INVESTMENTS IN EDUCATION DEVELOPMENT

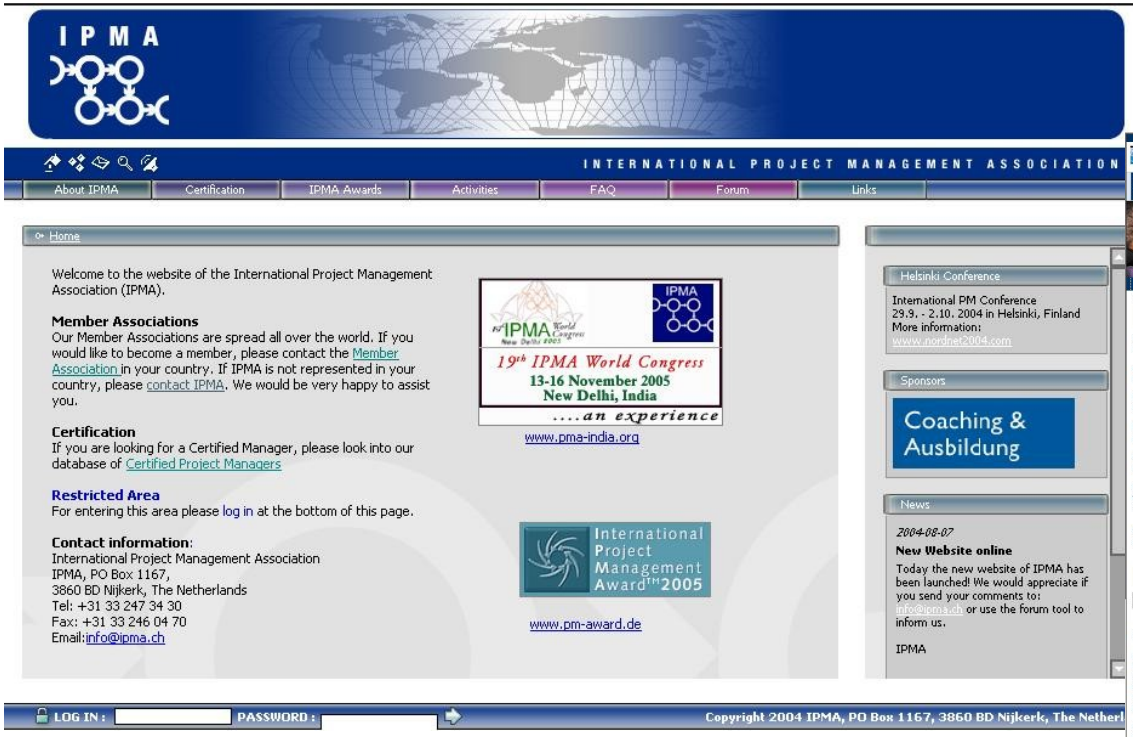
PPPM Competence Elements

PM standards

ICB = IPMA Competence Baseline

PM dictionary

International Standards of PM



www.ipma.ch

www.pmi.org

PMI approach

- Process oriented
- 9 groups of processes
- Each group called “knowledge area”
- 44 processes grouped into 9 knowledge areas
- Much more like a “cookbook”
- Input-Transformation-Output fashion

PMI approach (cont.)

- Utilitarian approach (USA approach)
- Concerned more on HOW then on WHY and WHAT
- Very useful when training people to do their work well
- My opinion: not well in cases of unusual, complex and very new situations

PMI approach (cont.)

- The standard is manifested in the so called PM BoK = Project Management Body of Knowledge
- Since the year 2007 there exist two other standards:
  Program Management Body of Knowledge
  Portfolio Management Body of Knowledge

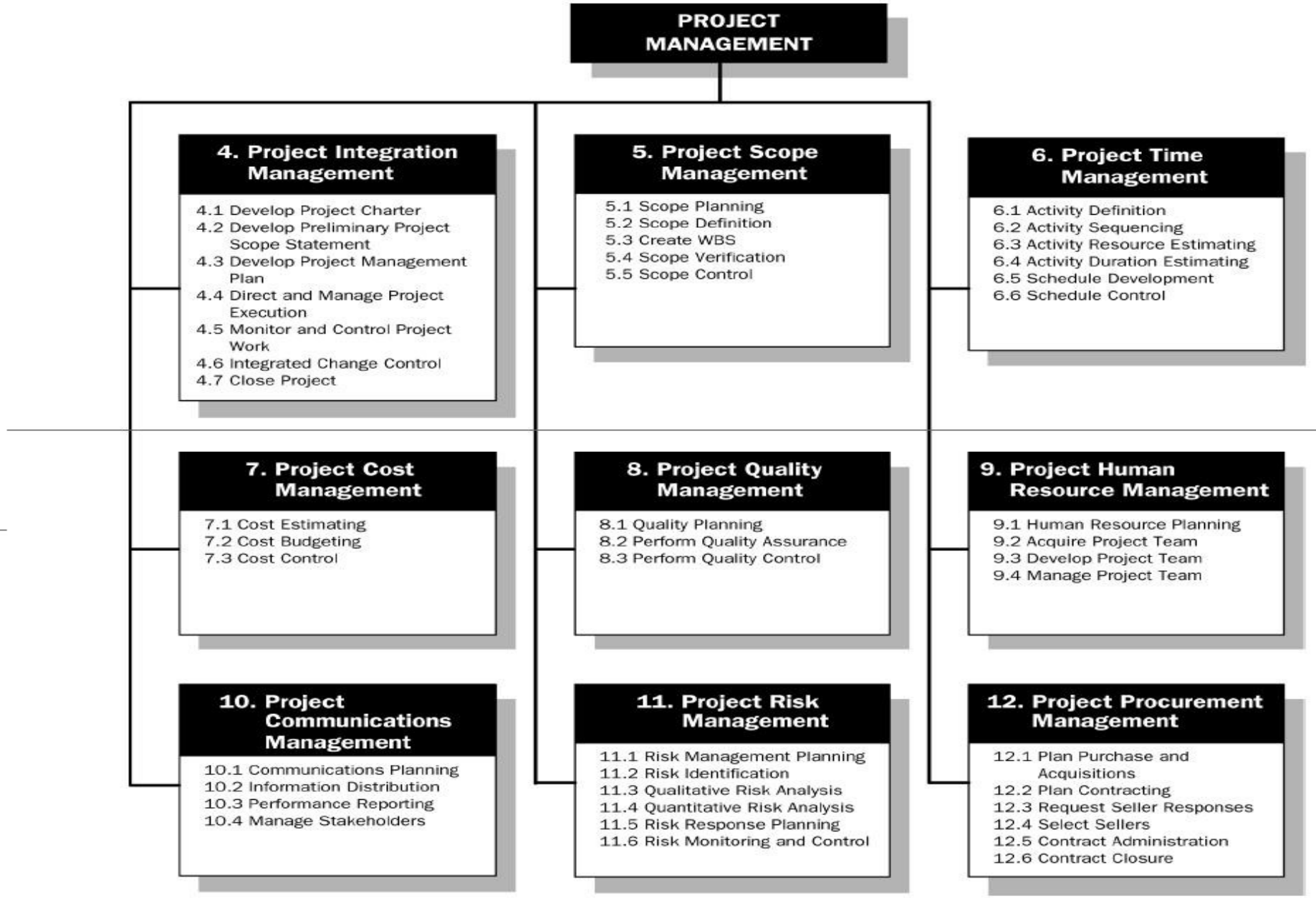


Figure 1-1. Overview of Project Management Knowledge Areas and Project Management Processes

IPMA approach

- Competences oriented
- Three groups of processes
- 46 competence elements
- Much more like a “definition”
- Specification + possible steps description fashion

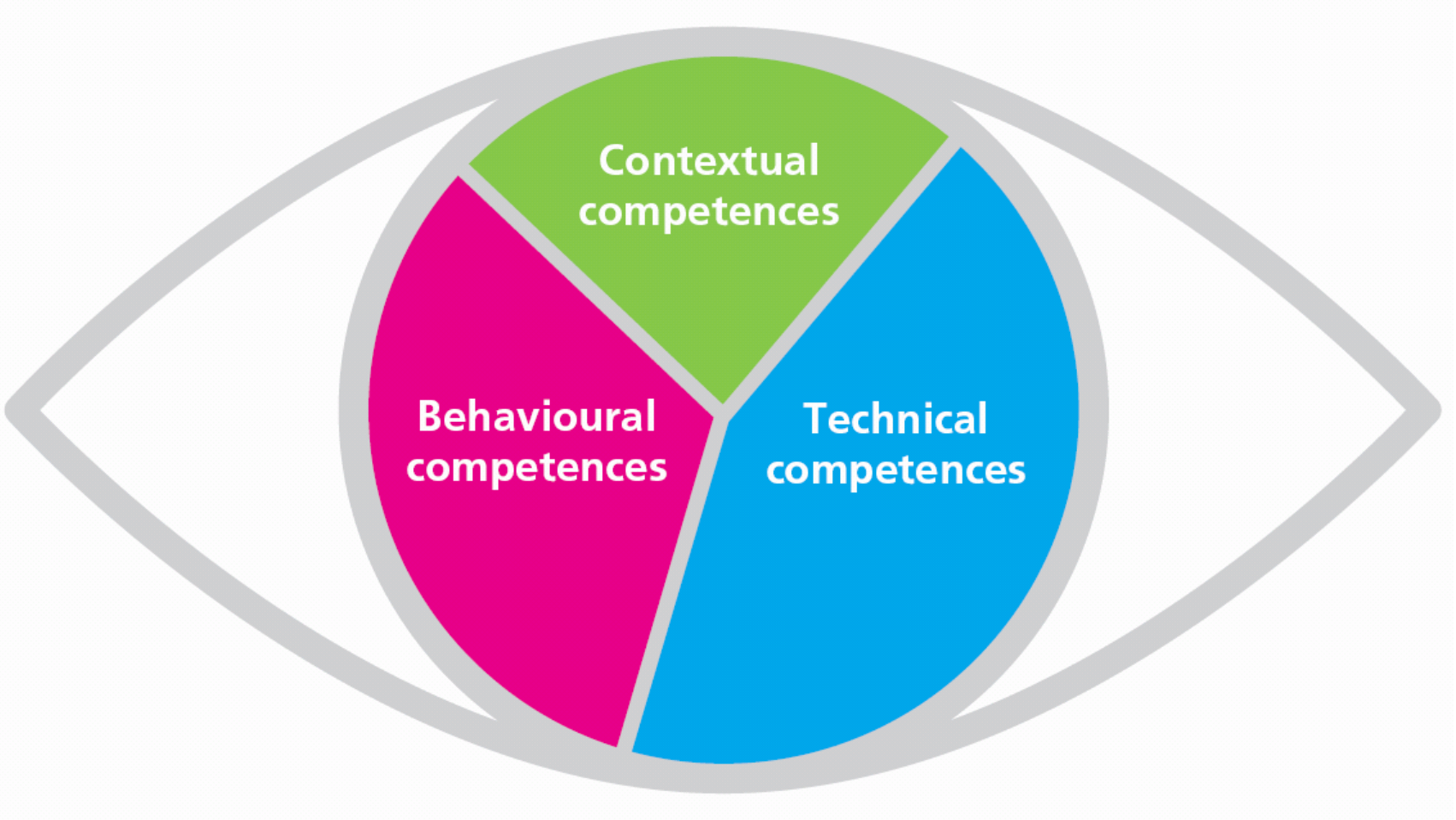
IPMA approach (cont.)

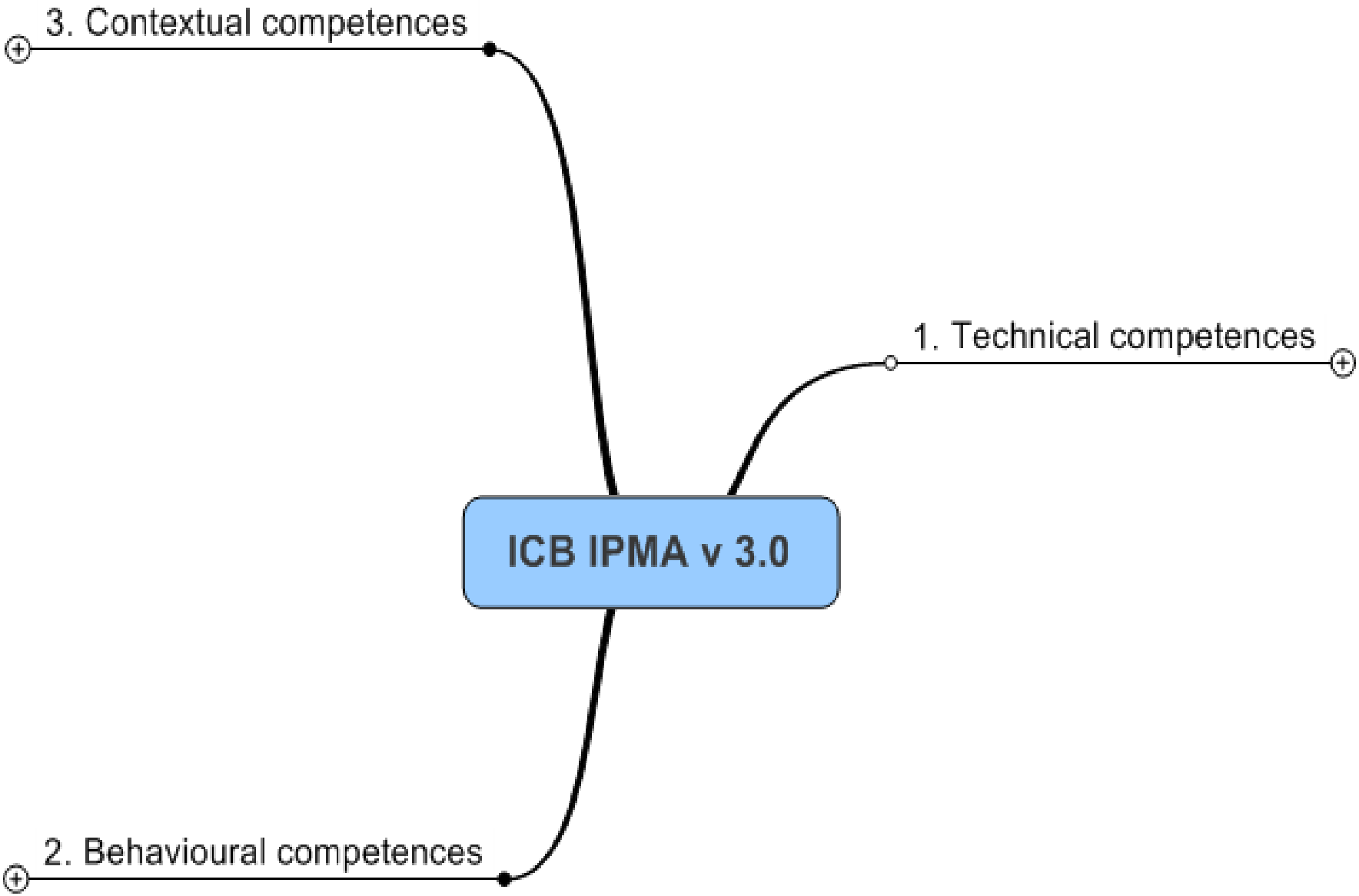
- Scientific approach
- Concerned more on WHAT and WHY not on HOW
- Very useful in cases of unusual, complex and very new situations
- My opinion: not so good when quick training of people to do their work well is needed

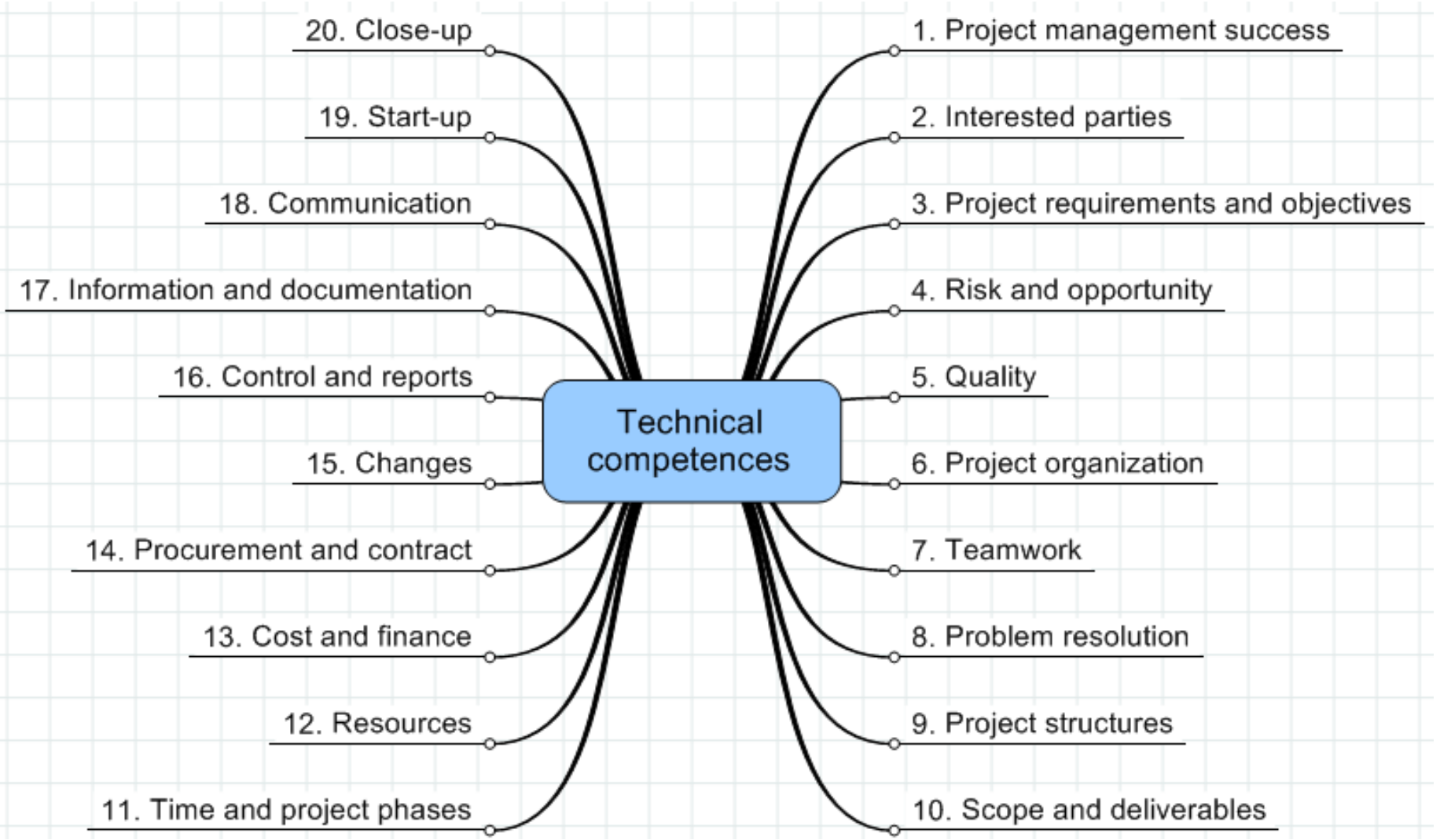
IPMA approach (cont.)

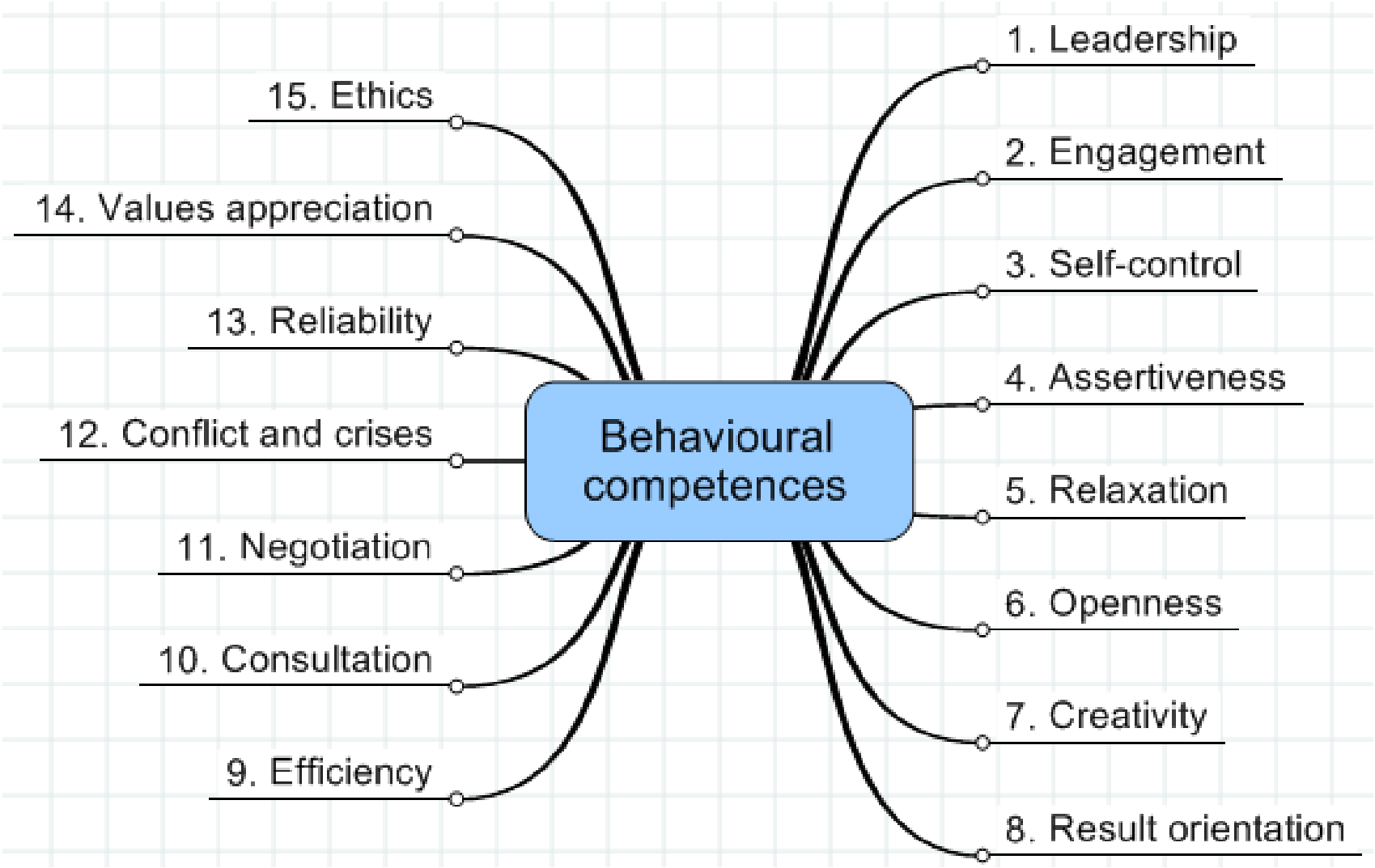
- The standard is manifested in the so called ICB = IPMA Competence Baseline
- Since the year 2008 version 3: Program Management and Portfolio Management incorporated
- 2011-2013: IPMA Consensus Programme ICB4

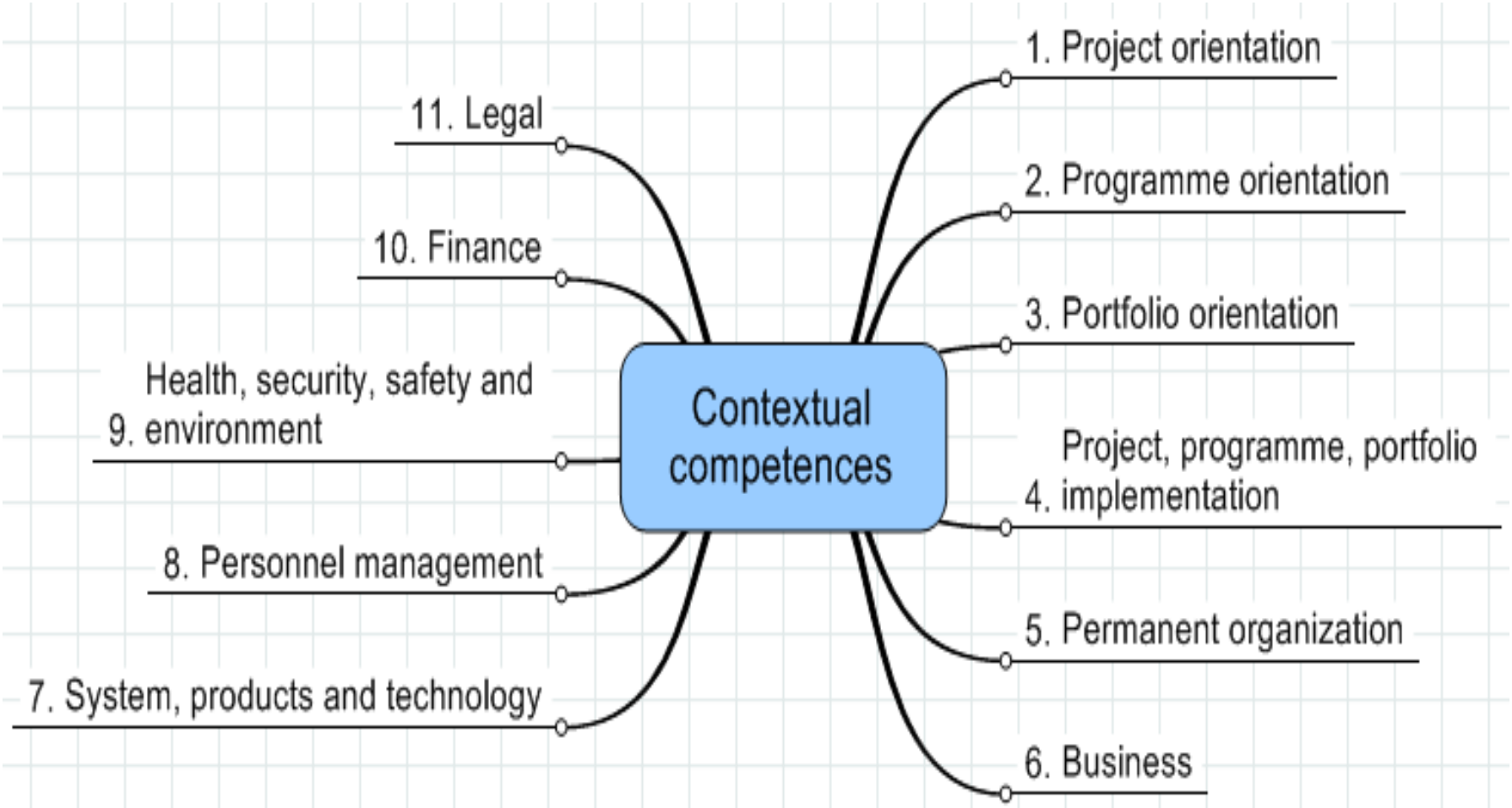
IPMA Competence Baseline




3. Contextual competences
1. Technical competences
ICB IPMA v 3.0
2. Behavioural competences


Technical competences
1. Project management success
2. Interested parties
3. Project requirements and objectives
4. Risk and opportunity
5. Quality
6. Project organization
7. Teamwork
8. Problem resolution
9. Project structures
10. Scope and deliverables
11. Time and project phases
12. Resources
13. Cost and finance
14. Procurement and contract
15. Changes
16. Control and reports
17. Information and documentation
18. Communication
19. Start-up
20. Close-up


Behavioural competences
1. Leadership
2. Engagement
3. Self-control
4. Assertiveness
5. Relaxation
6. Openness
7. Creativity
8. Result orientation
9. Efficiency
10. Consultation
11. Negotiation
12. Conflict and crises
13. Reliability
14. Values appreciation
15. Ethics


Contextual competences
1. Project orientation
2. Programme orientation
3. Portfolio orientation
4. Project, programme, portfolio implementation
5. Permanent organization
6. Business
7. System, products and technology
8. Personnel management
9. Health, security, safety and environment
10. Finance
11. Legal

IPMA
international
project
management
association

Certification process (levels D, C, B, A)

… a PM profession

How the Certif. process relates to **ICB** (**I**PMA **C**ompetence **B**aseline)

- The **ICB** provides the official definition of the competences expected from project management personnel by the IPMA for certification using the universal IPMA four-level-certification system.
- It is a general reference document for assessment, training materials preparation, research purposes, information about the PM profession.

Long title	Capabilities	Certification Process			Validity
		Stage 1	Stage 2	Stage 3	
Certified Projects Director	Competence = knowledge + experience	**A** Application, Curriculum vitae, self-assessment, references, project list	***Director report***	Interview	5 years
Certified Senior Project Manager		**B**	Exam, Project report		
Certified Project Manager		**C**	Exam, Short project report		
Certified Project Management Associate	Knowledge	**D** Application, Curriculum vitae, self - assessment	Exam		

Certification programme IPMA 4-L-C

CQ SPŠ o.s.

Experience for levels B, C, D

- **B: at least 5 years in the management of complex projects with strategic relevance**
- **C: at least 3 years in the management of not complex projects or parts of complex projects**
- **D: application of knowledge without deep experience**

CQ SPŠ o.s.

Experience for level A

- **at least 5 years in portfolio management and/or programme management with strategic relevance**
- **of which at least 3 years were in responsible leadership functions in the management of complex portfolios or programmes**
- **and in this case the remaining 2 years of experience in managing projects (within a programme or a portfolio)**
- **Certified Senior Project Manager**

CQ SPŠ o.s.

Education

- 30-45 hours (workshop, seminar, conference, course ect.)
- as a member, or
- as a lecturer and course developer (A and B level)

Assignment 1

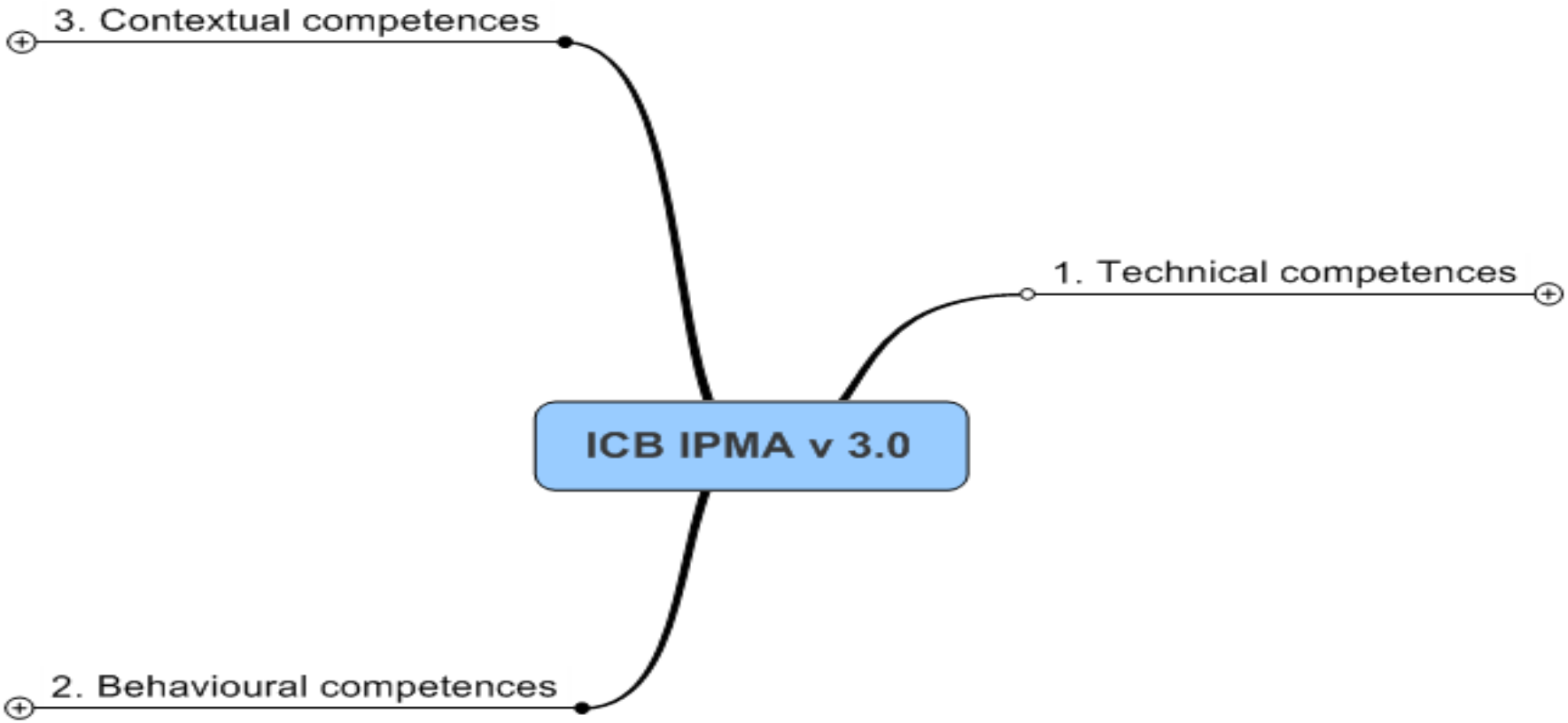
Mind Maps of the domain of PPPM
(A readable breakdown structure of the PPPM domain)

Mandatory to pass the course
3 person squads

Results submitted in X-Mind
Presentation of chosen results

Assignment 1 -- cont.

- The map of 1st level is given:



Assignment 1 -- cont.

- Three maps of 2nd level **you will create**
- For each group of competences one
- In each 2nd level map you will make sub-grouping of competence elements
  - Each sub-group will have its name
  - A short annotation/description of this subgroup will be connected
- Arguments for your sub-grouping will be expressed in a form of explanatory branch of the 2nd level map
- To each sub-group particular competence elements will be connected

Assignment 1 -- cont.

- 46 maps of 3rd level **you will create**
- For each ICB3 competence element one
- In each 3rd level map you will put sub-elements of the particular given competence element
  - Each sub-element will have its name
  - A short annotation/description of this sub-element will be connected
- Arguments for your sub-elements will be expressed in a form of explanatory branch connected to each of the 3rd level map
- If necessary, you can repeat this procedure recursively

Assignment 1 -- cont.

The explanation of sub-elements:

1. Our brains function on fundamental hierarchy principle; this means: a complex item of knowledge is composed from less complex items recursively, i.e. the knowledge is organized in a form of interconnected trees of partial knowledge.
2. Each such tree is a “breakdown structure”.
3. Thus to describe something complex can be naturally done by using breakdown structure and usually it serves as the most comprehensible description for any audience.
4. Points 1 – 3 are arguments for sub-elements approach.

Assignment 1 -- cont.

- To find out appropriate sub-elements use the following:
  - ICB3
  - Wikipedia
  - Any book on PM
  - CzNCB Dictionary

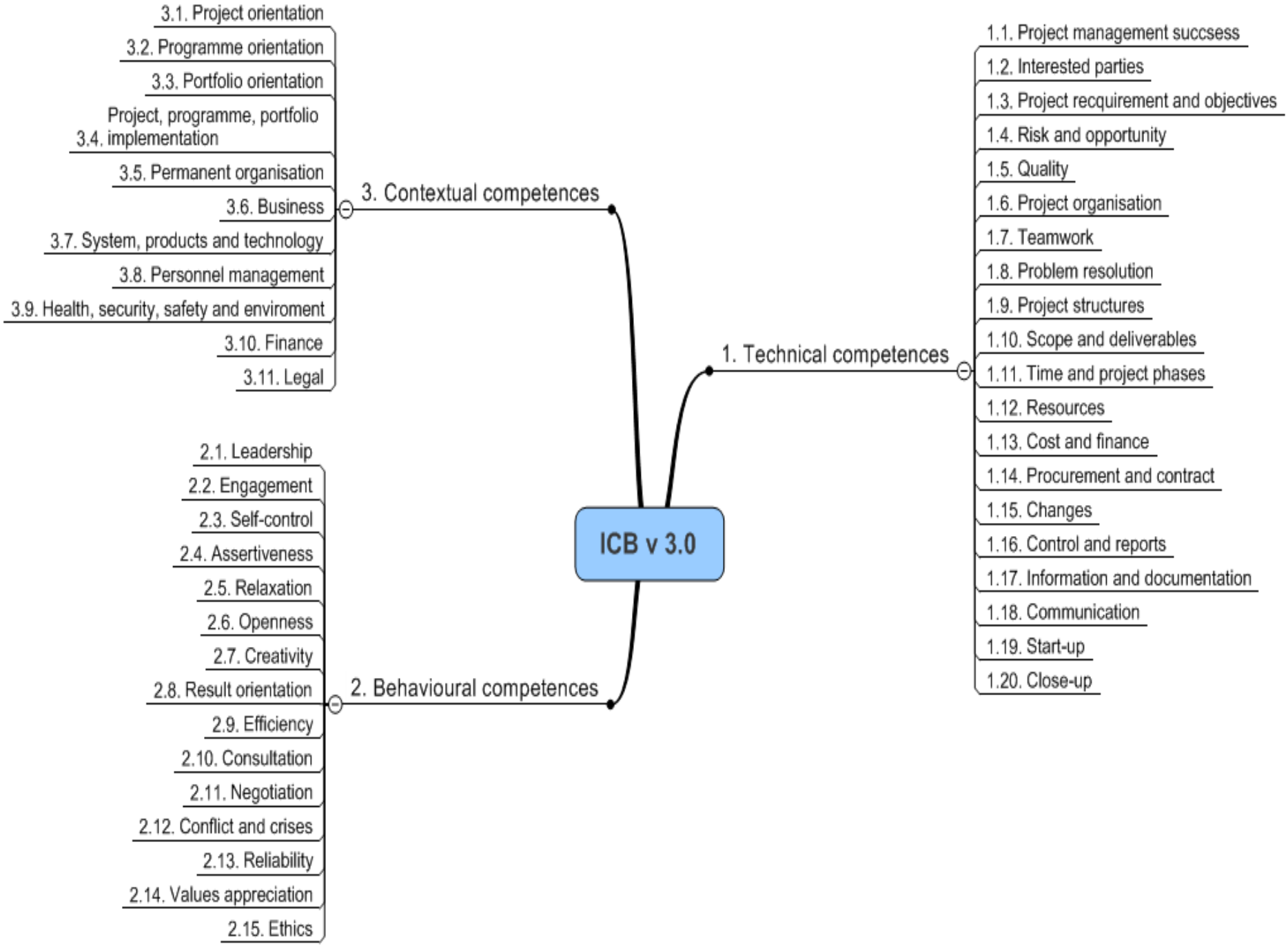
...

… see the CzNCB Dictionary

Assignment 1 -- cont.

Organization

- 3-persons squads
- Mind Maps in the X-Mind tool (freeware)
- Delivery date: Nov-1-2010
- Nothing delivered after this date will be evaluated
- Presentations of chosen works Nov-12-2012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1.6. Project organisation
1.7. Teamwork
1.8. Problem resolution
1.9. Project structures
1.10. Scope and deliverables
1.11. Time and project phases
1.12. Resources
1.13. Cost and finance
1.14. Procurement and contract
1.15. Changes
1.16. Control and reports
1.17. Information and documentation
1.18. Communication
1.19. Start-up
1.20. Close-up
2. Behavioural competences
2.1. Leadership
2.2. Engagement
2.3. Self-control
2.4. Assertiveness
2.5. Relaxation
2.6. Openness
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Project, programme, portfolio
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