional and innovative learning technologies. The key elements of the developed techniques and ways of their use are described for solving the described problems of teaching the course "Modern paperwork". Improved the methodological approaches for paperwork teaching of educators of the vocational training in the process of training students for the specialty "Vocational education (by specialization)".*

Key words: *digital technologies, entrepreneurship education, electronic document flow, professional qualification, global network.*

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Introduction

Formation of the rule of law in our country with the effective state institutions of representative, executive, judicial power, production, science and education is

connected, first of all, with the introduction of rational, effective rules and procedures of their functioning, in particular in the sphere of working with documents.

The problem of providing document flow of organizations is as old as documents creation, but under the influence of rapid informatization of the society and rapid development of new technologies, it remains important and relevant to this day. This issue updates a number of questions needed immediate answers.

In particular, what should be the paperwork in the conditions of globalization of the world information processes, how the latest technologies influence the situation in the practical sphere of working with documents, which strategic goals should be put forward in the field of documentation management and what tactical schemes should be implemented to solve actual practical problems in the information industry. These and many other issues determine the relevance of our research.

The rapid development of new technologies, emergence of new forms and types of human activity necessitate the constant updating of the content, forms and methods of teaching and organization of the educational process, therefore, the system of educators training of vocational learning is adjusted according to the requirements of modern society and educational innovations.

The organization of paperwork in the work of vocational training educators is an integral function of the future specialist, because a large part of the activity of any institution or organization of different ownership is regulated by documents. Thus, there is an urgent need to train specialists able to provide documentation of enterprises (institutions, organizations) at the high level.

It is possible to fully organize the training of such specialists in modern conditions only if there is an appropriate holistic methodology that will take into account the latest technologies in teaching. Thus, the above factors point to the need to develop the paperwork teaching techniques of future educators of the vocational training using digital technologies.

Skillful and competent approach to the organization of paperwork allows optimizing the use of working hours of the managerial personnel. That is, the need for paperwork professionals exists at the level of each individual entity - enterprises, organizations, institutions, etc.

The purpose of the research is to substantiate, develop and experimentally test the teaching techniques of the paperwork of future educators of vocational training using digital technologies.

Literature review

The key to successful and productive activity of the modern enterprise is timely receipt and completeness of information. According to (Barba-Sánchez, V., Atienza-Sahuquillo, C. (2018); Chan, Y. E., Denford, J. S., and Wang, J. J. (2019)), the volume of information in the world is doubled every three years, reflecting the high rate of human community development in all directions.

In particular, a large number of new organizations, institutions, enterprises are created annually in the country, created for various purposes, which become objects and subjects of information transmission (Farhan, M., Aslam, M., Jabbar, S., &

Khalid, S. (2018)). Thus, the relevance of paperwork knowledge is constantly increasing. Every day, we process streams of documented information that is handled by paperwork professionals, which in turn makes this profession necessary.

Management of the modern enterprise involves the creation of various types of documents, without them it is impossible to solve the tasks of planning, personnel management, financing, accounting and operational management (Fauziah, M., Wulandari, S. Z., & Afif, N. C. (2019); Secundo, G., Rippa, P. and Meoli, M. (2020)). That is, the timeliness and correctness of the decision made depend on the objectivity, reliability and completeness of information, as well as the promptness of receiving and transmitting, searching, using and storing documents.

However, previous research leaves unresolved a number of important contradictions that accompany training of future educators of professional training in paperwork, namely:

between the ever-increasing requirements for paperwork teaching of future educators of vocational training and the level of their training available (Toto, G. (2018); Wu, Y. J., Yuan, C. H., & Pan, C. I. (2018));

between the traditional forms, methods and means of paperwork teaching and the need to develop teaching methods using digital technologies (Toledo, I., Albornoz, C., & Schneider, K. (2020));

between the ever-increasing amount of knowledge required for the continued professional activity of future educators of vocational training and the time limitation allocated to the learning the course "Contemporary Paperwork" (Mukred, M., et al. (2019); Wraae, B., Tigerstedt, C., & Walmsley, A. (2020)).

Methods

The following methods were used to achieve the goal and to solve the tasks of the research: theoretical: system and functional analysis, comparison and synthesis of pedagogical, philosophical, psychological scientific knowledge, normative documents, educational publications on the problems of paperwork training; classification, comparison, compilation of data on electronic document flow, analysis of trends of their development; modeling, systematization and generalization of theoretical and methodological foundations of the paperwork teaching of future educators of vocational training using digital technologies.

Results

It was found in the course of our research that it is quite difficult to master the volume of the educational material of the discipline "Modern paperwork" within the allocated time for study, using only traditional means and teaching methods, since it includes 3 content modules, its filling is particular important during formation of integral, clerical and personnel and subject-methodological competences of future educators of vocational training. This amount of training material is quite difficult to master qualitatively in the allotted time, using only traditional teaching means.

We decided to create an electronic course, first of all it should be structured the main stages of its creation for course design.

We consider it expedient to determine the content of the developed e-course "Modern paperwork" at the first stage. Therefore, we will analyze the content of the course "Modern Paperwork" considering the educational and professional programs for the training of future educators of vocational training.

In our case, the completion of the course will be done at two levels, when the problems of paperwork are studied at the initial stages, and the issues of electronic document flow and management documentation provision are mastered simultaneously at the higher level. The formation of the education content is realized at each of the levels through the implementation of interdisciplinary links with those normative educational disciplines which create a resource for structuring and forming the e-course. This is shown schematically in Fig. 1.

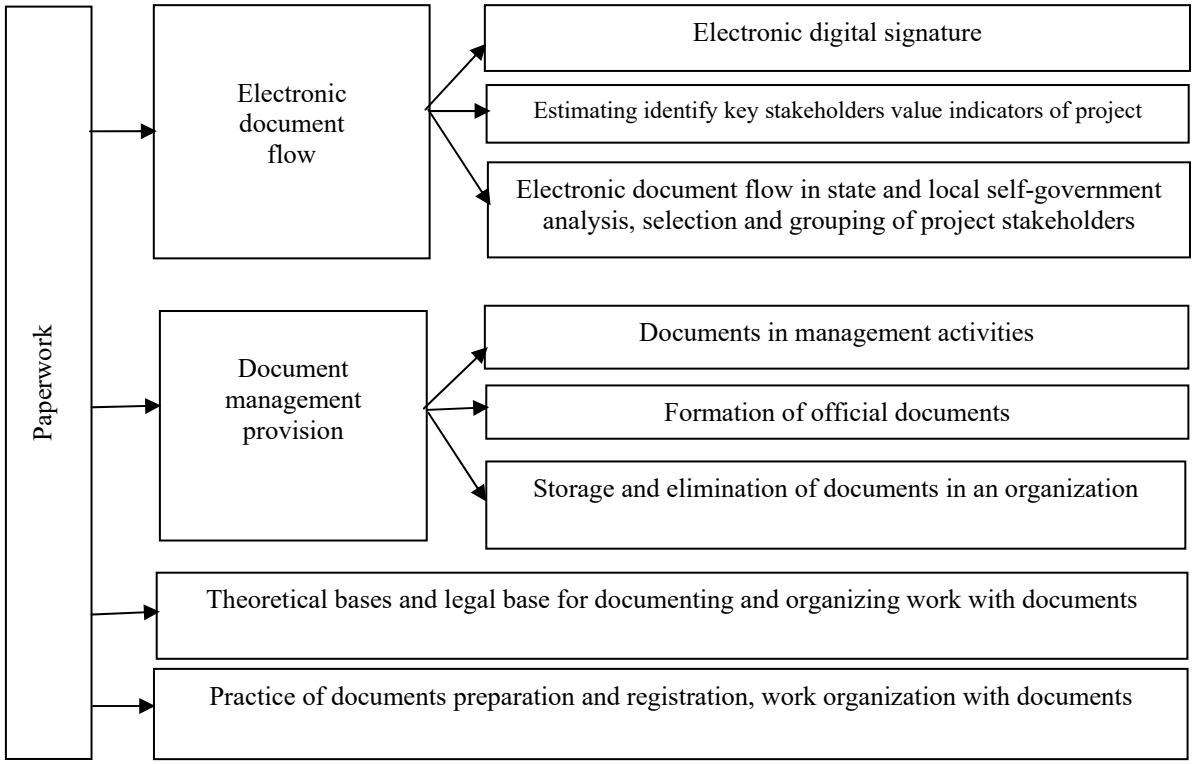

Figure 1. Scheme of two-level study of modern paperwork by future educators of vocational training (author's development)

First of all, we will consider the initial level - "Paperwork", during the process of its studying students are formed the necessary theoretical and practical knowledge of paperwork as an activity on documentation and organization of work with documents in the process of management.

Modern paperwork plays an important role in the system of training educators of vocational training not only for studying the paperwork basics, e-document flow, documentary provision of management, but also it forms the basis for mastering the knowledge of vocationally-oriented courses in the future. The informational volume of the content module combines two topics, the first one is "Paperwork as a science

and a component of management activity", and the second - "Documentation of management activities as a set of processes of fixing management actions".

The second semantic module of the developed e-course is "E-document flow", which in its turn introduces students to the basic ways of automation of electronic document flow and paperwork, forms an idea of the general needs of creating, processing, saving and transmitting electronic documents, documentation and information environment of their existence, circulation of electronic documents in society, criteria of efficiency of the electronic document flow systems.

Structurally e-document flow is presented in the form of three topics, the first of them is theoretical one and covers the basic concepts and legal aspects of electronic document flow in public administration. The second one deals with the definition and technology of the use of electronic digital signature in the electronic document flow system. The third topic is quite topical, it is aimed at mastering skills by students in working with electronic document flow systems and their components. In general, the content module "E-document flow" is based on the knowledge gained by students in the process of studying the paperwork, and also it has close cross-curricular links with computer science, information activities, document provision of the institution's activities, etc.

A separate component should be the third semantic module "Document provision of management" aimed at providing students with the necessary theoretical and practical knowledge on this subject as an area of the document-communication cycle and acquiring practical skills in creating, organizing, maintaining and using documents in an organization, institution, etc.

The document provision of management is closely linked to the paperwork and information activities for the purposes and object of study. They are combined by a common task - formation of the effective information environment, a single object of the study is a document, as well as the unity of ways to organize, store, search for information, develop the principles of document formation.

Therefore, the role of the e-course is expressed in the ratio of specific content modules to the skills that they are formed. The e-course provides students with a thorough and systematic knowledge of all sections of the course of paperwork, formation of the ability to use state standards, other regulatory and methodological documents to document provision of activities management of various organizations and institutions; providing practical skills in mastering electronic document flow technologies, putting into practice the basic principles of electronic document flow and paper flow automation.

The second step in the development of the e-course is to identify the forms, methods and learning tools to implement it. Therefore, we specify how the content of our course was formatted and what means provided the distance learning opportunity.

An electronic training course was chosen as a key tool for intensifying independent work in the context of teaching the course "Modern Paperwork". The main benefits of using e-courses are ability to integrate digital technologies and multimedia materials into the course pages; a large number of built-in tools focused

on a specific type of activity or interaction with students; saving time providing students with materials.

One of the effective tools for the placement of educational e-courses in the global network is the distance learning systems, according to them the form of organization and implementation of the educational process carries out educational interaction in principle and mainly extraterritorially (i.e., at a distance that does not allow and does not involve direct educational interaction). Distance learning provides educational services through the use of all educational tools, resources and programs available on the Internet.

We have chosen the MOODLE Distance Learning Shell to implement the technology of such training. It is an open source modular software package designed to create distance learning courses and web sites.

MOODLE has ability to work with groups, it contains forums, supports a large number of object types for downloading, and allows performing online testing, doing tasks, and effectively monitor and evaluate student activity. The disadvantage of such a system for the average user is the need to deploy its server part on the server of the educational institution. We have implemented an electronic course "Modern Paperwork" in the program shell for distance learning MOODLE.

Table 1. Problems of paperwork training of future educators of vocational training
(author's development)

Problems of traditional teaching methods	Ways and means to solve these problems through digital technology
Problem: Insufficient time to master the full range of course material "Modern paperwork" (the ever-increasing amount of subject matter data becomes difficult to place only within the full-time part of the training).	Our e-course provides the following types of work for effective organization of students' independent work: reference lecture notes with hyperlinks; additional information sources for processing; sample documents for further analysis and processing; educational videos; tests for self-control; individual tasks for students.
The problem is that a large amount of information, combined with the monotony of the material supply, often leads to student overload and decline in attention and efficiency of the material mastering.	A set of multimedia presentations for lectures included in the developed e-course helps to overcome this problem. Multimedia presentation of the information attracts additional receptors of hearing and vision, the dynamism and imagery of the presented information intensify the attention and increase the level of perception.
Problem: Students have difficulty during the classes they missed.	The e-course developed contains a lectures notes that the student can familiarize with outside the classroom.
Problem: the propaedeutic introduction of teaching material is often ignored in traditional teaching. Students do not have the opportunity to get a preliminary idea of a subject or topic that they will study	The reference lectures note with hyperlinks is posted on the Internet, where students can view it at any time. Simplified Submission of Materials Allows Students to Learn the Structure, Logic, and Basic Concepts of a Future Classroom Lecture
Problem: Students make mistakes when creating documents, guided only by basic recommendations for practical works.	Problem: Inclusion in the developed e-course samples of real documents that students can use when completing practical tasks

To register for the course, students need to log in and enroll in the course "Modern Paperwork" by selecting it from the list available in the appropriate category.

According to the results of monitoring and interviewing students of the specialty "Vocational Education (by specialization)" it was found out that there are a number of problems of traditional teaching methods during studying the course "Modern paperwork". Therefore, the main ones are shown in Table 1. At the same time, we offer ways and means to solve these problems through digital technology.

The above-mentioned problems actualize the need to develop a new teaching methodology and to introduce a didactic base of innovative forms in the process of students' preparation of the specialty "Vocational education (by specialization)".

Discussion

The created algorithm for constructing distance learning for this course can be used as a basis and model for teaching modern paperwork to students of other specializations and educational programs in a simplified format. If necessary, you also have the opportunity to integrate disciplines interconnected into the courses.

The last element of the e-course is the test module, which is made by the means for creating tests from the composition of the shell for distance learning MOODLE.

It is worth noting that test control has several advantages comparing to other assessment tools, in particular: automation of the procedure for checking results; saving time; equal conditions for all participants; objectivity of estimation of the mastering level of educational material; ability to reach a large audience of students, etc.

Thus, the test module developed by us includes three final tests for each of the three structural modules of the course. Each student has only one attempt to complete the time-limited test. This is done in the classroom on a computer under the supervision of the lecturer. The tasks and response options are randomly mixed in each generated attempt.

The tests include tasks of various types (in a closed form, on correspondence, short answer) and they are formed in such way that the student can answer, having a deep understanding of the essence of the question. The testing module gives an opportunity to objectively evaluate the level of acquired students' knowledge and skills and to adjust their training trajectory accordingly.

Therefore, based on the example of e-course, we have substantiated the didactic conditions for the implementation of distance learning through innovative learning tools. The expediency of using the MOODLE system for the organization of distance learning of the paperwork of future educators of vocational training is substantiated.

It is stated that due to the functionality of the MOODLE distance learning system, which includes a testing module, the lecturer is able to objectively assess the level of students' acquired knowledge and adjust their learning trajectory accordingly.

The developed approaches to the organization of distance learning of the paperwork of future educators of vocational training can be used without special

adjustments for other related specialties, where modern paperwork is studied as a selective discipline.

Conclusions

The developed by us a model of the paperwork teaching techniques of future educators of vocational training with the use of digital technologies is structured in the form of target, content-processing and resultant blocks, which are interrelated and complementary.

As a result, the following contradictions have been identified between the current requirements for the paperwork teaching and the current training conditions:

lack of the comprehensive approach to the problem of using the latest technologies in the process of training future professionals (digital technologies are often used fragmentarily and non-systematically, without specific goal setting);

insufficient provision of multimedia support for the educational process (in particular, both in terms of technical support and methodological skills of lecturers for their use);

insufficient time to master the full range of course material "Modern paperwork" (the ever-increasing amount of subject matter data becomes difficult to cover only within the full-time part of the training).

The technique of paperwork teaching of future educators of vocational training using digital technologies is proposed, which is developed on the basis of a system of approaches, principles, methods and tools aimed at training qualified specialists, capable to conduct documentation provision of enterprises (institutions, organizations) at the high level.

Technologies of organization of distance learning of paperwork of future educators of vocational training by means of digital technologies were investigated. Scientifically substantiated didactic conditions and necessary technological tools for the implementation of distance learning of paperwork of future educators of vocational training.

The two-tier system of study of paperwork by future educators of vocational training was substantiated, where the study of paperwork is envisaged at the initial stages, and the problems of e-document flow and documentary provision of management are additionally mastered at the higher level. The use and capabilities of the MOODLE e-learning environment are demonstrated as an example.

Further research may have continuation in the direction of adaptation of the developed approaches to the organization of teaching the paperwork of future educators of vocational training to other pedagogical specialties, where modern paperwork is studied as a selective educational discipline and in the direction of updating the technological component of the developed e-course.

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VALUE BASED CONCEPT OF PROJECT MANAGEMENT ON ENTERPRISES

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Abstract. *The expediency of realization of procedures for managing the project value on the basis of structural-logical sequence of processes with appropriate tools is substantiated. Complex application of the author's value based project accountability scorecard and its balance matrix enables the use of indicators to control and maximize the added value for the key stakeholders in the project management process, and to monitor and balance fair value sharing among the stakeholders during project implementation. It is established that application of the proposed methodological approach to balancing the project value makes it possible to minimize the negative impact on the project performance at the planning stage, provided that the stakeholders' initiative is reduced already at the stage of project work implementation. It is determined that deployment of program of implementation of a group of processes of value management to the system of processes of project management of the enterprise requires the stage-by-stage procedures of preparation, personnel training, approbation of the corresponding processes and start-up. The expediency to consider the issues of functioning of project value management processes at the enterprise through the lens of the role distribution of functions is substantiated. The described rights, responsibilities and the proposed algorithm of interaction of roles at different stages of project implementation make it possible to adapt management innovations to different organizational structures.*

Keywords: *project, stakeholder, Value Based Project Accountability Scorecard, balance matrix, management processes.*

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Introduction

The current market environment creates requirements for continuous development and introduction of innovations by business entities. Effective change management in the dynamic atmosphere of the external and internal environment of business structures functioning requires the use of project management staggering resistant tools based on the management activity process organization.

The implemented changes level of success in the activity of business entities is determined by the extent to which the needs of all stakeholders are taken into account and realized. The latter appear in business activity as specific individuals or groups that have their own beliefs, influence and value expectations of the project. Perception of project results is differentiated by the stakeholders, and, as a rule, it is possible to observe opposite interests through the prism of finding the best conditions for distribution and consumption of created goods. In general, successful implementation of the project is possible only if the interests and value expectations of all the stakeholders are taken into account. That is why the application of value-oriented process approach is the most important condition for successful implementation of projects at the enterprise, which in the long term provides with additional competitive advantages and stable development.

Value centered orientation of economic activities of the subjects of market relations acquires features of one of the main concepts of the economy of the new millennium, forming target orientations for management of companies in interaction with their shareholders, consumers and partners. Strengthening the competitive position of market players requires finding the best ways to meet consumer needs. Such a search implies the need for development in different business areas. Any development of the organization is inextricably linked to a series of successfully implemented projects: either market or internal organizational development projects.

Literature Review

Nowadays, there is an increasing number of approaches in the scientific literature to determine project success by such criteria as the level of satisfaction of identified individual and collective interests, expectations and needs of the stakeholders (for example: the criteria of "satisfaction of all stakeholders" Batselier, J., & Vanhoucke (2017), “project participant satisfaction” Burtonshaw-Gunn, SA (2017), etc.).

Thus, all identified desired and justified target results (which are laid down in the project mission, the tree of the project goal hierarchy) and the project outputs to be achieved within a specified timeframe under the given conditions of implementation are the benefits created by purposeful human activity.

In economic theory, the ability of a product to meet consumer needs is defined as a benefit (Fewings, P., & Henjewele, C. (2019)). In other words, the project results in the form of material items and / or information created that meet the needs of the stakeholders (actually the users of such information and material items) are useful to such stakeholders.

Unfortunately, the criterion of benefit does not give a thorough answer to the question of the practicability of goods production (project implementation, participation in the project, creation of other purposeful results of work).

The results of comparison of these extremes give us an idea of the change in well-being – the material support of our life (Hopkinson, M. (2017)). So, if the benefits we get from using the good outweigh the cost of getting that good, then our well-being increases, and vice versa.

The question of the value of goods in economic theory is viewed through the prism as subjective (when value is analyzed in relation to a particular individual subject) (Kerkhove, LP, & Vanhoucke, M. (2017)) and objective (when value is abstracted from the psychology of a particular individual and is considered in the context of objective results) grounds (Kerzner, H. (2019)).

One of the common features in the author's definitions of project value is that the content of value is associated with a certain benefit that the stakeholders receive from the project: profitability (Lock, D. (2017)), positive changes (Meredith, JR, Mantel Jr, SJ, & Shafer, SM (2017)), satisfaction of needs (Moradi, N., Mousavi, SM, & Vahdani, B. (2017)), etc.

Among the main differences and in the author's definitions of the project value it is necessary to note, first, the lack of a unified view of the recipient of the value: an abstract definition of the aggregate benefit to the entity, a benefit to the organization or a benefit to all project stakeholders (Narbaev T, A. (2017)), and secondly, not all definitions carry the relative nature of the value category as a benefit received from spent resources (Nicholas, J. M., & Steyn, H. (2017)).

Analyzing these preconditions for value creation, it is quite logical to say that the maximum value of the project can be achieved due to the synergy of the results of both preconditions (Smith, C. (2017)).

Thus, this issue is in the plane of building a unified project management methodology focused on project value creation (Varajão, J. E. (2018)).

Thus, according to functional cost analysis, when using a product, the consumer acquires two types of value:

1. Use Value (Muller, R. (2017)) - the value of satisfying a basic need: for example, for a vehicle - the ability to be used as a means of transportation; for a mobile phone - the ability of wireless communication; for a pen - the ability to create text on paper; for the process of motivation - creating the necessary incentives to ensure productive work.

2. Esteem Value (Muriana, C., & Vizzini, G. (2017)) - the value that arises when satisfying the accompanying and additional needs and desires. For example, a premium car makes it possible to satisfy the need for recognition, more comfortable conditions for travelling and the feeling of the car power, to emphasize the status of the owner. Cell phones and pens, decorated with precious metals, produce more usefulness than just the ability to create text. Thus, by focusing on this approach to product value, the organization receives potential competitive advantages in positioning the project product.

However, a coherent theoretical, methodological and applied approach to addressing and balancing value expectations of different stakeholders in project management has not yet been developed.

The issues of value-process organization of project management activities also need further study. Considering a significant contribution of scientists to the problem of project management process organization, it should be noted that some aspects and methods of building an effective system of project management processes have not yet received a comprehensive justification. In particular, the issues of developing a universal system for diagnosing and analyzing development of single processes in the field of project management have not been sufficiently investigated. There are a number of unresolved issues related to the study of approaches to modeling and assessing maturity of project management systems. The need to address a range of issues led to the choice of research topic, defining its purpose, objectives and logical-structural construction of the study.

Methods

The following general and special methods of cognition were used in solving the set tasks: qualitative analysis and synthesis (to study theoretical approaches to determining the structural and system characteristics of the process and value-oriented approaches to project management at the enterprise, as well as to synthesize the concept of constructing an appropriate system of process-value project management); economic forecasting (to predict changes in project management performance from implementation of a group of project value management processes); benchmarking (to study the dynamics of change in maturity and project management performance after implementation of a group of project value management processes); statistical, structural and decomposition analysis, methods of grouping and coefficients (to form generalized quantitative results of maturity assessment and balance of development of project management processes system at the enterprises under study); interviewing (for interviewing and collecting primary information on the level of maturity and development of the system of single processes of project management at the enterprises under study); formalization (to establish the mathematical relationship between the indicators that affect the effectiveness of project management); tabular and graphical (for systematization and visualization of digital information obtained as a result of calculations and building structural diagrams); abstract-logical (for theoretical generalization, building logic-structural schemes and drawing conclusions in the research work).

The information base of the research consists of provisions and results of theoretical developments and practical approbations on the researched subject, published in scientific works of scientists, materials of scientific conferences, periodicals and open sources in the Internet, as well as normative-legal materials, international and national standards, corporate statistical and analytical materials and results of the author own researches.

Results

The project, as a set of interrelated activities aimed at implementation of specific tasks and achievement of clearly defined results within given time interval with set resource constraints, includes involvement of purposeful intellectual and physical activity of a person. The socio-economic system of the enterprise is open to the external environment, and during implementation of the project changes in well-being and in the economic activity effect not only participants directly involved in the activities of the entrepreneurial structure. For this reason, the stakeholders (or beneficiaries of the project activities) of the project are considered all subjects or groups of subjects, who directly or indirectly influence results of activities of the organization or the subjects, whose activities are influenced by effects of such projects. In case of interaction of such subjects with the socio-economic system of the enterprise, in the process of planning, organizing and creating product of the project activity, a complex of individual and collective interests, expectations and needs that they seek to fulfill is formed.

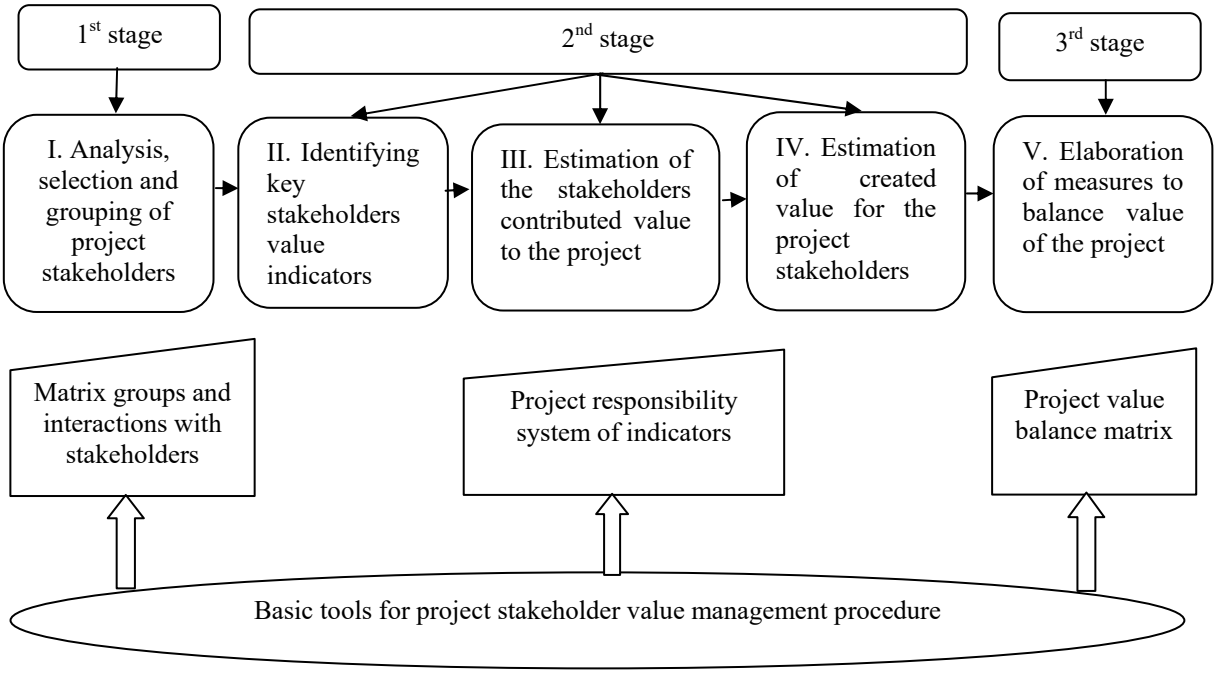

Figure 1. Project stakeholder value management procedure basic tools (author development)

The dynamism and turbulence of modern economic conditions can influence the customer's attitude to the desired project results. In certain cases, vital projects over time become unnecessary and burden the client. Such projects, though carried out under guidance of professionals, may, in the case of irrelevant circumstances, ultimately create low value or no value at all for the external or internal customer. That is why we suggest focusing the research on development of value management tools for the project stakeholders. Optimizing the project management process in this way, under the vector of value orientation of the final results of projects, requires improving procedures of interaction and taking into account expectations of the project stakeholders - the consumers of the value that creates the project.

Revealing the content of the components of the value-process management system of the project, within the framework of this section of the work we will consider the issues of general stakeholder value management within the value management of the project results.

Thus, the proposed stakeholder value management system has a set of interrelated procedures and tools, as shown in Fig.1.

In the first stage, the procedure of selection of stakeholders - individuals and legal entities, which can influence the project results and whose activities are influenced by the project results, is carried out. In the second stage, the contributed and created value, which takes the form of quantifiable indicators, achievement of which by the stakeholders forms the added value for the organization and by the direct and indirect results of the project - the added value for the stakeholders respectively, is analyzed and estimated. The third stage involves development and implementation of measures to tactically and operationally balance the value of the project results for the stakeholders.

The analysis, selection and grouping of the most important project stakeholders is the first step in managing the project's value and an integral part in creating a Value Based Project Accountability Scorecard (VBPASC). Based on the recommendations of the US Project Management Institute, we propose to consider the following possible stakeholders (stakeholder groups) within the project (Webb, A. (2017), Wren, A. (2018)).

Customers (users, consumers) are individuals or organizations that will use the product, service or result of a project and may be internal and / or external to the organization of the project contractor. The customers should be looked upon as entities that acquire product of the project, and users / consumers - those who will directly use it.

A sponsor is a person or a group of persons (legal or natural) who provide financial resources for a project and act as a representative to senior management to seek support throughout the organization and to facilitate benefit from the project. The sponsor follows the project throughout the contact entry and selection process prior to obtaining formal approval and plays an important role in developing the initial content and statute. In addition, the sponsor may also be involved in other important issues, such as approving content changes, final phase analysis, and making accept - reject decisions, when risks are particularly high.

Portfolio manager (portfolio review committee). Portfolio managers are responsible for managing at high level a set of projects or programs that can be both dependent and independent of each other. Portfolio Review Committees are teams, usually composed of organization officials, who act as the selection committee for the project. They consider each project in terms of cost effectiveness, value, risks associated with project implementation and other aspects of the project.

Program manager - the person in charge of managing related projects, coordinating actions to achieve benefits and levels of management that are not attainable in the case of individual management of the projects. The program

manager interacts with all project managers to support and issue orders for individual projects.

The Project Management Office (PMO) is a unit of an organization or body that performs various functions related to the centralization and coordination of project management within its competence.

Project managers are persons who manage all aspects of the project, who are responsible for sharing information with all project stakeholders, appointed by the executive body to achieve the project objectives. The project manager should be able to understand the project in detail, but at the same time manage it based on the complex vision of the project. The project manager is at the center of the interaction between the project stakeholders and the project itself.

The project team consists of a project manager, a project management team and other team members who carry out the work but are not necessarily involved in the project management. This team consists of representatives of different functional groups who have knowledge in a specific subject area or a set of specific skills and work on the project.

Functional managers are key individuals who play a leading role within the administrative or functional area of an enterprise, such as the HR department, the finance department, the accounting department, or the supply department. They are assigned their own full-time staff to perform on-going work and they have clear instructions to manage all tasks within the functional area of responsibility. A functional manager may provide expert assistance in the subject area or his function may be to provide services for the project.

Operations managers are individuals who play a leading role in the core business of an enterprise, for example, in research and development, manufacturing, testing, or maintenance. Depending on the type of project, a formal transition takes place at the final stage to submit technical documentation for the project and other permanent storage documents to the representatives of the respective operations management team. The operations management team then integrates the transferred project into standard operations and provides it with long-term support.

Suppliers and contractors are third parties that have contracted to provide the components or services required for the project.

Business partners are also third-party companies, but they have a special relationship with the business, sometimes acquired through a certification process. Business partners provide specialized expertise or perform certain functions, such as installing and commissioning equipment, customer training or support.

Competitors are a group of stakeholders whose economic performance is influenced by the results of external (market-oriented) projects indirectly due to changes in the proportion of solvent consumer demand. This stakeholder group can also influence the value expectations of consumers by developing and proposing substitute project outputs.

State and local self-government bodies are parties that satisfy their interests by obtaining taxes from project participants, raise and support environmental, social and other community and state requirements related to the project implementation.

Other entities or stakeholder groups that may influence achievement of the organization's goals and / or the interests of which are affected by the achievement of the project objectives of the project contracting organization. This group also includes local population that does not have representation in local governments but could potentially have a significant impact on project implementation.

The need for stakeholder analysis is determined by the fact that in the process of project planning and implementation, different stakeholders (or groups) sometimes raise economic expectations that are contrary to the economic content of the project outcomes. Thus, when project stakeholders have positive expectations about the project, it is in their best interests to facilitate its successful implementation. The interests of the negative stakeholders of the project impede implementation of the project. Failure to recognize the project's negative stakeholders is likely to increase the probability of failure. An important part of the project manager's responsibilities is managing project stakeholders' expectations, and one of the project manager's primary responsibilities is maintaining a balance between these interests and ensuring that the project team interacts with project stakeholders professionally and from a collaborative perspective.

For the analysis and selection of stakeholders, we propose the following sequence of operations.

1. Identification of all stakeholders. At this stage, a complete list of all stakeholders, groups and organizations is compiled as a baseline analysis database.

2. Determining the level of importance of each stakeholder. Ranking the level of importance of each stakeholder involvement makes it possible to concentrate efforts on the most influential groups. The ranking is based on assessment of the level of impact on the successful implementation of the project and involves formation of three stakeholder groups by importance of their involvement in the project management. This stage involves determining the actual ability of stakeholders to facilitate or hinder implementation and successful completion of a project.

3. Evaluation of interest. The main task is to identify the nature and the level of interest in the successful implementation of the project or its failure. In this case, we suggest assigning numeric values from 1 to 3 with the corresponding identifying characters "+" or "-".

4. Identification of emotional affiliation to the project. There are examples of situations in project management practices when emotional attitude of the stakeholders differs from their actual interests. This component of stakeholder analysis becomes an integral source of information to formulate a project communication plan.

Following the steps of the above analysis of the project stakeholders, this form is to be formulated to integrate evaluation results (Table 1).

The proposed form provides for the establishment of weighting factors to adjust the level of significance of the parameters under which the stakeholder assessment is carried out. According to the results of the integrated evaluation, a ranked list of stakeholders is drawn up for which the analysis of the input and the added value is carried out on the basis of relevant indicators of project responsibility.

Table 1. Form for recording the results of the analysis and evaluation of project stakeholders (author's development)

List of stakeholders	Level of importance (influence)		Level of interest		Level of emotional affiliation		Integral rating
	Weighting factor	Score	Weighting factor	Score	Weighting factor	Score	
1	2	3	4	5	6	7	8 = 2 x 3 + + 4 x 5 + + 6 x 7
a							
b							
n							

It is clear that the necessary and sufficient composition of project stakeholders is ultimately determined by the management of the implementing organization, but it is appropriate and recommended that the key stakeholders of the project be selected in the selection process as an additional approach to their selection according to the type of project.

Table 2. Grouping key stakeholders by project type (author development)

Type of project depending on the area of activity	Key stakeholder groups in the order of sampling	Stakeholders
Social projects	First group	1. Consumers of goods and services of the enterprise
		2. Population
		3. Personnel of the organization
		4. Competitors
	Second group	1. The project team
		2. The project manager
	Third group	1. Formed according to recommendations of the organization management
Public and community projects	First group	1. Territorial communities
		2. Public organizations
		3. Non-governmental organizations (associations)
		4. Local communities
	Second group	1. The project team
		2. The project manager
	Third group	1. Formed according to recommendations of the organization management
Economic projects	First group	1.Investors
		2. Business partners
	First group	3. Shareholders
		4. Suppliers
	Second group	1. The project team
		2. The project manager
	Third group	1. Formed according to recommendations of the organization management

The type of project is determined according to the areas of activity in which the project is implemented. Depending on the area of activity, there may be a

predominance of interests, requirements, expectations, evaluation and direct impact on the project of relevant stakeholders (stakeholder groups). Thus, some authors suggest to differentiate stakeholders depending on the scope of the project. Developing the idea of differentiating key stakeholders depending on the type of project, we propose the following form of initial target group selection for further analysis (Table 2).

Application of both of these approaches makes it possible to formulate a list of key stakeholders for the project under review.

The next step will be to identify and build a Value Based Project Accountability Scorecard (VBPASC) as a management tool, developed on the basis of the traditional ASC model and proposed to maximize and balance (harmonize) the values and interests of the organization, customers, contractors and other stakeholders in the process of project planning and implementation.

To build a VBPASC, it is necessary to follow the steps stated below:

1. Determination of actual or potential added value (tangible and intangible investments / contribution to the project) received from each stakeholder (or stakeholder groups) for successful implementation of the project. This step defines a list of indicators against which to evaluate the level of investment (input) of value into the project by different stakeholder groups.

2. Determining the actual or potential value created for each stakeholder. This step is characterized by the fact that the list of indicators is determined jointly with the project stakeholders, since the nature of the indicator should reflect the value category that is acceptable to the specific project stakeholders (group of project stakeholders); and the values of such actual / estimated indicators reflect how well the project meets the requirements and expectations of the stakeholders and, accordingly, generates value. The process of generating project value indicators requires from responsible persons on the part of organizing close interaction with stakeholders and professional knowledge in the subject area of value formation. Such focus is to take into account true requirements and expectations - which take into account both subjective stakeholder assessments and expert advice to be provided by specialists regarding the objective components of the project results generated by the laws and trends. The latter provide an up-front character and potential readiness for changes in preferences and expectations of the stakeholders being evaluated. This constitutes preventive measures to maximize the value of project results.

3. Setting the maximum, minimum, actual (or estimated) indicators for the input and added value at the time of valuation. The value (+/-) depends on the economic nature of the indicator.

4. Providing a 10-point rating of the actual (estimated) input and added value, taking into account the project stakeholders' capabilities and the project's potential as a whole.

Indicators of the project's input and added value are constituent and evaluated outputs of the project, the implementation of which ultimately affects satisfaction of stakeholders and, consequently, achievement of which directly affects the project's value for stakeholders.

Based on the generalized experience gained, we determine that there is a typical - most common for application list of indicators recommended by us to evaluate the input and added value of the project for certain groups of stakeholders.

However, it should be noted that the necessary and sufficient composition of such indicators is determined individually for a specific project and can vary significantly depending on the specificity of the project product and the type of economic activity of the enterprise.

Following the example of a value-based system of project accountability indicators, it is possible to be guided by the following recommendations for application of the project value indicators to stakeholders.

FOP project indicators (estimated (bonus, employee rate) - an indicator of added value for internal relative to stakeholder organization (project manager, project team, specialist or manager of functional unit, etc.). Determined on the basis of market values: maximum value - maximum salary for specialists of the relevant qualification, minimum value - the average market salary for specialists of the relevant qualification.

SPI (Schedule Performance Index) CPI (Cost Performance Index), SI (Schedule Index), CI (Cost Index) - indices of added value for the project team (including project manager, portfolio, program, project office, etc.) that reflect ongoing assessment of the effectiveness of implementation of a particular stage of the project or the project as a whole in terms of time and cost. The maximum and minimum indicators are determined in accordance with the production programs of the enterprise, internal and external benchmarking of similar projects' implementation, as well as in accordance with the instructions of the ODA.

Unit Price Indicator - an indicator of consumer input value is determined on the basis of market values: maximum value is the maximum price of a similar product (substitute product) on the market, minimum indicator is the minimum price of a similar product (substitute product) on the market offered by competitors.

Consumption Value Indicator - added value indicator for the consumers of the project product. It is determined on the basis of market values: maximum value - the maximum operating costs established by the manufacturer and incurred by the consumer in the course of using competitor's goods during one calendar year, minimum value - the minimum operating costs established by the manufacturer and incurred by the consumer in the process of using the competitor's goods during one calendar year.

Indicator of a set of operational (technical) parameters - is an added value indicator for consumers of the project product. It is determined on the basis of the analysis of the technical component of the enterprise product competitiveness indicator. The maximum value of the indicator corresponds to the results of assessment of the industry leader or the perfect sample of the project product. Minimum value - corresponds to the parameters of a similar product of the market outsider.

Invested capital volume indicator - is an indicator of the input value for investors, shareholders and other stakeholders responsible for raising working and

non-working capital of the project. The maximum value is the amount of capital that meets the needs of the project, taking into account all the necessary works, material assets, risks and planned discount rates. The minimum value - the total amount of capital generated from the calculation of the minimum market discounted value of all necessary resources for the project implementation.

Indicators of financial return on the project (Net present value (NPV), Discounted cash flow (DCF+), etc.) are indicators of added value for the stakeholders responsible for raising working and non-working capital of the project. The maximum value is set based on ODA targets and can be reflected in the project's optimistic financial estimations. The minimum value - corresponding to the self-sustainability of the project on economic estimates of break-even point.

Indicators of social and budgetary effects (increase in the number of jobs; increase in production achieved by reducing the number of days of incapacity for work of employees and improving their skills; increase in aggregate demand through the system of social transfers at the expense of budgetary means; cost savings by reducing accidents in housing and communal services - added value indicators for social and public projects that reflect the interest of the relevant public authorities. The maximum and the minimum values of the indicators are determined according to the scenarios of the territorial development programs.

Project input value, score	Actual (potential) created value of the project, score				
	1-2	3-4	5-6	7-8	9-10
9-10					
7-8					
5-6					
3-4					
1-2					
A group of potentially dissatisfied stakeholders who are likely to reduce project input value		A group of stakeholders for whom the input and retained value of the project are balanced		A group of stakeholders who receive extra value from the project	

Figure 2. Project Value Balance Matrix (author development)

Indicators of government allocations (investments, subsidies, etc.) - an indicator of the input value to the public authorities and trust funds. The maximum value is the amount of capital that meets the needs of the project, taking into account all the necessary work, material assets, risks and planned discount rates. The minimum value - the total amount of capital formed on the basis of the calculation of the minimum market discounted value of all the necessary resources for the implementation of relevant projects by order or with the participation of the state.

Sometimes it may be necessary to evaluate the input or the added value for a particular stakeholder (stakeholder group) of the project by using two or more indicators. In such cases, we propose to determine the arithmetic average score on the relevant benchmarks for comparison or to set weight factors if there is information about the priority in achieving certain project indicators.

One of the most important points that should be emphasized is that it is advisable to define and focus on the main interests of the project stakeholders in formation of the project's added value indicators, since quantifying them takes the form of a project's value creation target.

Based on the results of scoring of the value added and value created indicators, an additional management tool is built - the project's value balance matrix (Fig. 2).

Based on the results of the matrix construction, three possible groups of project stakeholders are formed:

1) a group of potentially dissatisfied stakeholders (for this stakeholder group there is a likelihood of a quantitative reduction in the project input value);

2) a group of balanced value;

3) a group of stakeholders who receive extra value from the project.

This tool makes it possible to visualize potentially dangerous areas of initiative cooling for specific stakeholder groups. Active engagement with the latter in the direction of reducing dissatisfaction with the project's potential outputs enhances the acceptability of the project results, thereby guaranteeing a greater likelihood of project implementation according to the plan.

A value-oriented balanced project accountability system and the project stakeholder value balance matrix serve as key tools in a value-oriented project management organization that seeks to maximize and harmonize (balance) project values across key project stakeholders or stakeholder groups through the projects results.

The procedure of implementing content value management processes is an internal project for the recipient organization, which has a set of target parameters, characteristics and needs an appropriate management approach.

The main task of a value management process implementation project is to build and systematically integrate a group of processes whose purpose is to quantify the project stakeholders' requirements and expectations, compare them with the results of their contribution to the overall project activity, balance and distribute the project outputs to satisfy to maximum extent needs of the key project stakeholders.

Depending on the size of the organization and the level of resistance, the timeframes for implementing the project's value management processes may change, but the recommended course of action is as follows.

Stage I. Preparatory. At this stage, measures are taken to inform the functional units of the enterprise involved in the project activity about opening of the project on integration of value management processes. The project information is entered in the project register and placed in the corporate information / knowledge base. At the preparatory stage, the powers are delegated and a supervisor of this project is

appointed, whose responsibilities include coordinating implementation procedure and monitoring this step-by-step procedure.

Project management processes groups	Indicators that determine the input and created value of a project by groups of stakeholders																							
	Project manager				Project team				Project investor			Consumers / customers of the project product			Shareholders / Top management of company				Suppliers / subcontractors			Public authorities		
	IV	VC			IV	VC			IV	VC		IV	VC		IV	VC			IV	VC		IV	VC	
	SPI, SI	CPI, CI	Project bonus	Career growth	SI	ToR requirements	Project bonus	Career growth	Investment size	DBB	NPV	Price	Product quality	Timeliness	Project budget	Workforce	EVA	Dividends / Bonuses	Price	Quality of material assets / services	Timeliness	Permissions, licenses, rights of use	Taxes	Development program support
Project quality management processes			Z			Z	Z						Z							Z				Z
Project value management processes	Z	Z	Z				Z		Z	Z	Z	Z			Z		Z	Z	Z			Z	Z	
Project schedule management processes	Z	Z			Z	Z			Z	Z				Z	Z	Z					Z			Z
Human resource management processes						Z			Z		Z			Z		Z	Z					Z		Z
Project risk management processes	Z	Z			Z					Z	Z			Z			Z				Z	Z		
Contract and supply management processes	Z	Z			Z	Z			Z		Z	Z	Z	Z	Z		Z		Z	Z	Z	Z	Z	
Project communication management processes					Z	Z							Z	Z		Z				Z	Z			
Project Stakeholder Management Processes	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

Figure 3. Example of linking a project value management process group to an organization's project management process system through a system of input (IV) and created (VC) value indicators across project stakeholder groups (author development)

Stage II. Study of processes. At this stage, the responsible persons are acquainted with the general concept of value-based project management and the tools of the project management process group. During training, it is important to convey the importance of implementing and functioning of a group of value management processes. Properly communicating the importance of this group of processes will

serve as motivation for the employees involved. This is the stage of familiarizing with the process description and determining the place of the processes in the overall system of project management processes of the organization.

Thus, the project value management processes are an integrated group of project management processes aimed at implementing procedures for planning, evaluating and controlling the achievement of those project targets that determine the key value expectations of project stakeholders, including, in the long term, project participants involved in the implementation of this group processes to the system of processes of organization project management. Project value management processes are a group of end-to-end processes that are strongly interconnected with other project management processes.

Relationship between these project management processes is continuous and cyclical. Transformation of information and management decisions from process to process affect the parameters of the entire project. That is why evaluation and monitoring of indicators within the project value management processes, which digitize the main parameters of the project implementation, ultimately affect the course of implementation of other processes, which also effect the change of project parameters. Such interaction reveals the relationship of a group of value management processes with the system of project management of an organization.

The link between the project value management processes and the enterprise project management system can be revealed in more detail through the system of indicators of added and created value for the key project stakeholders (Fig. 3).

Project value management is characterized by the reactivity of measures at the stage of project implementation and control, with subsequent adjustment and re-planning of project works. The starting points for the value management processes are the planned and actual data on the progress of the project implementation, obtained during the monitoring and intermediate control phase and feedback from the project stakeholders.

Discussion

Optimizing the processes of project management under the vector of value orientation of the final results of projects requires improvement of interaction procedures and management tools to take into account expectations of project stakeholders - consumers and producers of value that project creates. In order to more efficiently meet the project stakeholders' expectations, a conceptual approach to the project value management process, within which the structure of the value management process group, relationships with other project management processes, and basic tools for evaluation and balancing (harmonization) values of the project, was proposed.

The proposed project value management processes are integrated group of project management processes aimed at implementing procedures for planning, estimation and controlling the achievement of those project targets that determine the key value expectations of project stakeholders. The group of value management processes include: the process of quantifying the project's value creation - a process

of quantifying the requirements and expectations of project stakeholders; the process of quantifying the input value of the project - the process of quantitative estimation of key project parameters relevant to the project stakeholders activities and the process of balancing (harmonizing) the project's value - identifying, planning and implementing measures to balance the project's input and created values. All processes are closely interconnected, both within the group and with the processes of other areas of project management knowledge.

Conclusion

An indispensable tool for the project value balancing process is the proposed value-based balanced project accountability scorecard and the project stakeholders balance value matrix, which when used in complex opens up the following opportunities: use of indicators to control and maximize value creation for the key stakeholders in the processes of project management; monitoring and balancing equitable value distribution among the stakeholders during project implementation; creation of a system of work incentives, which is based on a direct proportional dependence of responsible persons' motivation from the level of balancing of the input and created value for stakeholders as a result of the project implementation.

The issue of formation of the process-value management in organization is considered from the angle of role distribution of functions in the project, since this approach makes it possible to eliminate the complexity of implementation of a single approach to different internal organizational structures of enterprises (organizational, legal, administrative, financial structures of organizations).

The growth of economic efficiency and value of the implemented projects as a result of implementation of measures to increase maturity of the project management is confirmed by empirical research data. The main economic and value effects of increased maturity of project management in various industries are determined by the following: mobilization of internal resources of the organization, increasing competitive advantages, ensuring the process of achieving the strategy of the organization, reducing the number of unsuccessful projects, reducing the average level of excess budget, increasing productivity, increasing satisfaction of customers, reducing the average delay in the project schedule, increasing achievement of the project goals, etc.

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