

## Effective Ways for Teaching Students about Project Management

Every business establishment finds ways to make their businesses more effective and profitable. To achieve this goal, they gather their best employees to innovate new strategies in order to reach their goals faster and develop a business framework leading to financial success. The key to this approach is having people with knowledge and experience in project innovation and management. Most businesses today send their employees to training seminars and allow them to engage in short courses that foster their skill development in **project management**.

For employees to gain more project management knowledge, training instructors, teachers, and facilitators must be equipped with specific strategies and techniques that will aid them in training participants in both innovation and management fields.

A learning object created by Barbara Chivers is one tool that facilitators can utilize in teaching **project management** skills. This type of learning object can help students in developing their interpersonal traits so that they effectively work with other colleagues and promote cooperation in achieving common goals.

According to Chivers' module "Teaching Project Management," facilitators or teachers during trainings should engage the learners in activities which replicate real-life situations employees typically encounter in the workplace. Group dynamics must be activated during trainings because this is one of the most effective strategies for better knowledge retention as far as the learners are concerned. It is important to incorporate good group dynamics during trainings. Barbara Chivers believes that:

"Poor group dynamics can demotivate students and reduce the quality of their learning and final outcomes."

Accordingly, facilitators should plan out scenarios with lively group dynamics and activities that engage students or learners to stimulate their interest in learning project management strategies and how those strategies can help build a firmer foundation for the business.

Of course, learners – which in this case are the employees of the business – should be given the chance to work, formulate, and outline project plans and management strategies on their own. Allowing this to happen will develop their critical thinking. Chivers has devised several modules that will help tutors, training facilitators, and teachers to make their lectures more effective and more interesting for learners. Her suggested ways and methods can be used by various business enterprises in order to train its employees for effective **project management**. In our own training deliveries through facilitations and lectures, we are applying experiential techniques comparable to those developed by Chivers.

Source: "Teaching Project Management" by Barbara Chivers. Downloaded from <http://www.ics.heacademy.ac.uk/resources/rlos/chivers/index.php>