GOVERNANCE TRAINING BASED ON SOCIOLOGICAL KNOWLEDGE AND MODERN EDUCATIONAL TECHNOLOGIES

Olga URZHA
Russian State Social University, Russia

Valentina KATAEVA
Russian State Social University, Russia

Tatiana EVSTRATOVA
Russian State Social University, Russia

Abstract
This article examines a methodology for developing simulation case scenarios in governance training based on the relevant sociological theory, i.e. sociology of governance. Russia has recently introduced a number of governance training programs such as Social Administration (1996), Public and Municipal Administration (1999) and Human Resource Governance (2002) in the higher education system. However, they all became part of a larger specialization category entitled Economics and Governance, which resulted in the disruption of the content of governance itself. Neither group has not yet given special attention to its sociological component. Nonetheless, Russian universities that established, as part of their governance training programs, departments or curriculum modules related to sociology of governance now graduate the best-qualified governors. Students study the theoretical, organizational and practical implications of governance interactions, key objectives, challenges and mechanisms of Public and Municipal Administration, methods and tools for attracting investment in the economy of Russia’s municipalities and regions as well as the ins and outs of the property governance system. Sociology of governance is a basic discipline that allows students to acquire the necessary knowledge and skills and fosters more in-depth understanding of social, political and economic aspects of governance processes among students. Sociology of governance is a discipline that summarizes all governance-related disciplines in terms of identifying and investigating the specificities of governance relationships at all functioning levels of society and its parts and in all areas of society. The study of sociology of governance as a discipline examining governance relationships and interactions among participants in governance processes has been relatively recent in Russia. Academic research and conferences on the definition of its object and structure date back to the mid-1990s.

Keywords: Educational process, Case studies, Governance training, Public and Municipal Administration, Simulation cases, Sociology of governance.

INTRODUCTION
The advent of the fifth technological paradigm in Russia sets the following objective to its higher professional education system: to develop the students’ project management skills in an information civilization. Considering the youth acts as a social group fulfilling the crucial role of social reproduction, they have to take an active part in the governance of State affairs, regions and municipal education. On the one hand, this will facilitate the younger generation’s integration into public relations and the representation of their interests at the State level. On the other hand, this will promote the new generation of the most talented and proactive governors, thus ensuring continuity in governance.

More and more people of the developing contemporary civilization are becoming involved in the educational process, which also affects educational institutions. Today, they are required not only to transmit information, but also to make use of information technologies directed at stimulating the learners’ self-development, organizational skills, interaction in different social groups (Ivanov, 1996).

Because Sociology in Russia was prohibited at the beginning of the last century its key notions – social stratification, social mobility and social groups – proved the heterogeneity of society and,
consequently, the need to develop socially oriented governance, i.e. sociology of governance (Urzha, 2018). Today, this knowledge is in demand.

Late 19\textsuperscript{th} and early 20\textsuperscript{th}-century researchers, including David E. Durkheim, Ludwig Gumplowicz, Charles H. Cooley and Ferdinand Tennis, made a great contribution to the development of the sociological group theory. As an example, Gumplowicz was an Austrian sociologist who believed that “social groups are the units and elements of sociology… Sociology cannot be based on the relations between individuals and the nature of individuals cannot be used to grasp the nature of a group” (Gumplowicz, 1899). Georg Simmel was the founder of the formal sociological school who regarded a group as a form of social interaction (Simmel, 1909), and French sociologist Durkheim considered that a group was the independent element of social reality (Durkheim, 1912).

In modern sociology, the approach to the study of society is based on the recognition of the importance of all social groups because their differences lead to different interests and their coordination is the objective of a society’s social policy and that of Social Administration as a means to carry out social policies.

For a student to become a real governor, he should realize that the knowledge of the general theory of social groups and an in-depth study of the theory of small groups are both essential prerequisites for effective governance and the establishment of governance relationships in a society. One of the founders of microsociology, Jacob L. Moreno states: “Instead of analyzing social classes that consist of millions of people, we make a close analysis of small groups, thus shifting from the social system to its atomic structure” (Moreno, 1958).

The study of various aspects of small groups in the USA in the 1930s and in Europe in the 1940s led to the successful solution of governance tasks. This study was attributable to the need to conduct research on social problems related to increasing productivity, strengthening the family, upbringing children, eliminating interpersonal conflicts, fighting crime, etc. It is during this period that theories of scientific governance, group dynamics, group therapy and sociometry are known to have evolved in the USA. Sponsored by the military, the monopolies and the government, research was conducted on small groups in terms of social stratification, human relationships in the industrial sector, morale in the army, the efficiency of propaganda, interracial and international conflicts, status of the family, child rearing and more. Among researchers who contributed significantly to the study of small groups was American sociologist Theodore Mills (Mills, 1972).

The flexibility and mobility of modern Public and Municipal governors depend directly on the innovative approach to education activities. Students should be taught to identify the theoretical and methodological peculiarities of social groups using various case studies. The teachers using case studies as part of their teaching achieve profound impact on their students at all levels of interaction ranging from interpersonal to educational ones. This process creates favorable conditions for the development of educational institutions and enhances the quality of professional training (Golovanova, 2017).

An analysis of various aspects of the subject of governance relations and the use of the socio-engineering approach to the study of the object of governance allow sociology of governance to develop and suggest the best possible subject-object relations making governance activities as effective as possible (Urzha, 2016).

METHODS
During their tutorials with Master’s students enrolled in the Public and Municipal Administration program, the authors made an active use of the incident method aimed mostly at making students look for information independently before taking a decision. Students get the short description of a case. Since the available information is obviously insufficient to take a decision, the learner is expected to gather and analyze the information needed to make a decision. This assignment requires time, so students are allowed to work on it independently as part of their homework. At the first stage, students are given the assignment and accompanying questions.
The authors also used situational analysis, which is the most widespread method as it allows students to carry out an in-depth and detailed investigation of a difficult case. Students are offered a text with a detailed description of the situation and a task to be fulfilled. The text may contain a description of measures undertaken and of decisions taken for students to analyze their relevance.

It goes without saying that the technologization of social space and, in particular, of governance relationships starts with obtaining the necessary information on the state, processes and regularities of the system’s performance. Of special importance, in this case, is the use of socio-engineering methods (Urzha, 2017).

Among the authors’ teaching techniques aimed at training students effectively is Tikhomirov’s system analysis method. Known as the ‘eight wheels’ method, it provides a deep insight into both the subject and object of governance relationships, taking into consideration the complexity and variety of their typology and the system approach to analyzing their matches. Professor Vladislav B. Tikhomirov, Doctor of Engineering Science, introduced Russian researchers to this methodology after returning from a long-term stay in the USA where he had been on the Board of Trustees of UNITAR, the United Nations Institute for Training and Research. While abroad, Tikhomirov had become well versed in political analysis and had participated in taking practical decisions relating to conflict settlement, including in the area of international relations, and had mastered many unique methods hitherto unknown in Russia (Tikhomirov, Tikhomirova, 1992).

OVERVIEW OF RESEARCH

According to Petruk and Kalinka, “web quests are a didactic structure that shapes the learners’ research activity, sets its parameters and determines its deadline. The teacher’s role changes, as he creates favorable conditions for the learners to be actively, rather than passively, engaged in the learning process. In fact, web quests are an interactive process that incites the learners’ to look independently for the information they need” (Petruk, Kalinka, 2015).

The activity of the subjects of governance is mostly related to the development of conceptual approaches and of a global vision of ways to accomplish the tasks arising from the specific objective of governance, i.e. social development. The effectiveness of this activity largely depends on an in-depth study of the real state of society and its components. In many respects, this determines the responsibilities of the subjects of governance and, consequently, imposes specific requirements on their structure and quality. Research and practice in social development have proved wrong the views that one person or many people can be in charge of the conceptual development of society. In this regard, G. Spencer was right in saying that it was erroneous to believe in the existence of “all-powerful” despots, since “…power is the feeling of a community acting via a mediator who has been formally or informally identified. Practice shows that the individual will of despots is a factor of little significance and its authority is proportional to the expression of will of others” (Sorokin, 1992). However, in investigating the subjects of power in a democratic society in his work entitled Modern Democracies (1921), British politician James Bryce came to the conclusion that the percentage of people who were really involved in the exercise of power was exceptionally small and that governance inevitably passed to the minority. “…there are very few people who really govern the world”, he said (Bryce, 1921).

The above points once more to the significance of governance training. According to Sorokin, “any person who is setting about social engineering should pay special attention to the correct reorganization of…institutes…No social improvement will produce a far-reaching and radical chance if the latter are faulty. In the end, people make history. Those who hold positions for which they do not qualify may well destroy the society without creating anything of value, and vice versa” (Sorokin, 1992).

RESEARCH OBJECTIVES AND FINDINGS

Tikhomirov’s ‘eight wheel’ system analysis method

The authors propose the following hypothesis: using simulation case studies in the educational process fosters the students’ information competence, knowledge and skills as well as various ways of
participating in information activities, develops their ability to systematize and generalize information, to put forward innovative ideas and unconventional approaches to their implementation.

This methodology goes back to ancient times: priests who instructed politicians of the past compared a social system with a chariot and assessed a leader’s qualities by his ability to control it.

Consider the structural-logical model of the social system - "Eight Wheels" (Fig. 1) in the development of which the productive forces and social relations are singled out.

<table>
<thead>
<tr>
<th>C O N S C I E N C E</th>
<th>2. CONSCIENCE</th>
<th>• convictions (worldview)</th>
<th>• abilities</th>
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<td>1. TO BE (people)</td>
<td>3. TO HAVE</td>
<td>• capital goods</td>
<td>• services</td>
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<td>4. QUALITY</td>
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<td>6. HARMONIZATION</td>
<td>7. IN REGARDS TO WHAT WE HAVE</td>
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<td>• distribution</td>
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<td>• political machine</td>
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<td>• economic mechanism</td>
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This system implies that people should be part of its productive powers characterized by their number, health, abilities, etc. (Wheel 1). These participants should “possess” certain facilities, or another part of its productive powers, including an area, means of production, accommodation, clothing, etc. (Wheel 3). Public relations reflect people’s relationships with each other, as reflected in Wheel 5. Wheel 7 reflects their relations to what they have. Governors should keep in mind these four components of the social system if they want to know society and to govern it effectively.

The system not only exists but also develops, striving for the better. This is why a specific objective corresponds to each component. Thus, its aspiration “to be” focuses on life expectancy and the harmonious development of each individual: being “better” means to be more responsible, experienced, knowledgeable, to share a common culture and to have convictions (Wheel 2). The aspiration “to have” implies material well-being and increased economic growth, determined mostly by science, information etc. (Wheel 4). The development of human relations is related to the presence of relevant relations in society, harmony in relations and expert governance (Wheel 6). The development of human relations to what they have aims to create conditions for wise production, distribution and consumption and to increase what is available, hence the significance of professional management, planning, record keeping and high economic culture (Wheel 8). A certain level of culture is required to achieve the objectives of social development. Thus, the above-mentioned four components double, so to say. Consequently, the model has eight “wheels”.

Unfortunately, for many years Russia has been focused just on “having more”. No wonder, the Russian “chariot” was about to overturn. Also, what will happen if one wheel – for example, the right front one – is big and another one – say, the left rear one – is small? Such a chariot is unlikely to move forward: it will just rotate on the spot. In terms of Russian society, this is reminiscent of the stagnation
period, when attention was focused on “having” (more oil, tractors, grain or footwear), while the owner and the wise relation to the wheel, i.e. to what we produce, had been forgotten (Tikhomirov, Tikhomirova, 1992).

Starting in 1998, intramural students have been proposed an assignment based on Tikhomirov’s ‘eight wheel’ system analysis method. Learners had to analyze a text as a system, choosing from election agendas of candidates for deputy, election agendas of parties or reports. They had to break this text down into parts and, on the basis of the content analysis of each part, to assess the extent to which this text was developed in terms of system. Such an analysis identified the problem with this system (text or event), thus confirming the importance of the system approach in dealing with any problem (Tikhomirov, Tikhomirova, 1992).

The eight-wheel model makes it possible to analyze what influenced the causes of the system’s crisis or destruction and to plan its development.

**Web-Quest as a problem task with elements of role-playing game**

Below is another example of the use of simulation cases in education. The aim of the web quest entitled *The History of the Development of Project Governance* was to let anyone interactively study the history of project management development (Kataeva, 2017: 421-424). “A traditional web quest is a role-game assignment to be accomplished using online resources. According to Shmidt, “web quests are mini projects based on finding information on the Internet” (Shmidt, 2010).

This article presents a short description of a web quest that was awarded the second-degree Diploma at the Scientific Enquiry, the 1st All-Russian Educational Web Quest Competition, on 27 May 2017.

**Why is it important to know the history of project management?**

The answer is simple: to avoid the past mistakes. We will be able to adapt flexibly to unconventional situations if we have studied Russian and international experience. This is why the main task is to carry on multidisciplinary research on the history of project management.

It seems that little attention is given today to the study of the history of project management. This topic is often touched on too briefly and, as a result, the learners cannot see fuller picture, are not aware of cause and effect relationships and are unable to benefit from past experience and solutions (Nakhratova et al., 2017). Investigating project management from the standpoint of theoretical approaches will not give fuller picture, since it will not be clear what was the precondition for adopting an approach. Only by studying history can we assess and analyze what project management is heading for. It is equally important to distinguish between the Russian and international history of project governance. In view of the above, the authors have developed a web quest aimed at studying the history of the development of project management.

Our web quest aims to achieve the following goals:

- to show why it is important to know the history of project management;
- to highlight differences in the establishment of project management in Russia and abroad;
- to help participants to assess the current situation in project management; and
- to predict future developments of project management.

A role-play web quest was designed to achieve the above goals for a group of five participants:

Historian, Practitioner, Anticipator, Analyst and Designer.

We have developed the following stages for the web quest participants to accomplish their assignment:

1. The Historian and the Practitioner work simultaneously, gather the required information and pass it on to the Practitioner.
2. The Practitioner uses this information to work on his topic.

3. The Historian, the Practitioner and the Anticipator pass the obtained information to the Analyst.

4. Helped by the Historian, the Practitioner and the Anticipator, the Analyst investigates the research work, accomplishes his role tasks and passes the ready information on to the Designer.

5. The Designer carries out his role tasks.

6. When the assignment is completed, the participants make a Power Point presentation of their results.

The assessment criteria for passing the web quest are as follows:
- A clear and concise wording of key ideas and proof;
- A fully developed research topic;
- Accurate execution;
- Accomplishment of all role tasks;
- Figures, diagrams and tables (if required);
- A well-written presentation/report.

Thus, the participants will successfully accomplish this web quest if they follow of the above-mentioned rules. They will also explore the history of project management, will develop an interest in project management and will easily find their way around this area at the initial stage of studying this discipline (Kataeva, 2017: 107-125).

Target group orientation
For students to be successful in the Public and Municipal Administration program, teachers should develop their analysis, planning and professional organization skills. Since young people develop their worldviews and their social and psychological attitudes more than any other age group, they are more exposed to various influences and respond to them in a more direct and active way (Evstratova et al., 2016).

The authors suggest to explore the social, psychological, ethnocultural and confessional aspects of the youth as a social and demographic group within modern society in order to foster their social activity and involve them in local authorities’ activities. In Russia, there is an urgent need to encourage wider participation of young citizens in matters of local importance. Today, there exists a deep contradiction between the intellectual and innovative potential that every local community has and its uses in various activities, especially governance ones which brooks no routine and stagnation and, instead, requires constant updating and unconventional decisions (Vinichenko et. al, 2016). The solution of this issue is of great theoretical and practical significance in that it helps maintain the creative atmosphere in a society and to seek new ideas and development paths jointly. Furthermore, special attention should be given to improvements in the municipal personnel policy, to work with senior management and to assessment of their competence, the motivation system and innovative technology training. The following simulation cases are adopted in training programs to achieve the above objective:

1. Develop a youth social project plan/program aimed at solving a specific social issue/task. Determine its relevance, objectives, the main participants in the project management process, timing specifications, the content of project works, economic and financial components of the project, project expertise, etc.

2. Select one of the areas in the social sphere (environment, culture, army, civil law, sports and recreation, etc.). Analyze the activities of your district’s youth organizations in this area. Are they in demand? How efficient are they? Develop a business plan for any nongovernmental youth organization that would be of interest to young people in your district.
3. Put forward your suggestions concerning the upgrading of youth policy in the Russian Federation in order to remedy the current situation and to promote an active and long-term involvement of the youth in the functioning of Russian society.

**DISCUSSION**

To conclude, the use of situational case studies in the educational process reduces the gap between theoretical knowledge and practical skills. Students gain experience in the practical application of the acquired theoretical knowledge and develop their ability to work as part of the team. The authors conducted an interview with the intramural students enrolled in the Public and Municipal Administration program on the topic of *Opinions of the Students Attending the Russian State Social University’ Department of Governance about the Advantages of Case Methods*. The empirical investigation took place between 5 March and 15 April 2018 on the premises of the Department of Governance and involved 345 students aged 22 to 24.

Figure 2 is a graphical representation of the research results.

![Figure 2. Opinions of Governance students about the advantages of using case methods in the educational process](image)

Then the authors compared the academic performance of Governance students who used simulation case studies in their activities and those who did not. Figure 3 shows that students who accomplish regular simulation case studies in their relevant disciplines show better academic performance.

![Figure 3. Comparison of the academic performance of the Russian State Social University’s Governance students who used simulation case studies in their activities and those who did not.](image)

The above results lead to the conclusion that students majoring in the Public and Municipal Administration program find it much more interesting to study the nature and specific features of governance interactions, the specificities of the object and subject of governance, the models and mechanisms of governance interactions if their teachers give them situational case studies in class. This exercise improves the learners’ ability to sistematize and generalize information and to master specialized methods and tools for analytical work and research.
CONCLUSION

In conclusion, the methodology for developing scenarios for simulation case studies for students training and education, based on the branch sociological theory - sociology of governance, is extremely demanded today. Significant experience of its application in the educational process is accumulated in the Russian State Social University, in which the training of students has been carrying out since 1996. Sociology of governance is a basic discipline that allows students to acquire the necessary knowledge and skills and fosters more in-depth understanding of social, political and economic aspects of governance processes among students (Urzha, 2016). Sociology of governance is a discipline that summarizes all governance-related disciplines in terms of identifying and investigating the specificities of governance relationships at all functioning levels of society and its parts and in all areas of society.

Successful application of case studies as an interactive technique for teaching Master’s students enrolled in the Public and Municipal Administration program of the Russian State Social University’s Department of Governance has shown that this method improves the learners’ quality of training. This is due to the fact that mental processes are actively engaged in the knowledge acquisition process and learners develop their situational analysis skills, assess the available alternatives and choose the most appropriate options to fulfill their tasks. By using their theoretical knowledge, students can analyze and assess the occurrences required in their professional activities. The case method contributes to the development of the skill of solving practical tasks.

As of today, case methods are among the most widespread teaching techniques that are actively used in both Russian and international educational practices, being considered as one of the most powerful tools for developing the students’ problem-solving skills.

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