CityUniversity
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The necessity to incorporate Project Management training courses in the undergraduate degree "Educational & Social Policy: Vocational Training" program of studies.

By

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THE NECESSITY TO INCORPORATE PROJECT MANAGEMENT TRAINING COURSES IN THE UNDERGRADUATE DEGREE "EDUCATIONAL & SOCIAL POLICY: VOCATIONAL TRAINING" PROGRAM OF STUDIES.

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BIOGRAPHY

Spyridon D. Stephanis

Spyros Stephanis is a graduate of the University of Macedonia (Greece), with a bachelor degree in Educational and Social Policy, major in the field of Continuous Education

Spyros Stephanis' experience in project management is a position in the department of planning and development of educational-training projects for the **V**ocational **T**raining **C**entre Euroergasiaki S.A**.** This position focuses on educational projects. More specifically, the position is about

I.   *Project planning and control* of educational-training projects co-funded by European Union and Greek government.

II.   *Composing educational-training programs* for educating adults in the context of proclamations of Training Actions, Support Provision and Accompanying Services, and Complete Interventions, that are included in the Measures of Corporate Programs "Employment and Professional Training", "Society of Information" and "Competitiveness", of the third EU framework programme.

III.   Managing the designing, planning, implementation, and closure of adult training projects.

The working environment of this educational organization made the author question whether his undergraduate studies should include Project Management courses.

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a. Introduction

Nature of Study

The nature of the problem that this research covers is to determine if educational organizations in Greece should be modified to include the principles of project management. These organizations have realized that through project management there are more benefits during an era when the margins of profit from projects are decreasing.

This philosophy of project management is not included in the undergraduate program of studies of "Educational & social policy: with specialization in vocational training". Graduates from this department, just like the author, learned about project management on the job without having the benefit of past experience from their studies.

Needs Assessment

Stakeholders of this research include the students of the "Educational and social policy: specialization vocational education" university department. These students as seeking an integrated education that is closely related to their future business environment.

The office which designs the program of studies, and instructors of the above department are also major stakeholders. This is clear because all scientists want to be working in "the state of art" programs that relate to their subject of knowledge.

Finally, important stakeholders include the educational organizations. The benefits of well trained human resources in project management courses will be presented in this research.

Purpose of study

The purpose of this study is to evaluate the importance and necessity of including two project management courses into the BSc program of studies for the "Educational and social policy" program.

Significance to your workplace

The author, apart from his workplace at V.T.C. Euroergasiaki S.A., an educational organization, is also a graduate of the academic undergraduate department "Educational and social policy" with specialization in adult education. The studies combined with previous experience from work, encouraged the author to undertake this research study. The significance of this study is located on the fact that will try to associate studies with occupation in real work environment. The needs and expectation of the graduate students are clearly connected with the needs and expectation of the educational organizations.

Relation to the program of study

The philosophy of project management and the nature of the whole program of studies inspired the author to undertake this research. Especially, during the three courses: PM 501 *Introduction to project management*, PM 504 *Project planning and control*, and PM550 Problem Statement and Proposal Writing, the author understood clearly the importance of problem definition and problem solving. A problem gives birth to a project and a project is born to solve a particular problem. Having this as a guide the author, through this research, will try to improve the technical and theoretical education

of particular undergraduate students in comparison to the projectised working

environment they are going to deal with in the future.

Definition of terms

Vocational Training Centre (VTC) Euroergasiaki S.A.: An organization that deals

with adult education projects (such as training seminars).

Educational and social policy: specialization in adult education: Undergraduate

degree (BSc).

Problem statement

The graduates of the undergraduate program "Educational & Social Policy" with

specialization in vocational training are employed in organizations that deal with

educational programs and projects. These graduates often undertake the planning, the

implementation or even the project management of these projects, while during their

studies they do not get any Project Management education.

Sub-problems

- Do graduate students of the BSc "Educational & Social Policy" realize and accept that

  project management knowledge is applicable to their job?

- Is there a need for educational organizations in Greece for employees with project

  management knowledge?

Rationale

This study is important because will try to associate studies with occupations in a

real work environment.

The research among graduate students of the "Educational & Social Policy" department, who work at educational organizations that deal with projects, will give feedback for the quality of studies.

Additionally, the study will research the needs of educational organizations about Project Management training. The need for better management of the triangle cost – time – performance is always growing among these organizations as the profit margins are always decreasing.

Hypothesis/ Objectives

Adding two project management courses to the undergraduate course of study in "Educational and Social Policy" will provide these students with better project management skills enabling them to fulfill the expectations of labor market at the adult education field.

b. Review of Literature

One of the strongest beliefs – convictions from ancient Greek philosophers until modern scientists is the value of education. Education was always one of the most important factors that differentiate human beings. Through education, knowledge is transmitted among people. Universities are the temples of this knowledge transition. They have a strong obligation to transmit existing knowledge and, also, to create new knowledge.

Project management science is relatively new knowledge. Project management arose in response to the need to successfully organize and complete projects. So, too, was created the Project management guide which has the purpose to "identify that subset of the Project Management Body of Knowledge that is generally recognized as good practice" (PMBOK Guide, 2004).

Various project management systems were developed such as the Project delivery system, which eventually became the "roadmap to project success and key to forming stronger ties with customers" (CH2MHILL, 2001). Other scientists tried to systemize project management (Kerzner, 2003) and created tools and techniques for project management.

A Systems Approach to Planning, Scheduling, and Control by Kerzner (2001) outlines the 16 points to project management to ensure project success. These points serve to document a Project Management Methodology that will ensure that companies operating in the vocational training industry achieve better results.

1   Adopt project management methodology and use it consistently

2   Implement a philosophy that drives the company toward project management

maturity and communicate it to everyone

3   Commit to developing effective plans at the beginning of each project

4   Minimize scope changes by committing to realistic objectives

5   Recognize that cost and schedule management are inseparable

6   Select the right person as the project manager

7   Provide executives with project sponsor information, not project management

information

8   Strengthen involvement and support of line management

9   Focus on deliverables rather than resources

10   Cultivate effective communication, cooperation, and trust to achieve rapid project

management maturity

11   Share recognition for project success with the entire project team and line

management

12   Eliminate nonproductive meetings

13   Focus on identifying and solving problems early, quickly, and cost effectively

14   Measure progress periodically

15   Use project management software as a tool – not as a substitute for effective

planning or interpersonal skills

16   Institute an all employee training program with periodic updates based upon

documented lessons learned.

        People Skills for Project Managers by Flannes (2001) utilizes techniques to

establish a more efficient human resources strategy, in order to select individuals that fit

the company and the project. Furthermore, based on Flanne's directions for training

policies are developed that are embedded into the system, thereby adding value to the

project and to the whole stakeholders' team. The existence of the project manager as a

leader, manager, mentor, and facilitator in small business is a very valuable necessity, as

change in such companies is rapid and constant.

Customer driven Project Management: Building Quality into Project Processes by

Barkley (2001) discusses how to put quality into the project processes according to the

customer needs. Embedded quality is one of the recommended features of the

recommended Project Management Methodology. Separate checking teams and functions

are no longer needed, as individuals of a project team proactively embed the quality into

the project.

The Leader's Handbook; A Guide to Inspiring People & Managing the Daily

Workflow by Scholtes (1998) shows how the project manager can effect the transition to

a standardized Project Management Methodology, as well as how leadership can result in

effective team building. Scholtes states: "Repeatable tasks can be studied and improved.

We can determine the most efficient, most reliable, easiest, safest, and most productive

way we know to do this work"

The fifth discipline field book: Strategies and tools for building a learning

organization by Senge (1994) "is providing methods, tools and principles all oriented to

looking at the interlatedness of forces, and seeing them as part of a common process".

The Systems Theory and the Learning Organizations Theory were utilized in order to

develop the study. The principles and other tools of this book are embedded into the

Proposed SPMA in order to help the companies to become Learning Organizations with

people who can see beyond their roles and responsibilities and act proactively, creatively,

and under limited supervision. System thinkers understand the interrelation of the

processes, and they are problem solvers.

The fifth discipline field book provides the required education to people who

develop systems, but is also a very good "mind opener" to anyone who wants to

understand that nothing is existing independent.

Essentials of Knowledge Management by Bergeron (2003), introduces knowledge

management in organizational environments, while it proposes processes that can exploit

the benefits of managing the knowledge. Organizational knowledge is the "immune

body" for the loss that the ever-changing business environment creates, and also is the

key to continuous improvement. The road map that is offered in the chapter "Getting

There" is adopted by the Author of this study.

Bergeron (2003) introduced a road map that consists of five major phases, and

addresses practical Knowledge Management implementation from the perspective of

senior management

This knowledge must be disseminated to people who are going to be or who are

presently dealing with aspects of project management.

In the typical adult education working environment, project management

processes are widely being used. The appropriate government agency sets the standards

of how educational projects should be implemented. In particular, the Greek National

Accreditation Center for Continuing Vocational Training (NACCVT) develops and

implements the National Accreditation System for Continuing Vocational Training. This

system[1] aims at:

- ensuring quality assurance in vocational training

- improving effectiveness of training services

- reinforcing reliability in vocational training

- linking vocational training with employment and the demands of the labor market

- interlinking the systems of VET (linking initial with continuing vocational

  training systems)

- promoting lifelong learning

According to the European commission public policy goals are investing

efficiently in education and training, workforce/human resource development,

Employment Strategy, mobility, social inclusion - the Expert Group developed policy

recommendations for all of the objectives for education and training. The

recommendations concerned:

Lifelong access for citizens to career guidance

Flexible delivery systems

Quality assured services

Collection of relevant statistical information and development of comparable indicators

Training citizens to manage their career and learning as basic skills learning

Role of social partners in workplace guidance development

Guidance role of teacher/trainer

Protection of citizens who use web-based and software guidance products and services

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[1] Retrieved from http://www.ekepis.gr/site/gr/English.htm

Promotion of gender equity and of maths, science and technology careers

Increased investment in guidance to increase programme completion rates and

matching between education and training and the needs of the labour market

Making Europe the reference field for guidance information and delivery in education,

training and employment

The undergraduate department of Educational and Social Policy (program syllabi,

2006-2007) was established in an effort to serve certain areas of science that have

become of special interest to the international community. In particular, the mission of

the Department is:

(1) to advance the social sciences in the sectors of educational and social policy by

promoting academic and applied teaching and research;

(2) to offer its graduates the necessary theoretical and practical training for their scientific

and professional careers and development;

(3) to promote research in educational and social policy and particularly in the fields of

continuing education, the education of adults and of persons with special needs, training

techniques, and the development and evaluation of social policy regulations.

To obtain this mission the department has advanced a catalogue of courses

throughout the semesters. These courses cover knowledge areas of: introduction to

pedagogy, sociology of education, introduction to computers, introduction to the

education of individuals with special needs, cognitive psychology, fundamental

mathematics, philosophy of education, learning psychology, research methodology of

social sciences, introduction to adult education, learning disabilities, educational

psychology, statistics, evaluation in education, fundamental principles of information technology, educational policy and educational reform, developmental psychology, fundamental neuroscience, the development of Greek educational policy, information technology educational applications, the Greek language and its didactics, didactics and curricula development, management and administration in education, databases, social psychology, social policy and lifelong learning, emotional and moral development, Greek political changeover and educational policy, design and implementation of educational multimedia applications, organization and management of institutions of continuing education, vocational training for executives, teaching methodology in continuing education, minority groups sociology, pedagogy of leisure time, designing and developing curricula for continuing education, continuing vocational education and training, multimedia and distance learning, educational and professional development of adult educators, social problems in the European union, social policy and lifelong learning, economy- employment and education, labour psychology, counseling adults, the role of international organizations in continuing education, human resources management.

Even still, at the present time, no project management courses are incorporated at its program of studies (Educational and Social Policy program of studies guide, 2006-2007).

Connection with economy

According to Corney M. (1997) Training policy makers tend to start with skills and assume that the centrality they afford to skill acquisition is mirrored by those occupied with the strategic management. In most training organisations skills are, in strategic management terms, normally third order issues. First-order questions concern competitive strategies, with implications for second-order choices about the work organisation, job design and people management systems.

Nevertheless, it is a certainty among Europe that vocational training is essential for an organization to succeed. Moreover project management knowledge is far more essential for the graduates of vocational training. This is a demand from the nowadays status of the economy.

Here comes the question of how to teach project management in the learning environment of vocational training undergraduate studies. Divjak and Kukec (January 2008) suggest two paradigms:

1. Most effective learning is working in real-life situations.

2. Teach them what you promised and students will respond with effort.

First of all, real projects have a lot to teach at teams, since they learn how to act in real professional work environment. Moreover role playing in the roles of a project team member provides the how-to act in project management work. The roles to play in a project vary from decision maker, project leader, scientists, team members, sponsors etc.

Secondly, the outcomes of the learning procedure should be very well described and become specific. Both teachers and students share the responsibility of the quality of the learning procedure. Teaching, additionally, must have strong support from ICT, which must be available all the time.

A problem that can occur when trying to implement project management theories in universities is that the universities in Greece are used to a "scientific" way of thinking rather than a "project oriented" way of thinking. In technological institutions though there is a more "practical" way of thinking.

The defining of learning outcomes is more specifically about (Bloom taxonomy):

- Comprehension of the role and techniques of project approach in science and development.

- Understanding and application of project management methods for application and management.

- Analysis and indentification of project success criteria in each phase of the project cycle.

-Synthesis, design and presentation of main components in an international project management basis.

- Development of team work skills essential for project documentation management.

- Evaluation of projects in respect to the application of project management

methods and in respect to scientific relevance of the proposed research.

c. Methodology and Procedures Used in the Study

The methodology is based on project management principles and has two basic parts. First, there are researched the needs for project management knowledge in the work environment of adult education. The research is based on documentation of previous projects in such organizations and on guidelines from European Union and Greek Government agencies related to adult education.

Furthermore, graduates from the educational and social policy department participated in a survey on how project management knowledge is applicable to their job and how project management knowledge could help these graduates improve their performance on the job. This survey was conducted by interviews to people who are involved with project management in the vocational training industry.

Moreover the educational practice that is to be followed reflects the needs and the particularities of educational program, with the anthropocentric mechanisms of approach and the profile of local job market. Epicenter of education is adult as completed personality, who has realized educational needs:

- Theoretical knowledge

- Practical knowledge of processes.

The pedagogic and instructive approach is based on the principles of "adult education". These principles are summarized in:

1. Exploitation of values and social interests of adult.

2. Utilization the social and professional experience and the educative capital as raw material for the training.

3. Acceptance of principle of equality of two sexes and equal occasions (interracial education) and application of policy mainstreaming.

4. The adult is led to a program of training no by an abstract need for learning but for inevitable changes of reality and personal life, that functions pressingly on him: lack training, weakness of adaptation in the job market, in the technological developments, unemployment, change of work, the pressure for equal occasions in the job market. Consequently it aims at explicit motives and what and how it wants it learns.

EDUCATIONAL METHODS AND TECHNIQUES

Experiential, Participative method

The experiential, Participative method encourages and ensures the active attendance in equivalent base all worked out through their empiric data. This method has anthropocentric dimension, encourages the creation of climate of acceptance and comprehension, the exchange of experiences with starting line the representations that they have worked out appraising at the same time the particularities of each training object.

The main characteristics of this method are:

- The work in teams and subgroups.

- The laboratorial teams of sensitization

- Case studies

- Role playing (where it is required) that give besides the possibility multifaceted cognitive and sentimental growth worked out.

Individualized approach

The individualized approach functions at the same time supports and it strengthens the personal strategies that are developed autonomously by the individuals, it takes into consideration the personal rhythms of learning as well as the difficulties that emanate from the wider environment. Worked out are called to participate in pedagogic practical directed in the growth of autonomy.

In this frame training functions with the form of general purpose live laboratory with result trained it draws individual the "plan of education" and it determines the course of progressive achievement of his objectives, which is connected with his integration in the job market.

For the achievement of these objectives, but also for the facilitation of educational process in the frame of program of permanent training of his scientific potential, it will realize seminars of training of instructors so as to is feasible their correspondence in the requirements of this educational methodology.

Choice of educational methods and techniques

The type of education (training adult), determines the methods, the techniques and the means that are used for the better possible result. For the choice of suitable method or technique be taken into account the following criteria:

The priorities and the objectives of program.

The content of teaching of thematic units, so as to is achieved the objective of program.

The knowledge and the dexterities that are considered essential for the specialty/profession.

The knowledge and the dexterities that they have acquired worked out before their integration in the program.

The dexterities that are acquired at the practical exercise in the enterprises.

Proportionally with the educational objectives of each unit are selected different educational approaches and methods as follows:

1. for the acquisition of knowledge: the educational approach that is followed is mental, which the educational methods of are, the lecture, the study and the research.

2. for the growth of dexterities: the educational approach that is followed is participative and the educational methods that are used are: the demonstration, the application, the correction etc.

3. for the transformation of attitudes of - behaviors: the educational approach that is followed is also the self-knowledge as educational methods: the imitation, the examples and the experiential experience.

According to the fact that they are adults, they engage the knowledge otherwise, strengthens the adoption of the pedagogic method that is directed in the growth of autonomy with characteristics of focalization:

in their interests

in their wishes

in their evaluative system

in their training possibilities

in the experiences and their needs

The educational methods as they were analyzed constitute the pedagogic base of growth in the processes of concretization of action.

I. Theoretical stage of training

It includes theoretical courses (proposals - lectures) and their presentation it becomes with conventional way from instructors with educational and professional experience. In this stage are used the most modern educational-instructive methods with particular accent in the work at teams. In this phase is attempted the aid of knowledge worked out for the acquisition of dexterities and the application of these at the practical exercise in the enterprise.

Is given particular meaning in the organization of theoretical stage, so that it corresponds in the requirements of practical exercise. Important contribution in the comprehension of theoretical teaching constitutes the method of simulation that is realized with the form of practical exercises in the room of teaching. The simulation, familiarizes at the same time participating with the environment of practical exercise and prepares them in order to they correspond more easily and effectively in the requirements of labour environment and enterprises. Finally, the written examinations of evaluation participating create the indicators of comprehension and assimilation of knowledge.

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The methodology of theoretical training is focused in the concatenation of thematic units. The structure of analytic program of study includes 3 parts. The first part is constituted by the units of basic pre-requisite knowledge. Aim of these units is the creation of suitable educational background that is essential for the comprehension of theoretical conceptual approaches of object. The second part is been the subject of by the units of specialization in of training. Aim of these units is the growth of concrete knowledge and dexterities that are essential for the exercise of specialty of/profession and are considered essential by the modern job market.

Finally, in the third part follow the units the advisory for the search work and the acquisition of professional profile. Aim of these units is the preparation worked out for localization of posts and his interconnection with the job market.

Educational methods and techniques of theoretical training

Methods of presentation (proposal, demonstration, use of table, text and modern audiovisual means).

Participative methods (exchange of opinions, discussion, interaction, and dynamics of team)

Inquiring methods (development of work, search of bibliography, use internet, acquisition of knowledge via the practical exercise in the informative systems and the study of technical characteristics or specifications).

II. Practical stage of Training.

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It includes direct guidance, help and supervision of instructors of practical exercise in the spaces of enterprises aiming at:

A) Familiarization and import worked out in the labour space of production

B) Growth of faculties of work in teams and the growth of faculties of communication

C) Attendance worked out in activities as, exploitation of means and processes for rational increase of his productivity.

As resulting from the planning and the preparation of practical exercise in collaboration with the enterprises, worked out will participate actively in the productive process.

The concretization of practical exercise follows the following three stages:

1.Preparation: Growth of interest and motives for learning through the connection of object of teaching with experiences and previous knowledge. In this phase be taken into account the experiences worked out.

2. Presentation: Explanation and demonstration by the instructor. The instructor supported in the knowledge worked out connects old with the new information and follows the queries and their reflections.

3. Practical exercise: Students are practiced initially with the supervision of instructor and afterwards alone. A correct reflection that has been placed suitably by the instructor can help worked out to advance alone them farther, to create and to discover energies.

Concretely it is forecasted:

A) Attendance worked out in the productive process

B) Acquisition of know-how

C) Acquisition of dexterities

D) Scientific monitoring worked out and promotion of objective of comprehension and awareness of stages, processes, difficulties, the problems that are answered at the work.

For the effectiveness of applications are forecasted the creation of teams of work and the follow-up of every separately, in concrete thematic field, for concrete time interval and concretization of concrete professional work and afterwards the alternation of teams of work in different thematic field. With this way is created a alternation in places of work all participating in the program and is attempted a important effort of individualized approach of training action.

Even if the program has been drawn with base demand in the job market, will be materialized taking into consideration the interests, the needs and the possibilities participating in this. Will exist continuous feedback of program from participating and reversely as well as readjustment in the frame of participative method of teaching. With the system of internal on going self-assessment worked out will be taken into account the results so much from involved in the planning and the concretization of program, what from same worked out so that is ensured their own attendance, output and labour behavior.

Special equipment and means that will be used

The special equipment and the tools that will be used so much at the concretization of theoretical and practical stage of training are the following:

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Will be proposed books with regard to project management and the professional orientation. At the same time will be used handbooks that are drawn and developed by the instructors in collaboration with the scientific Person in charge, covering the units that are the subject of their of teaching.

The handbooks - notes will be organized and distributed at students at the support of educational process and the service of their training needs. The content of these handbooks are shaped depending on the requirements and the particularities, so much the team of worked out what program (educational level, composition of team, characteristically, specialization, and education).

Project team - Scientific organization of program - Profile of Scientific Person in charge of program

For the more effective co-ordination, the control but also the obliteration deficit in the functional organization will be used new methods and techniques of administration with simultaneous adoption of flexible administrative system aiming at the growth and the adaptation of the educational organism in the developments of environment. Concretely:

• We will use united informative system in the administration and in the production the specifically drawn for the needs of students at most optimal use of resources and the effectiveness of energies.

• We will follow modern model of administration with flexible hierarchical line. The system that will be followed is more anthropocentric model that is based on the activation and the self-monitoring of individuals and on the standardization of faculties.

The follow-up of educational process includes the significance of control and concerns the follow-up and the control of all individual energies.

As control we fix the total of energies of activities that ensures the follow-up and evaluation of operations and behaviors of all factors of organization so that is achieved the effectiveness of this.

The operation of control is necessary. Without this it would not be possible will be appreciated nor the degree of concretization of desirable results neither are located problems and occasions for improvements, neither of course could be achieved the co-ordination, the cohesion, the adaptation in the environment and the effectiveness of organization of institution.

The necessity of this process of control of - follow-up it springs:

* From the fact that the determination of objectives and their ways of achievement is based on forecasts that seldom coincide absolutely with the reality

* The control is necessary for the localization of errors, weaknesses and problems that if they are accumulated can they lead to dead-end situations

* The complexity of programs (big number of individual energies, big number of information, big number of individuals - instructors, educated - etc.) requires the control for the achievement of co-ordination.

* Measurement and evaluation of results is necessary condition for the creation of feeling of success.

As it results also from more a essential factor for the achievement of desirable results but also the follow-up of work/project is the description of places of work (job description).

The co-ordination and the management of programs of training constitute responsibility of project team, which assistant from the Person in charge of Accounts department practices also the economic management.

More specifically the Project Team is in charge for:

• The convenient submission of deliverable.

• The follow-up of concretization of projects in its entirety from the beginning until the settlement, according to the initial planning.

• The treatment Educational, Administrative and Economic elements of Program (Natural and Economic object) and submission of Reports of Follow-up and relative elements that are forecasted. With responsibility of Team of Work they are drawn up two (2) reports: Afterwards the completion of half time of concretization of Project (on going) and with the end of training (ex post).

1. It intervenes (corrective and/or ameliorative) at the process of concretization, so that it is observed so that the time planning and develops smoothly the action.

2. It supervises the equitable observation of obligations of students.

3. It confirms the availability of enterprises for the concession of places of practical exercise and supervises the organization and her concretization.

4. It supervises the course of energies of promotion worked out in places of work and it decides the benefit of additional services to the enterprises that will absorb unemployed.

5. In regular intervals it evaluates the effectiveness of office of employment.

In order to it brings to an end the competences and her responsibilities, the project team conduct regular meetings, as follows:

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• With the approval of the project, therefore it shapes the final timetable and regulates also the process of beginning and the briefing of responsible Services.

• Afterwards the completion of each Thematic Unit, aiming at the configuration of picture for the continuation of applied program or the by any chance change of line of matter.

• When it is submitted the intermediary report of progress.

• For the submission of final report.

The team coordinates, supervises, it guides and in general it watches the work in daily base, intervening corrective if it needs. Each project team is always composed from certain basic executives, as well as other members that are related closely with the work. In the members are regularly included the Director of organization, the Person in charge of Training, the Person in charge of thematic field, the Scientific Person in charge of proposal and the Person in charge of Employment. In the not permanent members belongs the Person in charge of public relations, the Person in charge for the individuals of Special Social Teams. The quality of co-ordination and the management of work of - proposal it checks the internal system of evaluation that it will apply our institution and is supported in the evaluation of potential with base the achievement of objective objectives (management by objectives/MBO).

Tools of system of evaluation constitute questionnaires that are supplemented by the students; persons in charge for their completion are only exterior evaluators the reports which receive the project manager who has also the responsibility of rescheduling if it needs the flow chart or for differentiating the description of place of each person in charge.

In the table that follows is presented the human potential that will be been disposed for the concretization of proposal while simultaneously is attempted summarizing the written presentation of duties, responsibilities of each place and her relations with the other. The following description attributes the content of places:

HUMAN POTENTIAL - DETERMINATION OF ROLES	
<u>Project manager</u>	• programs the human potential • is accountable for the engagements that they will work in the work in collaboration with the scientific person in charge of proposal • represents the administration in the institutions that are involved in the concretization of work • shapes, proposes, participates in the decision-making for the strategies of institution, with the other persons in charge of work • proposes methods of organization and production moved in the obliteration of internal bureaucracy • schedules, proposes and participates in the decision-making that concerns the economic planning • convenes and participates in the all committees of sub-

	projects of - programs of training
	• shapes, proposes and participates in the decision-making for the policy of wage of executives of proposal
Person in charge of Planning of Work	• shapes jointly the decision on the submission of proposal having it evaluates the conditions that it places the particular work. • redesigns the proposal if this is required, evaluating by any chance changes in the economic or social environment of region of application • draws, proposes and participates in the decision-making that is related with the methodology of follow-up that will be followed • At the planning observes the specifications that are forecasted due to the forecasted program of study. • proposes and decides, in collaboration with scientific responsible and the instructors, the bibliography with which will be enriched the library etc
Scientific Person in charge of	• draws, proposes and it participates in the decision-making that is related with the methodology of education that will be

Proposal	followed
	• proposes and decides, in collaboration with the person in charge of planning of work and the instructors, the bibliography, the instructive notes and the material of education that will be distributed in worked out observing him forecasted from the driver specifications
	• convenes and participates in the scientific committees of evaluation of each sub-project
	• selects the instructors of instructors so that is ensured the scientific plenitude of process of each program of training
	• proposes the policy of wage for the instructors in the person in charge of work
	• He is Person in charge for the internal evaluation of programs
	• He is person in charge for the enrichment of library of institution
	• He is person in charge for the co-ordination and the support of work.
Person in charge of Implementation of Programs of Training	• has the responsibility of follow-up of each one from the programs of training of proposal
	• collaborates with the instructors for the resolution any problems of operation of programs of training they are created
	• He is Person in charge it informs and provide information.
	• participates in the development of indicators for the

	effectiveness of energies
Person in charge of Economic Follow-up	• has the responsibility for the economic planning and the control of expenses • signs the conventions with the instructors, collaborating enterprises, suppliers etc. • draws up the bulletins of follow-up of economic object of proposal • checks the economic services
Secretarial Support	• practices duties of secretariat of administration of work • has the responsibility of computer support of programs of training • checks the completion of all educational models from involved in the proposal (educated, instructors, scientific personnel)
Auxiliary Personnel	• fulfils work of all nature in the frames of order operation of work • complementarily functions in the executives of work but also in educated at the duration of follow-up of programs of training
Internal or exterior evaluators	• They design, they propose and they participate in the decision-making for the methodology of evaluation that will be followed • They draw tools of evaluation

	• They work out evaluations in regular time intervals and pacts with the methodology that has been selected • They propose methods of exploitation of results of evaluation • They draw indicators for the effectiveness of energies
<u>Instructors –</u> <u>Project consultants</u>	• They scientifically advise students, help them develop effectively their instructive material • They evaluate (with common criteria) and comment analytically the work that dispatch to them educated • They participate in the evaluation of also educated educational program

The choice of instructors but also the scientific organizations of energies of training that will be materialized by the institution, are conditioned by the criteria and the processes that concern in the system of planning, concretization and evaluation that will be applied by the institution and is overseen by the Address of training and the scientific person in charge. The responsibility for the scientific organization of program has the Scientific Person in charge, which is selected by the Director of training according to the criteria that are reported below and which shape the conditions of effective organization and qualitative concretization of projects.

d. Results

This research highlights the benefits of including PM courses in the BSc of Educational and Social Policy. Furthermore, it will be suggested that two project management courses be incorporated into the program of studies of this department in order for students to receive the necessary knowledge related to the labour market. Studies with occupation in real work environment are clearly associated in modern Greece, so the knowledge from studies should be integrated and as much as possible connected with labor market.

Ensure overall project management from design to achievement of expected results and their dissemination in a cost-effective manner[2]

- Define (and negotiate within the team/area and with the Head of Area) project objectives, expected deliverables, budget, activities, timetable and planning, human resources and ensure adequate implementation and management;

- Manage public procurement procedures (with technical support of the contract management service) including calls for tenders, selection and evaluation of offers, steering and follow-up of external contractors with the aim to ensure best performance;

- Manage budgetary and financial aspects of the project(s), define budget requirements, report on the use of budget resources;

- Ensure promotion and dissemination of outcomes taking into account main stakeholders and target groups.

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[2] CEDEFOP Notice of Vacancy Ref. 4312/23/2006

Moreover vocational training centres are usually small organizations. So they are less likely to provide adult training to their employees in project management. Employers in such companies support the concept of lifelong learning, but they see the lifelong learning activity as having nothing to do with them. They consider that is responsibility of either the individual or the government. In other words these organizations miss "training culture".

Through the survey it was concluded that "training specialists" should have the following characteristics, which need to be emphasized during undergraduate studies:

- Monitor, evaluate and record training activities and program effectiveness.

- Develop alternative training methods if expected improvements are not seen.

- Design, plan, organize and direct orientation and training for employees or customers of industrial or commercial establishment.

- Negotiate contracts with clients, including desired training outcomes, fees and expenses.

- Monitor training costs to ensure budget is not exceeded, and prepare budget reports to justify expenditures.

- Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

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- Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

- Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modelling, leadership technique, production methods, and coordination of people and resources.

- Managing one's own time and the time of others.

- Communicating effectively in writing as appropriate for the needs of the audience.

- Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

- Understanding the implications of new information for both current and future problem-solving and decision-making.

- Establishing long-range objectives and specifying the strategies and actions to achieve them.

e. Discussion, Conclusions, Recommendations

Most vocational training organizations in Greece experience problems with

managing educational projects. The success and failure in projects are assessed using

three dimensions:

- Budget – Do expenses lie within the budget?

- Timeliness – Is the project delivered on time?

- Usability or quality – Does the product do the job it was supposes to do?

Success and failure are therefore ultimately related to the end product and, in

principle, failure can be measured as percentage deviations from initial budgets,

deadlines and design requirements. Moreover projects are "living organizations" that can

change while being implemented, for example if a project exceeds the budget and is not

delivered on time is still a substantial success in terms of usability (e.g. Athens Olympic

Games – 2004)

Although national and European policies have stated particular goals to achieve in

the yeas to come (Lisbon agenda 2010) and higher /VET reforms have been

implemented, the labour market seems to be moving faster, sometimes beyond traditional

norms and work ethics. Changes and renovations in the sectoral composition of the

production system and the occupational structure at macro level; process and product

innovations, restructuring and new organizational/ managerial forms within companies at

micro level have dictated new imperatives for educational systems. Within this constantly

changing environment, the undergraduate studies in vocational training are called to

accommodate the need for new skills and competences demanded by the labour market. These skills are the so called soft skills.

According to the DeSeCo Project (the acronym of Definition and Selection of Competencies: Theoretical and Conceptual Foundations) was launched by the OECD and is defined in a broad sense to include knowledge, skills, insights and attitudes. The project defined six broad categories of competences:

Category: **social competences**

Sc 1: participating actively in society with respect to the multicultural dimension and concern for equal opportunities;

Sc 2: communication competences (including assertiveness, being able to stand up for oneself and maturity;

Sc 3: being able to cooperate.

Category: **positive self-image**

Sc 4: having a positive self-image with the view to self-development (including self confidence).

Category: **being able to act and think autonomously**

Sc 5: competences in data acquisition and processing (including ICT)

Sc: 6: problem-solving competences;

Sc 7: self-guidance and self-regulation (including a sense of responsibility);

Sc 8: being able to think and act critically and reflectively

Category: **motivational competences**

Sc 9: having the courage to explore and being eager to learn;

Sc 10: sense of initiative.

Category: **mental agility**

Sc 11: creativity and inventiveness:

Sc 12: flexibility and adaptability.

Category: **functional competences**

Sc 13: linguistic competences

Sc 14: technical competences.

To sum up, project management methodologies are useful in a vocational training organization because help finding answers to questions such as:

How are project requirements defined?

Who makes the procurement decision?

Is the implementation taking place in-house or externally?

If done externally, how are contracts entered and formulated?

How is progress tracked? How is the investment audited?

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List of abbreviations

Vocational Training Centre (VTC) Euroergasiaki S.A.: An organization that deals with adult education projects (such as training seminars).

Educational and social policy: specialization in adult education: Undergraduate degree (BSc).

DeSeCo: Definition and selection of competences.

OECD: Organization of Economic Cooperation and Development

VET: Vocational education and training

NACCVT: Greek National Accreditation Center for Continuing Vocational Training

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Appendices

Questions discussed during the interviews:

1. What kind of training have you undertaken in the past related in project management?

2. What kind of training or professional development do you think you still need?

3. What is your experience in developing a Project Proposal?

4. Does your day work relate to project management and how?

5. In what fields of project management you think you need more training?

6. Is Project Management Knowledge essential for your work?

7. Do you believe that project management knowledge should be included in your

graduate degree?

8. Do you believe that project management training will help you with better career

opportunities?

Answers in Table 1