

Abstract of Dissertation Presented to the Graduate School
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EDUCATIONAL TECHNOLOGY PROJECT MANAGEMENT
EFFECTIVENESS FACTORS ACROSS INDUSTRY SECTORS:
A WEB-BASED CLASSICAL DELPHI STUDY

By

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Since so much of what educational technology practitioners do involves project management, there has been an explosion of educational technology jobs that specifically require project management skills. Therefore, it is imperative for our professionals to attain the key competencies needed to effectively manage diverse educational technology projects. The purpose of this Web-based classical Delphi study was to explore, identify, categorize, and interpret the essential competencies (i.e., effectiveness factors) needed to be an effective educational technology project manager across industry sectors.

In this study, the researcher led a diverse panel of experienced project managers from four separate industry sectors in educational technology-related positions through an anonymous consensus-building process of three rounds of online questionnaires. This study used the attribute-based aspects of Crawford's integrated model of competence and the AECT-defined construct of educational technology to conceptualize and define project management competence within the educational technology field. The results from the final Delphi round were analyzed and interpreted

using a lens of theoretical pluralism informed by classical project management and emerging perspectives on project management. As part of the interpretation, the Delphi results were also mapped to and compared with two prominent perspectives on project management competency: *A Guide to the Project Management Body of Knowledge* and the project management success factors of Brill, Bishop and Walker. Based on the results of the study, the researcher has provided recommendations for faculty and staff in educational technology programs, students, educational technology professionals, and professional associations.

In sum, this study sought to (1) inform the overall theory of project management, (2) support the developing theory and practice of educational technology project management, and (3) contribute to educational technology project management education. It accomplished these goals by identifying, categorizing, and interpreting 125 essential competencies within 8 distinct competence categories, which are needed to manage diverse projects within the non-traditional project-based occupation/application area of educational technology. The study has also provided empirically grounded insight into the nature of the project management competencies needed for a project-based field that has traditionally been underrepresented within project management research and education.