**Project Management in Practice Conference, 2015**

**Project Management (PM) Competence**

**Roger’s Intro Remarks**

What do students of project management need to become successful working professionals?

In this conference we discuss the evolution of the PM curriculum along with guidelines and resource materials necessary to prepare students for industrial careers in PM. This is a cooperative effort between academics and industry. Instructors introduce and enhance courses in project management that are solidly grounded in accepted research. Professionals, on the other hand, need practical skills based on the real world. How do these goals and objectives interact?

In this conference we discuss students’ project management knowledge and skills, including teamwork, communication, leadership, critical thinking, and problem solving. We discuss the foundations of such skills and how they evolve into practical, useful skills.

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Recently, the Project Management Institute (PMI) funded a study to create an undergraduate curriculum in PM. The effort represented over two years of effort working with the academic community to determine the academic preparation required of students who will grow professionally and, in due course, become project managers.

The study was chaired by Vijay Kanabar of MET College.

The result of the project is an undergraduate PM curriculum with guidelines and resource materials to help instructors introduce, or enhance, a course in project management.

The guidelines were created in response to academic demands and the fact that there are few comprehensive curricula or resource frameworks available to guide academic institutions interested in introducing courses in project management. The primary stakeholders are academic departments in any domain who can use the framework to develop a new undergraduate PM curriculum, or to refine their existing PM curriculum.

The resulting curriculum was also reviewed by professional and industrial project management specialists and managers from several key business sectors. These professional practitioners identified additional educational requirements and coursework required of PM students when they become practicing professionals.

The website http://www.pmiteach.org will serve as a key resource for users of the guidelines as it will provide ancillary material for teachers: exemplars of course outlines, useful case studies, activities, term project assignments, and other PM teaching resources. The website will also provide faculty with an opportunity for knowledge exchange and an avenue for contribution to the project management knowledge base.

PMI released a two volume document:

* Volume I describes the principles that guided the design of the curriculum and the objectives of the guidelines. It lists a series of knowledge modules and associated learning outcomes. It also provides a list of courses and a program of study in project management with core knowledge modules for both a minor and a major in PM.
* Volume II describes the foundations of a proposed first course in Project Management [PM‐1], along with relevant resources for teaching it.

The effort was a global, participatory, and consensus driven process involving academics from many disciplines with significant experience in several industry domains. The document evolved through several meetings, workshops, conferences, and surveys. It has undergone verification and validation from both academics the business professionals who hire their students.

PMI’s 2013 Project Management Talent Gap Report estimates that 15.7 million new project management jobs will be added globally across seven project‐intensive industries between 2010 and 2020. A well‐designed common framework developed with the help of academics can address this strong demand and guide the nascent academic discipline of project management forward.