Educational Management Theory And Practice 1st Edition

Project Management: Theory and Practice, Third Edition gives students a broad and real flavor of project management. Bringing project management to life, it avoids being too sterilely academic and too narrowly focused on a particular industry view. It takes a model-based approach towards project management commonly used in all industries. The textbook aligns with the latest version of the Project Management Institute's Project Management Body of Knowledge (PMBOK®) Guide, which is considered to be the de facto standard for project management. However, it avoids that standard's verbiage and presents students with readable and understandable explanations. Core chapters align with the Project Management Institute's model as well as explain how this model fits real-world projects. The textbook can be used as companion to the standard technical model and help those studying for various project management certifications. The textbook takes an in-depth look at the following areas important to the standard model: Work Breakdown Structures (WBS) Earned Value Management (EVM) Enterprise project management Portfolio management (PPM) Professional responsibility and ethics Agile life cycle The text begins with a background section (Chapters 1–9) containing material outside of the standard model structure but necessary to prepare students for the 10 standard model knowledge areas covered in the chapters that follow. The text is rounded out by eight concluding chapters that explain advanced planning approaches models and projects' external environments. Recognizing that project management is an evolving field, the textbook includes section written by industry experts who share their insight and expertise on cutting-edge topics. It prepares students for upcoming trends and changes in project management while providing an overview of the project management environment today. In addition to guiding students through current models and standards, Project Management: Theory and Practice, Third Edition prepares students for the future by stimulating their thinking beyond the accepted pragmatic view.

Educational Leadership, Management, and Administration through Actor-Network Theory presents how actor-network theory (ANT) and the related vocabularies have much to offer to a critical re-imagination of the dynamics of management in education and educational leadership. It extends the growing contemporary perspective of ANT into the study of educational administration and management. This book draws on case studies focusing on new configurations of educational management and leadership. It presents new developments of ANT ("After ANT" and "Near ANT") and clarifies how these "sensibilities" can contribute to thinking critically and intervening in the current dynamics of education. The book proposes that ANT can offer an ecological understanding of educational leadership which is helpful in abandoning the narrow humanistic world of managerialism, considering a post-anthropocentric scenario where it is necessary to compose together new "liveable" assemblages of humans and nonhumans. This book will be of great interest to academics, scholars and post-graduate students in the fields of educational management, leadership and administration, as well as education policy. It will also be highly relevant to policy makers and experts of education policy at the national, European and international levels.

Kris Cole throws light on the gap between theory and practice in the 5th edition of Management - Theory and Practice. She explains management theory in everyday language, and puts it in a context that makes it easy to understand. This resource will help you develop the vocabulary you need to communicate effectively with colleagues and equips you with models and frameworks to tackle management challenges. In addition it will enable you to strengthen your 'hard skills', like managing poor performance, being more directive and solving problems permanently.

The Early Childhood Education sector around the world is constantly changing, whether because of the unprecedented demand for ECE services globally, accelerated social change, or the introduction of pedagogical and regulatory practices. Based upon empirical inquiry, Early Childhood Education Management examines the somewhat controversial concept of operating an early childhood service as a business. It challenges the assumption that an early childhood manager does not require specialist knowledge or skill and discusses which attributes an effective manager should possess. In this book, which brings together management theory and practice, Moloney and Pettersen address core issues at the heart of the management role, including the relationship between early childhood policy and broader legislative enactments, as well as issues related to the challenges and development of management skills. The book also draws upon real-life examples from practice in order to offer insight into some of the most common topics and challenges related to management practice in Early Childhood Education, such as business acumen and entrepreneurship, recruitment and selection, financial management and budgeting, supervision, mentoring, staff development, curriculum management, collaborative working, and change management. Written by leading academics with practice experience, the book should be of great interest to researchers, academics and postgraduate students in the field of education, specifically those working in early years and education policy and management. It should also be essential reading for managers working in Early Childhood settings.

How do you systematically decide and communicate strategic performance aims, objectives, priorities and targets? How do you plan effective policies and practices? Which techniques, rewards and sanctions should you use to improve performance? How do you critically evaluate the effectiveness of performance management? Performance Management combines theory and practice to help students master these key concepts and apply their learning. Mapping to the CIPD Level 7 Advanced unit by the same name, the book is a core text for any student taking a performance management module at undergraduate or postgraduate level. Featuring examples from a range of sectors and organizations across the globe, Performance Management is packed with pedagogical features such as learning outcomes, case studies, activities, reflection questions and further reading to fully engage students with the subject. Online supporting resources include an instructor's manual, lecture slides and annotated web links for students.

'What makes this book stand out in the crowd is the engaging approach the authors have taken to present their argument and the novel treatment they offer of diversity and diversity management...a must-read for anyone in a leadership position or interested in investigating education leadership and diversity' - Gender and Education 'The authors should be congratulated for tackling the crucial topic of diversity within educational leadership....the book makes a major contribution to the small but emergent body of studies in this area' - Journal of Educational Administration & History 'This book sets out a central aim of stimulating reflection on diversity and implications for leaders in education. It also aims to support the development of practice. It is a useful book for those involved in educational management and for policy makers at all levels' - ESCalate 'The authors challenge the reader to reconsider leadership theory in light of notions of social justice and diversity, and to put into place newly articulated frameworks for action...The text is richly supported by strong empirical research and a sometimes-intricate philosophical approach in making its case for justice and fairness in education and beyond' - Choice Magazine What do we mean by diversity? Why is it an important issue for leaders of schools, colleges and universities? As society becomes increasingly diverse, there is significant international awareness in education about how this impacts on leaders and leadership. For decades the emphasis has been placed on increasing the number of leaders with specific attributes, such as women or those from ethnic minorities, to encourage a true representation of society. This far-reaching book takes a wider view, challenging the reader to recognise the importance of diversity issues and to embed diversity as central within leadership theory and practice. Drawing on their extensive research the authors establish a clear understanding of what diversity means and use this to develop a distinct approach to conceiving leadership, preparing leaders and acting as leaders. They explain how diversity should be a holistic issue which touches every aspect of leadership and is vital to ensuring effective and appropriate leadership for education in pluralist societies. The authors explore the history of approaches to addressing inequities in access to leadership positions and the experience of leadership, from equal opportunities, to diversity and inclusion, to capabilities approaches. The book also proposes fundamental and concrete changes that leaders can undertake both in their own and their

organisation's practice, to reflect a real commitment to social justice in a diverse society.

"The breadth and depth of this book is unequaled... The chapter on the community college's role in the achievement gap is `must-reading' for the next generation of community college executives."---Ned Doffaney, Chancellor, North Orange County Community College --

How can Higher Education Institutions (HEIs) position themselves to be competitive in global market economies? How has widening participation affected the marketing of HEIs? What kind of students do employers want in the twenty-first century? The marketing of higher education has become a natural consequence of the market in which HEIs are created and function. The shift from government grant to fee income, the homogenization of institutions under the title, 'University', the rhetoric of diversification and the realization of competition for students based on reputation and brand (academic and otherwise) has driven institutions to embrace the market. This book is unique in considering these matters as well its attempt to examine the relationship between marketing and the education that is being marketed. These issues are global and touch on the very nature of the place of HEIs in society as well as how they need to position themselves to compete. The readership for this book includes those studying higher education management, as well as those interested in higher education policy issues, but it has something of interest for all those engaged in higher education today.

Educational leadership, management and administration has a rich history of epistemological and ontological dialogue and debate. However in recent times, at least since the publication of Colin Evers and Gabriele Lakomski's trilogy – knowing, exploring and doing educational administration – there has been a distinct dearth. Educational Leadership Relationally explicitly returns matters of epistemology and ontology to the centre of the discussion. Through a sustained and rigorous engagement with contemporary thought and analysis, Scott Eacott articulates and defends a relational approach to scholarship in educational leadership, management and administration. Eacott belongs to a group of scholars in educational administration who could be called meta-sociologist. This group blends sociology, historical revisionism, managerial theories and general philosophy to emphasise the relevance of sociological analysis in the field of educational administration. Proposing a relational turn, Eacott outlines a methodological agenda for constructing an alternative approach to educational leadership, management and administration scholarship that might be persuasive beyond the critical frontier. The relational research programme is arguably the most ambitious agenda in educational leadership, management and administration coming out of Australia since Colin Evers and Gabriele Lakomski's natural coherentism and Richard Bates' Critical Theory of Educational Administration. As a research agenda, it engages with: the centrality of administration in constructions of the social world; the legitimation of popular labels such as 'leadership'; the inexhaustible and inseparable grounding of administrative labour in time and space; and overcomes contemporary tensions of individualism/collectivism and structure/agency to provide a productive – rather than merely critical – space to theorise educational leadership, management and administration.

This book brings together recent research on interpersonal relationships in education from a variety of perspectives including research from Europe, North America and Australia. The work clearly demonstrates that positive teacher-student relationships can contribute to student learning in classrooms of various types. Productive learning environments are characterized by supportive and warm interactions throughout the class: teacher-student and student-student. Similarly, at the school level, teacher learning thrives when there are positive and mentoring interrelationships among professional colleagues. Work on this book began with a series of formative presentations at the second International Conference on Interpersonal Relationships in Education (ICIRE 2012) held in Vancouver, Canada, an event that included among others, keynote addresses by David Berliner, Andrew Martin and Mieke Brekelmans. Further collaboration and peer review by the editorial team resulted in the collection of original research that this book comprises. The volume (while eclectic) demonstrates how constructive learning environment relationships can be developed and sustained in a variety of settings. Chapter contributions come from a range of fields including educational and social psychology, teacher and school effectiveness research, communication and language studies, and a variety of related fields. Together, they cover the important influence of the relationships of teachers with individual students, relationships among peers, and the relationships between teachers and their professional colleagues.

Distance education is practised in all parts of the world and in recent years, its scope has developed enormously and rapidly. It has become an intrinsic part of many national educational systems and an academic discipline in its own right. Research into the area has produced a body of theory which is now being used to improve its practice. This new edition of Theory and Practice of Distance Education has been thoroughly updated both by describing how practice has changed, and by examining recent research in the field. Like the first edition, this book provides a comprehensive survey of distance education, looking at it globally and discussing the different lines of thought and models used. It describes the place of distance education in educational thinking, its various theories, principles, and techniques of presentation, its organization and its administration.

Multicultural education is a set of strategies and materials in education, developed to assist teachers in promoting democracy while responding to the many issues created by the rapidly changing demographics of their students. Multicultural education means to ensure the highest levels of academic achievement for all students: it helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diversity groups. Multicultural Education: From Theory to Practice – which includes the contributions of academics and researchers from two continents and 14 culturally-challenged countries – aims to provide a platform for multicultural education researchers to present new research and developments in the area. The contributors to the book approach the foundations of multicultural education, the political context of multicultural education, classroom practices in multicultural education, and language education in a multicultural context. This volume will appeal to a wide range of academic readership, including educators, researchers, social students, teacher trainers, and teachers of all subjects and of all

levels, who wish to develop personally and professionally. It will also be useful to all those who interact, one way or another, with both students and teachers in a multicultural context.

The latest leadership textbook from respected author team Kaplan and Owings explores how principals can effectively build a culture around student achievement. Introduction to the Principalship helps aspiring principals understand how to develop a vision for improvement, make decisions and manage conflict, build teachers' capacity, communicate, monitor the organization's performance, and create a school climate of mutual respect. This important book provides readers with various leadership concepts to inform their practice, as well as the cognitive and practical tools to evaluate and prioritize what leadership actions to take. Each chapter offers opportunities for readers to create personal meaning and explore new ways of doing leadership to advance a positive, person-focused environment. Providing both the theoretical framework and skills for effective practice, Introduction to the Principalship addresses the issues most urgent and relevant for educational leadership graduate students learning how to build a school culture that promotes every student's success. Special Features: • Learning Objectives—chapter openers introduce the topic and initiate student thinking. • Reflections and Relevance —interactive exercises, role plays, class activities, and assignments help readers think about content in personally meaningful ways, facilitate understanding of chapter content, and help transfer leadership thinking to action in their own schools. • ISLLC Standards—each chapter is aligned to the 2015 Interstate School Leadership Licensure Standards. • Companion Website—includes links to supplemental material, additional readings, and PowerPoints for instructors.

Organizational Theory for Equity and Diversity covers the full range of organizational theories as applied to educational leadership practice and research, exploring not only traditional perspectives but also critically oriented epistemologies including Critical Race Theory; LatCrit, Asian, Tribal Crit, and Black Crit; Disability Studies theories; feminist theories; Queer Theory, and theories of intersectionality. Each chapter features teaching suggestions, discussion questions, and questions to help aspiring leaders critically analyze their leadership strengths and limitations in order to understand, apply, and integrate theories into practice. This valuable text provides aspiring school leaders and administrators with the theory and tools for creating equitable and diverse schools that are effective and sustainable.

Originally published in 1986. Hitherto, most educational managers, including head teachers and senior staff in schools, have been expected to carry out their management tasks without any formal training. Recent initiatives, however, are changing this and all educational managers are now being encouraged to undertake some form of training. This book provides a framework for the study of educational management. Management in other professions has been a major concern for a long time and this book selects from this existing literature, theory and experience (for example from management studies and business studies) and relates relevant material to the context of education. It looks at the major themes and problems in educational management, discusses the appropriate theories and shows how good practices may be applied.

A new text in management thought, theory, and practice applied to physical activity education and athletics required justification. Management Theory and Practice in Physical Activity Education (Including Athletics) has been planned primarily for administrators of physical education and athletics at several levels of educational institutions. However, much that is included here can be very helpful as well to the sport and physical recreation manager in public and/or commercial sport and physical activity. In other words, it is the underlying "thought, theory, and practice" that is fundamentally important. The twentieth century has been characterized as a transitional one in human history. Moving into the twenty-first century, we start down the path to finding the answer to this assumption. At any rate, changing times are occasioned by the impact of a variety of social forces on society. Additionally, such change has its accompanying, but often unsteady, influence on the professional training of leaders in the large number of fields that make up the society in which such change occurs. The caliber of young people recruited into the field within education is paramount, as is the way they are prepared for leadership roles as managers, teachers, coaches, performers, supervisors, or exercise specialists. This is OUR responsibility. We should carry out these assignments in a way that is comparable to that used in the finest professions.

`Researchers interested in various aspects of college leadership and management will find this book a convenient and scholarly introduction to related research in the school sector' - Further Education Development Agency, College Research Journal `Educational management has become an important academic subject. The contributors to this volume have gauaranteed its survival as such by undertaking this review in order that they and others working in the field may take account of a range of agendas and initiatives. The outcome must be a fresh stance and a new sense of direction to enable a study of educational managment to meet the needs of teachers and their schools in the new millennium' - Educational Research Educational Management brings together important original contributions from leading thinkers in the field. Edited by some of the key figures in educational management today, chapters examine the following key areas: Has self-management achieved the success predicted for it?; What should be the nature of professional development for educational leaders?; to what extent can education benefit by drawing from practice in business and industry?; can theory inform management practice in education?; how can research contribute to educational improvement?; how can leaders help improve classroom practice? Educational Management is one of the major outcomes of the ESRC (Economic and Social Research Council) seminar series which aimed to redefine educational management in the light of the many developments in policy, practice, theory and research since the subject became established in the 1970s.

Based on ongoing research from Australia, American, Korea and Taiwan, this work discusses the applied value and theory of play.

Learning is among the most basic of human activities. The study of learning, and research into learning is becoming a central part of educational studies. This is a comprehensive introduction to contemporary theories and modern practices of learning. Updated and expanded, this second edition should be of interest to teachers, facilitators, human resource developers and students of education. The contents cover: lifelong learning; the social background to learning; cognitivist theory; types of learning; learning using ICT; and philosophical reflections on learning.

This book presents best practices for ethical and safe international health elective experiences for trainees and the educational competencies and evaluation techniques that make them valuable. It includes commentaries, discussions and descriptions of new global health education guidelines, reviews of the literature, as well as research. Uniquely, it will include ground-breaking research on perspectives of partners in the Global South whose voices are often unheard, student perspectives and critical discussions of the historical foundations and power dynamics inherent in international medical work. Global Health Experiential Education is a timely book that will be of interest to academic directors of global health programmes and anyone involved in training and international exchanges across North America.

Ship Management: Theory and Practice unpacks the complexity of this crucial maritime activity by spelling out its key elements and the connections and linkages between them. Opening with an introduction and an overview of the special characteristics of ship management, the text then focuses on different strands of management. It offers dedicated chapters on strategic management, commercial management,

operations management, technical management, human resource management and compliance management, weaving in numerous international examples throughout. The final chapter looks to the future, exploring the challenges facing ship management and the impact of digitalisation. Ship Management: Theory and Practice is a valuable resource for upper-level students of shipping management and maritime operations and can also serve as a one-stop reference for researchers and industry practitioners.

Education management and leadership is a key area of study in education. Educational Management: Major Themes in Education brings together the most important literature in the field, exploring the historical context, the training and development of leaders and their roles in leading people and managing resources in education. The collection provides a focus on the major issues which are current in educational management throughout the world. The four volumes are arranged thematically, as follows: Volume 1: Educational Values Values and Religion Emotions and Gender Politics and Micropolitics Volume 2: Educational Theory Theory School of Effectiveness and School Improvement Financial Management and LSM Further Education Volume 3: Educational Leadership Leadership and Headteachers Learning Leadership Middle Leadership Volume 4: Educational Change History and Research Strategy, Marketing, Change and Culture A new introduction by the editor provides an overview of the field and guides the reader through this wealth of material. Titles also available in this series include, Literacy (June 2004, 4 Volumes, £495), Special Educational Needs and Inclusive Education (August 2004, 4 Volumes, £495) and the forthcoming Early Years Education (2005, c.4 Volumes, c. £475)

Organized around the ISLLC standards, this text introduces students to the concepts and theories of educational leadership. The new edition adds coverage of such topics as data usage, ethics, innovative hiring practices, and student discipline. Appearing in the second edition are chapter-ending sections called "Point-Counterpoint" which prompt readers to examine their own beliefs regarding the material presented in the chapter and its application to work in our schools.

Cet ouvrage porte sur les organismes éducationnels, le pouvoir, et l'autorité dans les écoles, les aspects théoriques et pratiques de la planification de l'éducation, le système éducatif nigerian, le personnel le financement de l'éducation, l'école et la communauté.

Written by an academic at the University of Nairobi, this book seeks to widen both the breadth and depth of the body of knowledge about educational management. The theories and practices are presented as an integrated subject and the issues covered are educational management in perspective, development of management, theories of motivation and job satisfaction, leadership, authority and power, discipline, communication, decision making, supervision, financial management, and human resource development.

Higher Education in the UK operates in a rapidly changing and highly complex environment. Universities need to adapt quickly to this environment and managers must begin to explore 'new angles' and approaches in addressing the challenges they are now facing. This book offers a tool box of metaphors and associative Operational Research (OR) approaches. Metaphors are a powerful 'way of seeing' but also 'a way of not seeing'. Furthermore, the OR discipline has significantly evolved over the last 30 years which has led to the emergence of three distinctive intellectual areas, namely Hard OR, Soft OR and Methodological Pluralism OR. Drawing on these intellectual areas and on the experience of educational and OR practitioners, the book highlights the use of various OR approaches to a variety of complex and uncertain problems encountered in higher education management. The book aims to explore 'new perspectives' in HE management thinking and to describe and illustrate the use of OR methodologies, methods and techniques in helping HE managers to make informed management decisions.

Despite significant financial investments, the rate of development and pace of poverty reduction in developing and transitional countries has not always matched expectations. Development management typically involves complex interactions between governmental and non-governmental organisations, donors and members of the public, and can be difficult to navigate. This volume brings together a group of international contributors to explore the theoretical and empirical underpinnings of development management, and to consider the prospects and challenges associated with it in the context of both developing and transitional countries. Referring to dominant norms and values in public and developmental organisations, development management is tied up with the attitudes and perceptions of various stakeholders including: government officials, public sector managers, aid workers, donors and members of the public. Attempting to make sense of complex interactions between these actors is highly problematic and calls for new approaches, models and insights. Based on cutting-edge research, the chapters challenge much of the previous discourse on the subject and evaluate the challenges and opportunities that it presents. Development Management offers academics, researchers and practitioners of public administration, business and management, international development and political science a comprehensive and state-of-the-art review of current research on development management in the context of developing and transitional countries.

Practice Theory and Education challenges how we think about 'practice', examining what it means across different fields and sites. It is organised into four themes: discursive practices; practice, change and organisations; practising subjectivity; and professional practice, public policy and education. Contributors to the collection engage and extend practice theory by drawing on the legacies of diverse social and cultural theorists, including Bourdieu, de Certeau, Deleuze and Guattari, Dewey, Latour, Marx, and Vygotsky, and by building on the theoretical trajectories of contemporary authors such as Karen Barad, Yrjo Engestrom, Andreas Reckwitz, Theodore Schatzki, Dorothy Smith, and Charles Taylor. The proximity of ideas from different fields and theoretical traditions in the book highlight key matters of concern in contemporary practice thinking, including the historicity of practice; the nature of change in professional practices; the place of discursive material in practice; the efficacy of refiguring conventional understandings of subjectivity and agency; and the capacity for theories of practice to disrupt conventional understandings of asymmetries of power

and resources. Their juxtaposition also points to areas of contestation and raises important questions for future research. Practice Theory and Education will appeal to postgraduate students, academics and researchers in professional practice and education, and scholars working with social theory. It will be of particular interest to those who wish to move beyond the limiting configurations of practice found in contemporary neoliberal, new managerialist and narrow representationalist discourses.

It is well known the global community is looking towards business to play its role in creating a just and fair economy. This increases the urgency and relevance of new approaches to management education that can engage and foster socially responsible leaders who are resilient, creative and innovative thinkers. Educating for Responsible Management profiles cutting-edge approaches to pedagogy for the Principles for Responsible Management Education (PRME) that go beyond current discussions of sustainability and corporate social responsibility content, to include a wider lens that highlights the processes of educating the next generation of responsible managers. The book draws together leading thinkers, practitioners and management education to share their practice and research on how management educators can prepare themselves, their students, the learning environment, and their teaching resources to meet these challenges. These conversations across practice lines highlight a range of innovative pedagogical approaches and methods used by responsible management educators around the world to provide effective learning experiences.

The authors argue that the aim of research should be to improve practice through a process of critical reflection. Focusing clearly on the everyday concerns and problems of practitioners, they emphasize the importance of practical knowledge. Their definition of 'practice' is wide, and includes the generation of theory and the doing of research as well as front-line teaching. They show how notions of 'adult learning' and 'the adult learner' have been constituted mainly through theory and research in psychology and sociology, and examine action research as a mode of understanding. They conclude by looking at the curriculum implications for the teaching of adult education as reflective practice.

This fifth edition of Tony Bush's bestselling text explores the links between educational management theories and the main models of leadership, and their application to policy and practice globally across varied educational contexts. This fully updated new edition is informed by an enhanced global perspective and expanded coverage of important contemporary issues including teacher leadership, professional learning communities, transformational leadership, instructional leadership and a critical assessment of distributed leadership. This is essential reading for all teachers who aspire to management, as well as for experienced leaders on Masters' level courses, and for those studying school management as part of education degrees.

'Strategic Information Management' has been completely up-dated to reflect the rapid changes in IT and the business environment since the publication of the second edition. Half of the readings in the book have been replaced to address current issues and the latest thinking in Information Management. It goes without saying that Information technology has had a major impact on individuals, organizations and society over the past 50 years or so. There are few organizations that can afford to ignore IT and few individuals who would prefer to be without it. As managerial tasks become more complex, so the nature of the required information systems (IS) changes - from structured, routine support to ad hoc, unstructured, complex enquiries at the highest levels of management. As with the first and second editions, this third edition of 'Strategic Information Management: Challenges and strategies in managing information systems' aims to present the many complex and inter-related issues associated with the management of information systems. The book provides a rich source of material reflecting recent thinking on the key issues facing executives in information systems management. It draws from a wide range of contemporary articles written by leading experts from North America and Europe. 'Strategic Information Management' is designed as a course text for MBA, Master's level students and senior undergraduate students taking courses in information management. It provides a wealth of information and references for researchers in addition.

Theories of Educational Leadership and ManagementSAGE

" The Principles and Practice of Educational Management" contains newly commissioned material from leading national and international authors who provide a review of relevant theory and explain relevant research in the field.

Construction Management: Theory and Practice is a comprehensive textbook for budding construction managers. The range of coverage makes the book essential reading for students studying management courses in all construction related disciplines and ideal reading for those with non-cognate degrees studying construction management masters courses, giving them a broad base of understanding about the industry. Part I outlines the main industry players and their roles in relation to the Construction Manager. Part II covers management theory, leadership and team working strategies. Part III details financial aspects including: sources of finance, appraisal and estimating, construction economics, whole life costing and life cycle analysis, bidding and tendering as well as procurement methods, types of contracts and project costing. Part IV covers construction operations management and issues such as supply chain management, health and safety, waste, quality and environmental management. Part V covers issues such as marketing, strategy, HRM, health, stress and well-being. Part VI concludes the book with reflections on the future of the industry in relation to the environment and sustainability and the role of the industry and its managers. The book keeps the discussion of current hot topics such as building information modelling (BIM), sustainability, and health and well-being included throughout and is packed with useful figures, tables and case studies from industry.