

The Apparent Lack of Emphasis in the Context of University Education

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Abstract: This study investigates the challenges and opportunities in project management education within higher institutions, with a focus on key PMBOK domains. It highlights the significance of effective communication in project success and the need to integrate soft skills within classroom settings alongside technical knowledge in project management. It also emphasizes the significance of human resource management in education, encouraging the involvement of students in curriculum development to enhance engagement and practical application of theoretical knowledge. Quality management is seen as crucial for maintaining educational consistency and relevance, while time and scope management ensure well-targeted goals. The abstract suggests future research through a comparative analysis of different educational approaches and the importance of collaborations between educational institutions and industries to provide real-world experiences to students.

Keywords: *Human resource management, University education, Quality, PMBOK*

1. Introduction

1. The skill sets needed to succeed in the workplace have evolved significantly in the last several years. To help address the competitive realities of a global economy, employers demand a workforce that is more prepared, more flexible, accountable, and teachable [1]. The majority of businesses nowadays demand that employees exhibit and surpass several "softer" talents, like group development and cooperation [2]. Rather than focusing just on degree-specific knowledge, they are eager to apply these crucial soft skills that they have acquired during their studies and job experience [3].

As an outcome of organizations becoming more project-oriented, there is an increasing need for project managers. In order to enhance overall organizational performance, project management is seen

as the "new" kind of general management that enables organizations to integrate, plan, and regulate schedule-intensive and unique endeavors [4,5]. Project management courses are being offered as electives or core programs in many university degrees in order to meet this demand and make education more applicable to the realities of the business.

Arguments for and against universities emphasizing project management education that only focuses on technical skills are made in this paper. Higher education institutions play a crucial role in the changing nature of business expectations, where soft skills and adaptability are prized more and more. Professionals with strong technical backgrounds are now in high demand in the workplace because they are good communicators, team players, and problem solvers. Universities are reassessing their teaching strategies as a result, moving away from a conventional, content-focused paradigm and toward one that emphasizes holistic skill development more strongly. The necessity to confront the competitive realities of a global economy is what is driving this paradigm shift. With the speed at which technology is developing and the complexity of today's corporate environment, we need a workforce that can adapt to change, work well in teams, and never stop learning. Employers understand the importance of selecting candidates who are not just experts in their industry but also flexible and ready to collaborate in a fast-paced, diverse workplace. The growing need for project managers is one obvious indicator of this change.

Project management is taking on the role of a "new" general management style as businesses become more project-oriented. Project managers are essential to the integration, planning, and management of complex, time-sensitive projects. Several institutions now include project management courses in their degree programs in response to this growing need, making sure that instruction meets the real-world expectations of the corporate sector. But the discussion over project management education goes beyond just adding courses. It also explores whether these courses ought to cover a wider variety of competences or just technical skills in the main. While some maintain that a more comprehensive approach that encompasses soft skills and management principles is essential for producing well-rounded professionals who can thrive in today's dynamic workplaces, others argue that a narrow, technical focus is necessary for producing competent project managers. This essay investigates these claims, analyzing the benefits and drawbacks of placing a strong emphasis on project management education in higher education and determining whether a more comprehensive strategy or one that is more focused on technical abilities is the better course of action. In the process, it explores the ramifications for upcoming graduates as well as how the modern workforce is changing.

2. Discussion of PMBOK

2.1 Communication Management

It has been determined that one of the primary factors influencing a project's success or failure is communication [1]. PMBOK incorporates communication management within the project management plan. It is made up of a number of components that standardize the communication flow, including the purpose of information dissemination, the person in charge, the recipients of the information, and the technology applied [1]. Communication plays an important role in university education, especially in project management.

From the discussion of PMBOK communication management that our group chose, the issue that is highlighted in the journal article is that soft skills are "the missing link" in project management and are therefore essential to the project's success because one of the skills is communication. Additionally, this article noted that soft skills have always been ignored in favor of the hard skills thought to be essential for project management. Even in the current edition, the focus remains on hard concepts like technical knowledge and tools, while coverage of soft skills is limited and fragmented,

leading some to view it as superficial. Certain elements of the profession can be acquired in a classroom environment through simulations and case studies. Others have aspects of the job that demand hands-on experience. Teaching soft skills, especially, is challenging within a classroom setting [2].

However, there is always a solution to overcome that issue. Communication is necessary in education to properly address problems. Good communication, a valuable soft skill, is advantageous for everyone during their university experience. This includes collecting, generating, and sharing project information properly. We can identify difficulties by creating communication with every student. Make an effort to identify solutions. It is also important to use communication channels such as emails and social media platforms to effectively communicate information.

2.2 Human Resource Management

The PMBOK approach to human resource management places a strong emphasis on making the most use of project management [3]. The roles and responsibilities of human resources within the project are the primary focus of the PRINCE method of human resource management. The responsibilities are seen as roles in this standard. Each participant in the project may have one or more roles, and a role may be performed by multiple people [3].

Based on the article, the issue involved in this PMBOK is specifically for students, professors, and staff. Putting their training, motivation, and involvement first is critical in order to fix the lack of attention given to subjects in university education. University educators should consider this perspective and enhance their efforts to boost student's skills in various aspects relevant to project management [2]. Other than that, the failure of university education is that they provide theoretical knowledge but not a real practical application of the theory [2]. This will affect the student in terms of limited exposure to real-world scenarios. There are situations where it's possible that students haven't been exposed to a variety of real-world situations where they could put their theoretical knowledge to use. This might be because there aren't enough opportunities for practical learning or because of the way the course is structured.

To solve the problem, human resource management can help to increase student involvement in curriculum development procedures. Universities may gain knowledge about concepts that are important to them by asking for student participation and suggestions. Modify their curriculum to match the requirements and goals of their students.

2.3 Quality Management

Project quality management is the process of managing and maintaining quality throughout a project. While the context may suggest that "quality" means "perfection," it is usually more about ensuring quality consistency throughout a project in this case. However, what exactly is meant by "quality" is dependent on what the customer or stakeholder requires from the project, and thus varies from project to project. In the PMBOK Guide, quality is described as the extent to which inherent characteristics meet specified requirements [4].

Based on the issue in this article, it fails to give the educator the necessary guidance on how to reinforce and enhance the project management education in universities. Moreover, the paper will highlight its focus on essential technical skills, largely neglecting the equally crucial human skills. Others, don't offer adequate details about the project knowledge management and theory of knowledge flow. For instance, recognizing the significance of maintaining a harmonious blend of technical proficiency and interpersonal abilities in project management education at the university level [2].

Quality management ensures that the education provided meets the critical requirements and expectations. This university requires high-quality planning, guarantee, and control systems, which are critical for evaluating and improving the academic methods and materials used in the University.

2.4 Time Management

The PMBOK framework defines 9 knowledge categories which are Scope management, Cost management, Quality management, HR management, Communication management, Risk Management, Procure Management, one of which is Time management. It focuses on the methods and techniques needed to efficiently manage time during a project. Defining and sequencing project activities, generating timetables, and controlling the project schedule are all part of this[6].

The proper use of Project Time Management can be viewed as an important factor that can be used to analyze students' efficacy and capability to complete a project successfully, as well as to evaluate students' performance [7]. By allowing for proper planning and implementation, effective time management can assist overcome the lack of emphasis on particular subjects

University programmes frequently cover a wide variety of topics linked to a particular field of study. While project management may be included in the curriculum, due to the range of topics to be covered, the specific focus on certain areas such as time management may be reduced.

2.5 Scope Management

Scope management involves deciding what work is necessary and then ensuring that just that work is completed and that can influence the level of project management success[8]. This process includes gathering requirements, establishing the project scope, creating an accurate project scope statement and controlling any changes to the project scope.

It is crucial to define the scope of educational programmes correctly. A lack of attention to particular problems may result from an unclear or insufficient scope definition. Effective scope management makes sure educational goals are well-defined and targeted. Furthermore, scope management can assist us in completing our target project on schedule and with the promised results.

Scope management ensures that the educational programmes given are in accordance with the objectives that have been set. This university places attention on thorough preparation, and control processes which are critical for evaluating and improving the institution's academic methods and materials. Effective scope management is important in defining, confirming, and controlling what is included in the university's educational activities and ensuring that they match the intended goals and expectations.

5. Conclusion

In conclusion, this discussion covers many aspects of project management education within higher institutions, focusing on the key domains outlined in PMBOK. Through communication management, human resource management, quality management, time management, and scope management, several challenges and opportunities have come to light regarding the integration of soft skills and technical knowledge in project management education.

Effective communication has been identified as the key to project success. Soft skills, especially communication, are the anchor, often overshadowed by technical power. The challenge lies in teaching these skills within the confines of a classroom. However, the importance of fostering

communication skills cannot be overstated. This gap can be closed by using interactive techniques and utilizing a variety of communication channels. Human resource management in the context of education involves not only faculty but also students. Acknowledging the roles and responsibilities within a project-oriented framework is important. Involving students in curriculum development can enhance their engagement and provide real-world context to theoretical knowledge.

For quality management, education is similar to ensuring the consistency and relevance of the educational process. Understanding the needs of stakeholders and aligning educational objectives accordingly is imperative. Attention to academic methods and materials, coupled with tough planning and control systems, can enhance the overall quality of education provided. Last but not least, Time and scope management are important in the educational environment. Proper allocation of time and a well-defined scope are important. Well planning and implementation can avoid the lack of emphasis on specific subjects. It is to make sure that educational goals are well-targeted and achievable.

To encourage the continuation of the current research, we can make comparative analysis. Compare the performance and adaptability of graduates from programs that highlight soft skills alongside technical knowledge with those from programs focused primarily on technical skills. Comparative studies can reveal which educational approach better prepares graduates for the demands of the modern workplace. Lastly, collaborations between educational institutions and industries can be one of the suggestions to encourage the continuation of the current research. Internships, mentorship programmes, and real-world initiatives are available to students. These kinds of partnerships give students real-world experience and assist them in applying theory to real-world situations.

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