

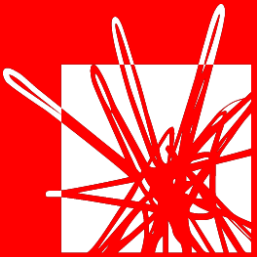


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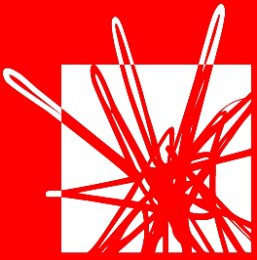


# Balancing project management teaching

Paul Summers



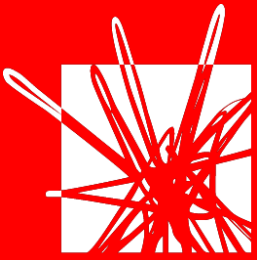
- In Rethinking project management Winter, Smith, Morris, and Cicmil (2006, p. 642) proposed five directions for research into project management, one of which was entitled '*Theory IN Practice*'. This concept was to move '*Practitioners as Trained Technicians to Practitioners as Reflective Practitioners*'.



## Balancing competences

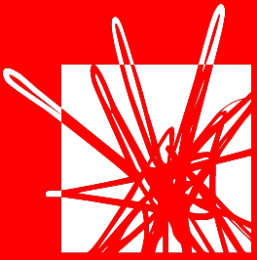
People competences & Technical  
competences

Soft competences & Hard competences

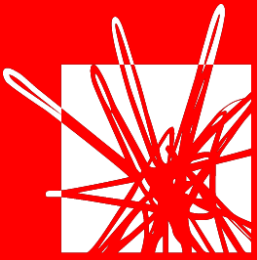


*“Experience shows however that it is people who deliver successful projects, not methods and tools, and it is people’s ability to engage intelligently with the complexity of projects, that is central to the successful management of projects.”* (Winter, Smith, Morris, & Cicmil, 2006, p. 646)

Therefore there needs to be a focus on behavioural development.



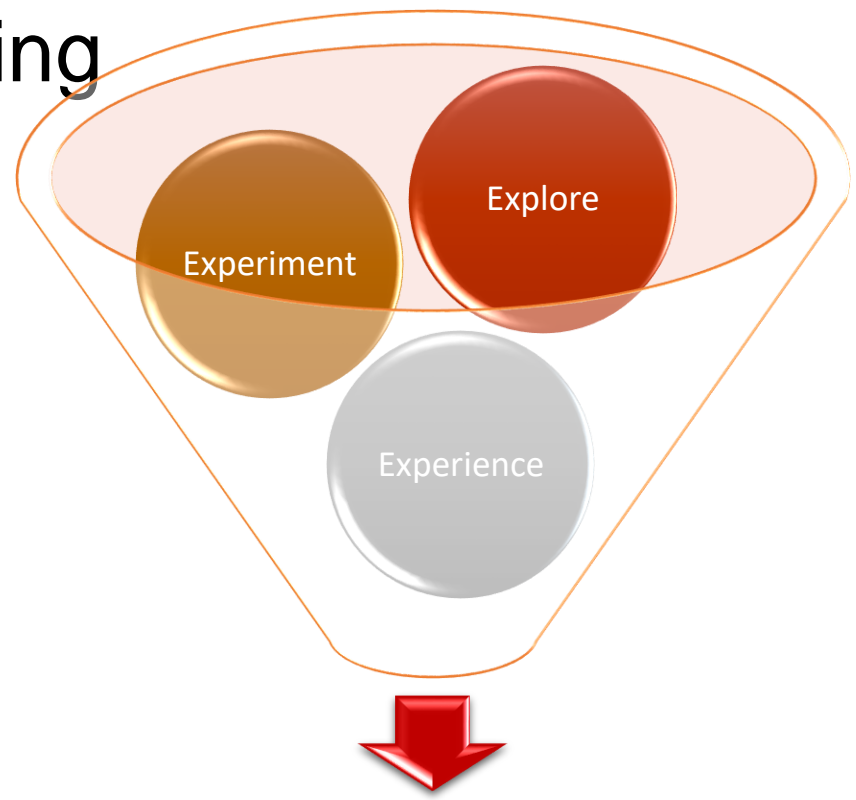
- According to Ramazani & Jergeas (2014) there is a gap between what education providers are offering and what is needed to deliver projects.
- Too much emphasis on technical skills not enough on people skills.



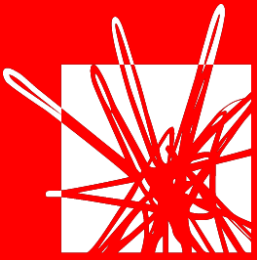
- Less emphasis and reliance on tools, techniques & methods
- Balance with behavioural competences e.g. negotiation, communication, influencing, conflict resolution, engagement, motivation, adaptability, critical evaluation, team building



# Active learning



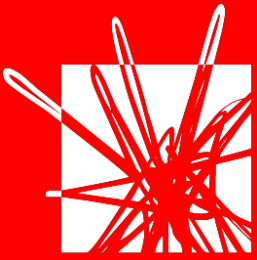
Continuous learners



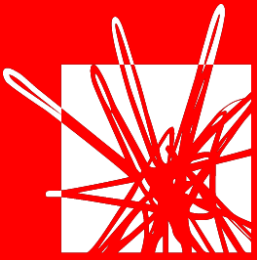
## Active learning

- Inquiry based learning - Elicit from delegates not brain dump
- Collaborative learning - Students collaborate in answering questions e.g. why do projects?, what are the benefits of replacing boilers in a school?
- Experimentation – Real or virtual project
- Reflective essays





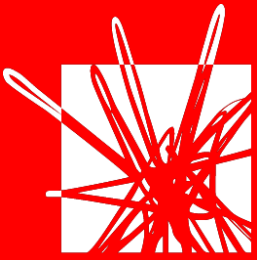
- Peer to peer learning
- Exercises – gamestorming, Lego, Ketso
- No brain dump/teaching/training i.e. transformative not transmissive
- Reflection time How did you feel?
- Personality inventories – Belben, learning styles



- Create "learners not knowers"
- Encourage changed perspectives
- Simulations, case studies, using real projects
- Quizzes to recap learning – students to devise questions
- Peer to peer assessment of written work



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**Any questions?**