

The Butterfly Effect of Decisions: Enhancement of Teaching Decision-Making in Project Management within UK Higher Education

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Does current project management education meet

the expectation of both students and business?

The business world is becoming more complex due to technological innovations, increasing requirements and rising costs. Organisations require a manager who can control their business projects effectively.



Universities offer a variety of project management courses either as core, or optional, modules to meet business world demand (Alam et al. 2010).



Who will take on this responsibility?

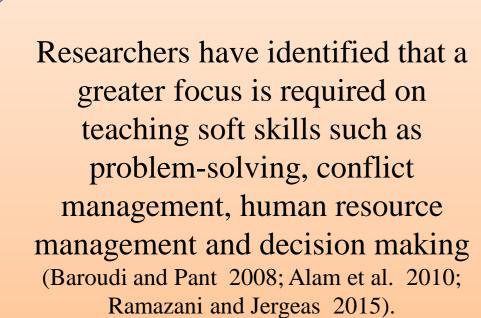
Researchers have identified that there is currently insufficient recognition of the importance of the soft skills aspects of project management education (Winter et al. 2006; Cordoba and Piki 2012; Ramazani and Jergeas 2015; Baroudi and Pant 2008; Alan et al. 2010).



There is consensus amongst researchers that new approachs, and fresh methods, are essential for the development of project management education in order to successfully prepare students for the world of business (Winter et al. 2006; Atkinson 2008; Cordoba and Piki 2012; Ramazani and Jergeas 2015).

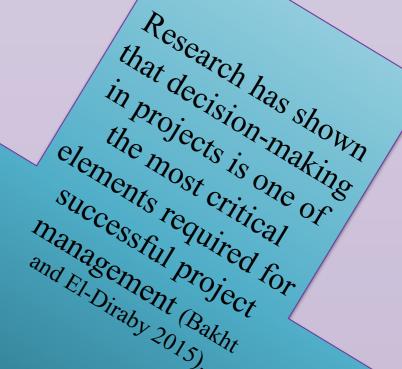


What are the soft skills?



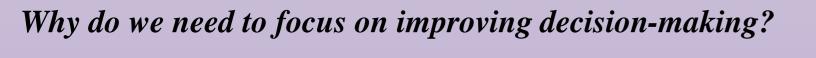


Why do we need to improve project management education?





Oh I see, can you tell me your plan?





Aim & Methodology

This research is investigating how to improve the teaching in UK Higher Education of decision-making related to project management. Decision-making is a core element of effective project management, but practitioners have reported that without extensive experience of real-life project management, the decision making of newly qualified professionals is inadequate. As a result, projects are delayed, resources are used ineffectively, risk are increased and opportunities are overlooked. Using an inductive approach based upon interviews and focus groups, this research study will investigate the experience of project managers to develop a better understanding of what how decisionmaking can be taught more effectively, and from this new perspective, a decision-making teaching framework will be developed and validated for application across UK Higher Education.



References

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