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

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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).

Does current project management education meet the expectation of both students and business?

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).

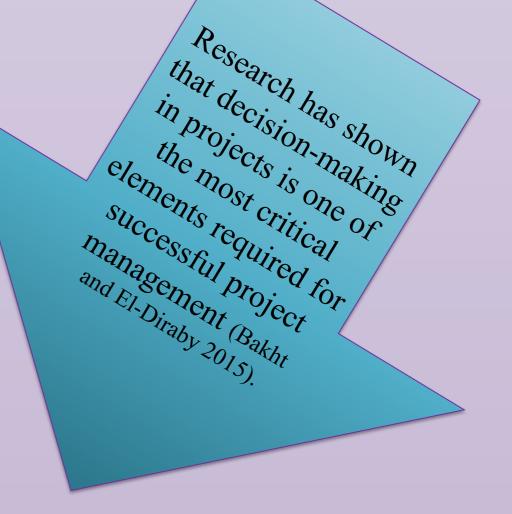
What are the soft skills?

Researchers have identified that a greater focus is required on teaching soft skills such as problem-solving, conflict management, human resource management and decision making (Baroudi and Pant 2008; Alam et al. 2010; Ramazani and Jergeas 2015).



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).

Why do we need to improve project management education?



Why do we need to focus on improving decision-making?

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 decision-making 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.



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