

# EDUCATION IN UNDERGRADUATE CONSTRUCTION MANAGEMENT DEGREES – IS IT “CONSTRUCTION” OR “MANAGEMENT” THAT IS IN BOLD TYPE?

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## **Abstract**

The proposition of this study is that the content of education in construction management degree programs has changed over time. Content has moved away from construction technology and has moved more towards generic areas of management. Here, issues arise such as prescriptive versus principle-base teaching and the degree to which experiential learning can be provided. This study explores quantifiable data to test the above proposition over an extended period of time for a selected University in Australia. The study looks at course “handbook” data for the construction management degree including the likes of assigned subject credit points and contact hours. From the analysis, debate and related sources of supporting information are used to extrapolate themes demonstrating the resultant changes in graduate profile arising from the analysis. Comment is also provided on the impact of such changes including the differentiation of university graduates in the past and present. The industry perspective is also canvassed in terms of how changes have affected their expectations relating to employment of University qualified graduates.

Keywords: Education, construction, degree.

## **1 INTRODUCTION**

The Built Environment encompasses a variety of professions, such as property development, construction, planning, property, engineering and project management. Specifically the construction industry engages in the construction of buildings and engineering projects. The management and over-seeing of these projects is very important with the formation of processes and flows of responsibility which are usually established during the initial commencement of the project. Considerations such as production responsibility, contracts and subcontractors, management of construction site activities and operations, time and quality management, communication and business management principles are all considered key components for a well-rounded university degree in construction management.

When construction courses were initially introduced many decades ago, the course content was predominately focused on construction technology and other associated technical skills and knowledge. However, during the last ten years there has been a preference to develop courses which include “hard-core” construction subjects complimented with the management of the process of construction. It is generally accepted within industry, the principles of employee supervision and the management of a construction project from start to finish is equally important in comparison to the technical skills required for the project.

Furthermore, a broad based skill course can also provide graduates with more opportunities for career pathways. For instance construction courses encompassing project management, construction management and quantity surveying will meet the academic requirements for membership to a variety of professional associations, both nationally and internationally.

The purpose of this paper is to undertake an analysis of course content subjects in a selected undergraduate construction degree in a university within New South Wales. The first part of this paper discusses the literature for skills and management knowledge. The paper continues with quantifiable data to test the proposition that over an extended period of time course content has moved away from construction technology and has moved more towards the generic areas of management. Comment is also provided on the impact of such changes including the differentiation of university graduates in the past and present. The industry perspective is also canvassed in terms of how changes have affected their expectations relating to employment of University qualified graduates

## 2 LITERATURE REVIEW

The ability to manage any business or project, in a competent and efficient manner is a desirable skill which is sought after by industry and clients. Regardless if you are working in construction or retail, the underpinning theoretical decisions relating to good business management skills are interwoven within all industries, but have specific characteristics which are attached to those industries. Therefore, the term “construction management” requires further consideration and understanding.

Technical construction capabilities and good management concepts would logically appear to have some form of necessary relationship. But why? Let us consider the construction project which will incorporate construction technology such as foundations, footings, floor walls, roof coverings, windows and doors, internal linings and joinery, cladding, etc for residential buildings through to high rise commercial buildings. The application of good time and quality management in a project which encompasses a tremendous variety of skills and labour from different individuals, the delivery of raw materials and assemblage within the project, and the application of adhering to relevant risk and safety issues cannot occur without the knowledge of construction technology. This concept was examined by (1) who were able to develop a model for cost and time performance based on the correlation between the predetermined contractors’ management skills and the construction project. This provided the construction company with an improved ability to better estimate the construction cost project. Similarly the relationship between the construction project and the project manager has been acknowledged as a “dominant paradigm for both performance measurement and performance management” (6) with leadership skills underlying good management practice (17).

Therefore, within a construction project, the term “management” can indicate many fields of knowledge coupled with technical skills. For instance *knowledge* management, *business* management, *information* management, *site* management, and *time quality* management, are all examples of these different concepts.

Historically, from the 1970’s the construction discipline struggled to find their identity, due to their integration with other disciplines such as architecture and engineering and little consideration was given to the discipline apart from the necessary technical skills. In 1984 (2) identified the shortage of skilled construction managers and the need to incorporate management skills into the construction programs. However, it was not until the early 1990s that construction programs commenced gaining momentum as a distinct and independent academic area (11). The concept of combined practical knowledge with academic inquiry was highlighted by (14) as a necessary attribute for graduates of the 21<sup>st</sup> century. So it would appear that there has been an acknowledgement and an attempt to introduce management practices alongside the technical aspects of the construction industry over the years. This need for a theoretical framework within the curriculum was further reiterated by (13) who identified three research skills for the 21<sup>st</sup> century, being communication, business management and leadership.

Subsequently, with the increase in administrative obligations and government regulations, the skills for qualitative and administrative aspects became the fundamental core issues (4) (10). Therefore, knowledge in the fields of law, resource management and finance were considered desirable attributes for the construction manager. Other construction education research has also suggested the importance of quantification skills (7) 1994) as a desirable skill and during the following years, the construction industry participated in an increased use of simulation and modelling tools which became available through computer technology. A decade ago, the usefulness of information technology management was linked to the improvement of communication and management problems. (10). For instance if information sharing was limited to the transferring of paper, this presented a slower process compared to electronic communication. Therefore, the faster communication method would minimise delays with the continuation of the construction project. Additionally later research identified the usefulness of information technology in the management of complex projects. (3).

So the initial requirements of construction technology knowledge were becoming inadequate due to the changing nature of the expectations within the industry and during this last decade, sustainability and green buildings have also emerged with the unquestionable expectation that construction will embrace these topics. Therefore, environmental issues are now considered an essential field of knowledge (5).

So, whilst various researchers agreed on the importance of combined management skills, practical experience and technical skills there was also the consideration of delivering and teaching these attributes. Fortunately, computer technology in the 1990s provided educators with the opportunity to introduce game simulation, in an attempt to create real life situations as a learning tool for the students

(16). This allowed the students to manage the complex dynamics and demands of construction sites, thus integrating the skills of technical knowledge and theoretical management concepts. Additionally, the development of problem solving skills is a combination of good management skills and critical thinking skills. (12) developed teaching methods which utilised the students' right and left brain processes, in an attempt to encourage students to practice integrating their construction technical knowledge with their problems solving skills.

As mentioned earlier in the literature review the term management can be supported with a variety of technical skills and fields of knowledge. For instance, (8) attempted to differentiate the term *project information management* as a function of the corporation instead of being project-centric. There was also the suggestion of using program management information systems where (15) considered the notion of program management techniques, such as project delay, as a means of improving outcome probability via modelling and simulation. Therefore, the discussion in this paper has used a variety of terms and methods, associated with management skills, which highlights the issues raised by Froese: are the desired construction management attributes a function of the project or the corporation? This underlying concept is also considered with the analysis discussed later in this paper.

### 3 RESEARCH METHODOLOGY AND LIMITATIONS

The aim of the research is to test the proposition that over an extended period of time, course content in the construction degree, has moved away from construction technology, towards the generic areas of management. Therefore, to initially test the hypotheses, the data was limited to a ten year time frame: from the university handbooks calendar year 2004 to the calendar year 2013, and was also limited to one university within New South Wales. The research also acknowledges that a wider data span of courses in other universities would need to be considered with future research, to solidify or refute the findings within this research paper. Additionally the 10 year time span has the commonality of a 4 year degree course comprising of 4 subjects per semester, whereas in earlier versions of this course, subjects were year-long subjects.

Therefore, the research methodology in this paper commenced with the course content of one undergraduate degree in construction. A suggested matrix of themes as the main level of the core subjects, followed by sub themes was used to classify all the compulsory subjects in the construction course. The themes considered a variety of information constraints such as the technical knowledge for construction ranging to supporting topics such as economics and law. Each theme and the selection of topics are discussed in further detail throughout this paper. The electives were omitted from the analysis, since students were able to select any subject and there was no requirement for these subjects to be associated or integrated within their chosen discipline.

The research findings are analysed in a table format to show the total number of subjects listed in each category. It is from this summarised table, that we are able to draw conclusions and test the hypothesis.

### 4 DISCUSSION AND ANALYSIS

A matrix was developed to classify the various subjects into categories of technical and management components. It was also determined that some subjects belonged to both categories, and so the dominant content of the subject was used to determine the appropriate category.

The construction theme included the technology associated with construction techniques, the structural engineering components and material science which relates to the behaviour and testing of construction materials. The management theme related to the organisational theory and planning processes, the framework for risk and safety, and the planning, construction, executing and closing processes of the project. The subjects which contained elements of both categories included *site management*, which includes the principles and procedures for construction site management and requires both the management and technical skills to complete the project. Similarly *site establishment* encompasses the technology and processes involved to establish the site, together with the site surveying. Therefore, because the dominate component related to management processes, these 2 subjects were categorised accordingly.

The secondary level theme subjects contained components outside the core subjects of construction and construction management principles. For instance, subjects, such as economics, law and accounting, planning and sustainability, which were considered separate fields of knowledge, were

considered equally important to support and enforce the validity of actions undertaken throughout life of the construction project.

#### 4.1 Main Stream Level

The purpose of the main stream level was to identify subjects which could be individually categorised into either the fields of knowledge for “construction” or the “management of the processes”. These two categories are quite diverse, in the sense that the “construction component” is technically oriented, whilst the “management component” pivots towards the application of technical knowledge to develop heightened “problem-solving skills”. For instance, a construction project would require the manager to understand the construction process relating to technical issues, and to simultaneously have an understanding of the principles relating to the efficient management of the project. The table below provides an overview of the topics identified within the main stream level.

**TABLE 1: MAIN STREAM LEVEL.**

<b>CONSTRUCTION</b>	
Technology	Single dwellings, multiple occupancy, medium to high density residential buildings. Commercial and industrial buildings. Building regulations and compliance.
Structural Engineering	Structural knowledge and principles. Behaviour of structure and common structural systems.
Material Science	Behaviour and testing of construction materials. Principles of heat, light and sound as applied to the building design.
Services	Building services engineering systems, mechanical and electrical services, energy systems, fire protection etc
<b>MANAGEMENT OF THE PROCESS</b>	
Human Resources	Organisational theory and human resource strategy.
Risk and Safety	Occupational Health and Safety. Effective risk management concepts.
Time Quality	Time and quality management of the project. Planning, executing, controlling the project.
Cost Management	The application of construction quantities and the calculation and measurement for estimates.
Procurement and Contract Management	Principles and practices involved in the administration and management of construction contracts.
Site Management	Management of construction site activities and operations.
Site Establishment	Establishing the site and site surveying. Excavation, shoring, underpinning, piling and other sub-strata operations.

**Source:** Subjects common to undergraduate degrees in construction- various-on line handbooks from Universities within New South Wales accessed during December 2012.

As discussed earlier in this paper, where subjects crossed over both themes, the dominant component of the subject was used to select the theme.

#### 4.2 Secondary stream level

The undergraduate degree analysed, comprised of 28 core subjects and 4 electives. As discussed earlier in the paper, the students were able to select their electives from any field of discipline. The secondary stream level is considered the supporting subjects which compliment the technical and management topics for construction. For instance, digital technology was incorporated into the construction course only during the last few years. Whilst admittedly this is also a technical subject, the concept of digital technology is as an enhancement tool which includes GIS and BIM modelling. Similarly to the conceptualisation of management within the construction course, future research might also indicate a trend for the digital built environment embedding permanently into the construction

course. Below in Table 2 is an overview of the subjects and content for the secondary stream level. Each subject carries its own level of importance and impact within the construction discipline.

**TABLE 2: SECONDARY STREAM LEVEL.**

Sustainability and design	Sustainable urban design concepts and impacts on buildings.
Digital Awareness	3D Modelling and co ordination, applicable software.
Law	Construction law for the built environment.
Economics	Macro and microeconomic theory and concepts.
Accounting	Business management principles, interpretation of financial reports.
Professional Practice	Ethics, social responsibility and cultural precedents.

**Source:** Subjects common to undergraduate degrees in construction- various-on line handbooks from Universities within New South Wales accessed during December 2012.

### 4.3 Analysis

As discussed earlier in the paper 10 years of data was analysed for an undergraduate degree course in New South Wales. Table 3 below summarises the results. The first column represents the calendar year of the university, with the remaining columns representing the quantity of subjects relevant to each category. Each subject has a weighting of 6 credit points. From 2004 to 2009 the subjects were taught over a 4 hour time frame. The method of delivery included face to face delivery, on line support, workshops and tutorials. Some subjects were offered in a straight 4 hour time frame, whilst others were programmed for 2 lots of 2 hours. From 2010 and onwards each subject was allocated 3 hours of a similar blended learning delivery. For the purpose of this study, electives have been omitted as it is not possible to obtain information identifying electives selected for each student enrolled in the construction degree.

**TABLE 3: 10 YEAR ANALYSIS OF AN UNDERGRADUATE CONSTRUCTION DEGREE.**

Year	Main Stream Level Construction	Main Stream Level Management of the Process	Secondary Stream Level	Total Subjects (excluding electives)
2004	11	3	14	28
2005	12	7	9	28
2006	12	7	9	28
2007	12	7	9	28
2008	12	7	9	28
2009	12	7	9	28
2010	7	12	9	28
2011	7	12	9	28
2012	7	12	9	28
2013	7	12	9	28

**Source:** summary of subjects analysed over a 10 year period.

The results in Table 3 above indicate a significant change with course content. The technical construction component was dominant in this undergraduate degree until 2009, when a course review resulted in an increase of management subjects. Interestingly the secondary stream subjects remained unchanged indicating perhaps the adequacy of these topics. Generally university degrees undergo a review every 4 to 5 years. There is also considerable input from industry and professional

bodies with regards to course content and additionally the government regulator will determine the minimum educational requirements. The trend to increase the component for “management” processes is indicative of the trend occurring during the last 4 years. However, to draw a final conclusion would be difficult from the analysis of only one undergraduate degree. As mentioned earlier in the paper, and detailed at the end of the paper, further research is also warranted.

## **5 CONCLUSION**

This research paper set out to undertake an analysis of the course content of subjects in a selected undergraduate construction degree in a university within New South Wales. The purpose of the data was to test the proposition that over an extended period of time, course content has moved away from construction technology towards the generic areas of management. The research findings concluded that a trend to increase the “management” component within a construction degree was evident. However, limitations to the research such as the selection of only 1 undergraduate degree in New South Wales was also noted, with an acknowledgment that further research is required, before any final conclusion is reached.

The development of educational requirements in the construction industry can also be viewed as an increase in the standards of social responsibility and ethical behaviour. The construction industry has a duty of care to maintain professional knowledge and skills to competently service the client and work within the framework of current governance requirements. The demands and expectations for the construction professional have increased over time and the corporate world requires a balanced combination of technical and management skills for the successful operation and completion of their projects.

Additionally, the management subjects were taught within the context of the construction discipline, rather than within the business faculty stream as a sub major component of generic management principles. This is indicative that management principles relating to construction technical knowledge is very important, so that the practical application of knowledge is exercised. As mentioned earlier in this paper, a main theme within management subjects is the “problem-solving” skills.

## **6 FURTHER RESEARCH**

The research presented in this paper requires further consideration and analysis of issues which can possibly impact on the development of the course design. Some suggested examples of these issues are listed below:

- Is industry driving the demand for an increase in management subjects? If yes, is there a justification that graduates will be provided with opportunities to obtain higher paid jobs, or is this to address a skill shortage in the industry? Alternatively, is this a sign of the changing times, and technological improvements, where industry is seeking graduates with management skills which are complimented by technical skills also. As mentioned earlier in the paper, management skills are linked to “problem-solving skills”, so perhaps industry is steering this new knowledge skill criteria, for the betterment of their construction projects, and therefore providing an enhanced service to their client.
- Further analysis of additional undergraduate degrees is required within New South Wales, to determine if there is a consistent trend during the last 5 years to introduce additional management subjects into the construction curriculum.
- Another consideration relates to the professional bodies who provide recommendation to the government regulators on the relevant course content for the construction industry. Many professional bodies also have international links and therefore the management subjects might originate from a “global” requirement for inclusion.
- There could also be a “conscious” trend to separate “trade courses” from university courses. For instances, the government colleges and private registered training organisations offer courses in the construction discipline, however, these are mainly geared towards technical knowledge and skills, and are generally considered “vocational” courses.

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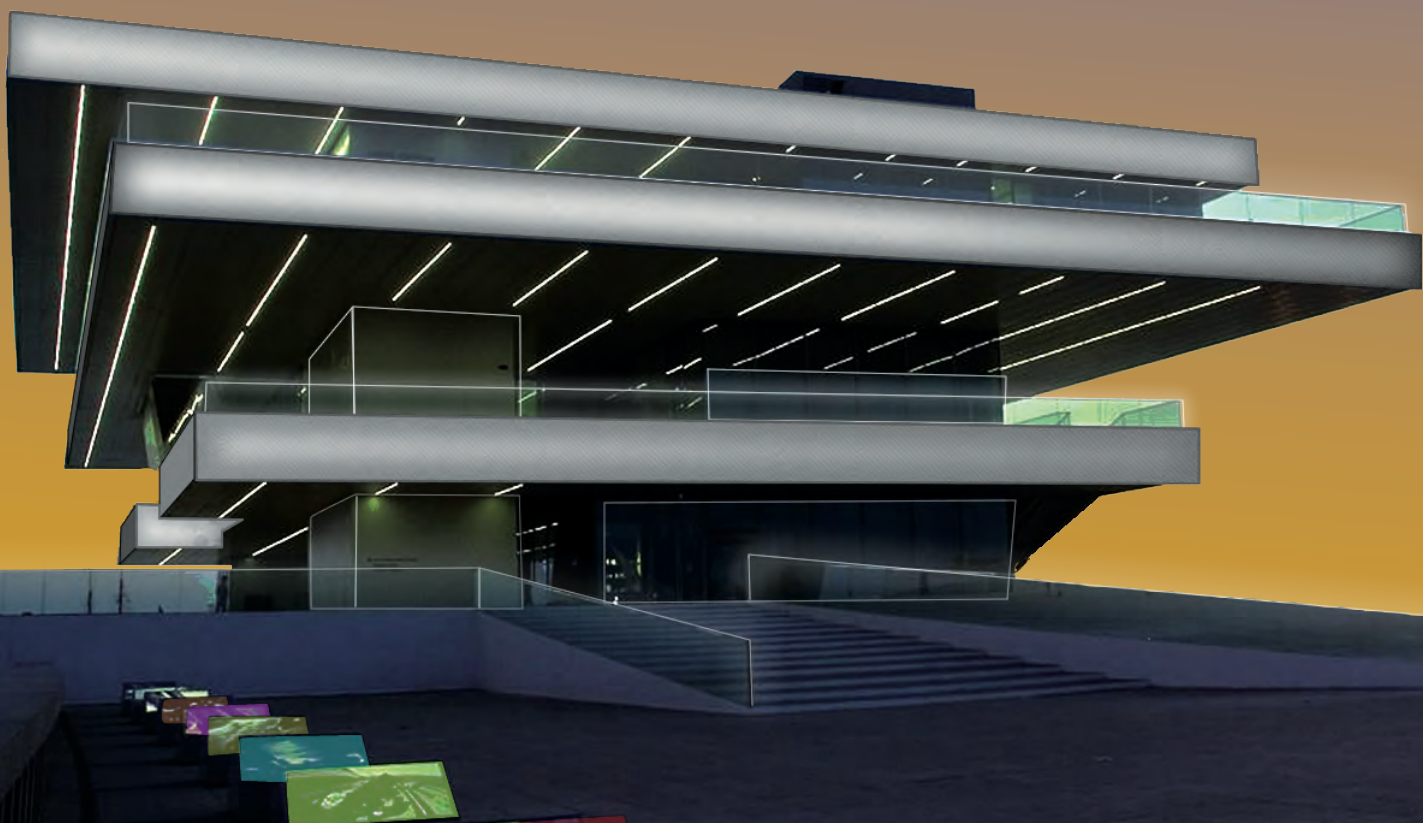
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Valencia, April 15th, 2013

## PAPER ACCEPTANCE LETTER

This is a confirmation that the full paper entitled:

**EDUCATION IN UNDERGRADUATE CONSTRUCTION MANAGEMENT DEGREES  
– IS IT “CONSTRUCTION” OR “MANAGEMENT” THAT IS IN BOLD TYPE?**  
*Hera Antoniadou, Perry Forsythe, University of Technology, Sydney (AUSTRALIA)*

was peer reviewed and accepted in INTED2013.

**Name of event:** INTED2013 (International Technology, Education and Development Conference)

**Dates:** 4th-6th of March, 2013

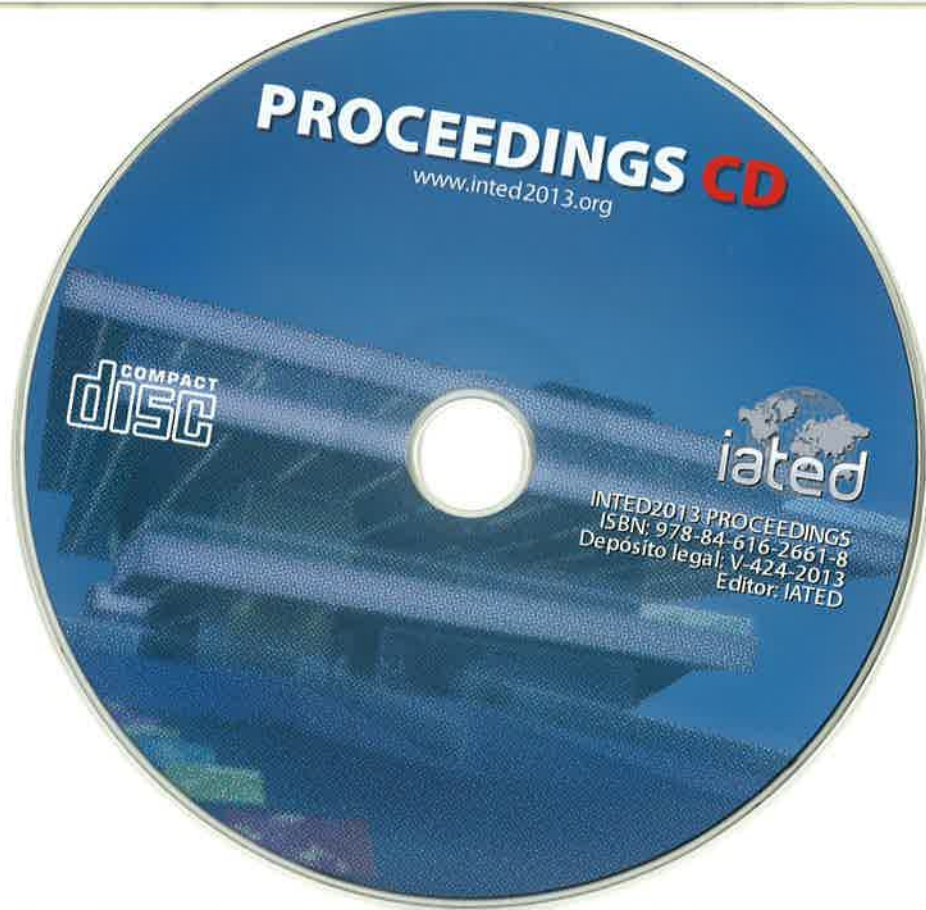
**Place:** Valencia (Spain)

**Organising entity:** IATED



**IATED**  
International Association of  
Technology, Education and  
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**INTED 2013**  
7th International Technology, Education and Development Conference  
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