


Building Organisation Capability in Project Management



A whole-of-organisation approach to building organisation capability in project and program management leading to substantial increases in project success and business case realisation

Introduction


Who are Knapp and Moore?

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 • Michael Knapp and Dimity Moore started K&M in 1994. Michael Knapp has 30 years experience, and Dimity Moore 25 years experience as IT, Project Management and Business Management consultants and educators. K&M works with a small number of highly skilled consultants and educators.

What does Knapp and Moore do?




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 • K&M provide business and project and program management consulting services and learning programs to organisations in Australia and globally.
- The main focus of their work is to develop and deliver organisational improvement programs in project and program management.
- Michael Knapp is a convenor and chief architect of the Masters Program in Project Management at the University of Sydney*

Who are Knapp and Moore's clients?

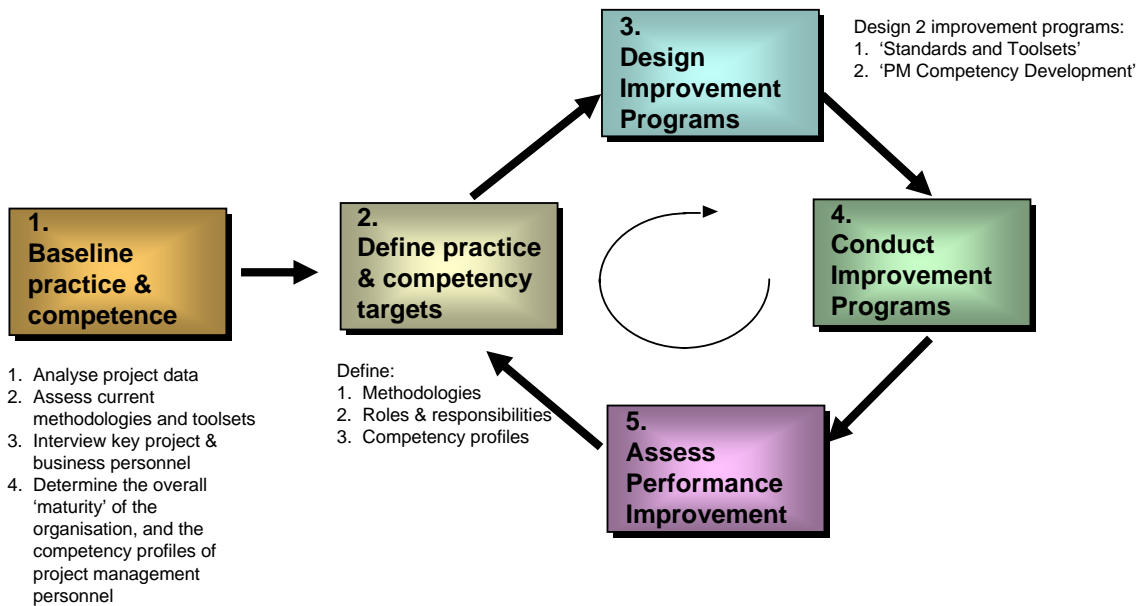
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 • K&M has delivered learning programs & consulting services to Westpac, Bankers Trust, Macquarie Bank, ipac, St George Bank, Zurich, NAB, QBE, Computershare, NRMA, RACV, Telstra, SPL Worldgroup, FNS, NSW Government, Australian Government, University of Sydney, Princeton University (USA).

How to deliver more successful projects



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 The proven approach to delivering more successful projects is to focus on **building organisational capability** and **individual project management competence** concurrently
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 The combination of improving project management practices along with developing the competencies of those in a project governance position (not just the project manager) deliver effective projects.
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 Delivering more successful projects requires a happy marriage of the right organisation maturity and the right level of individuals' competencies.

Key processes in delivering more successful projects



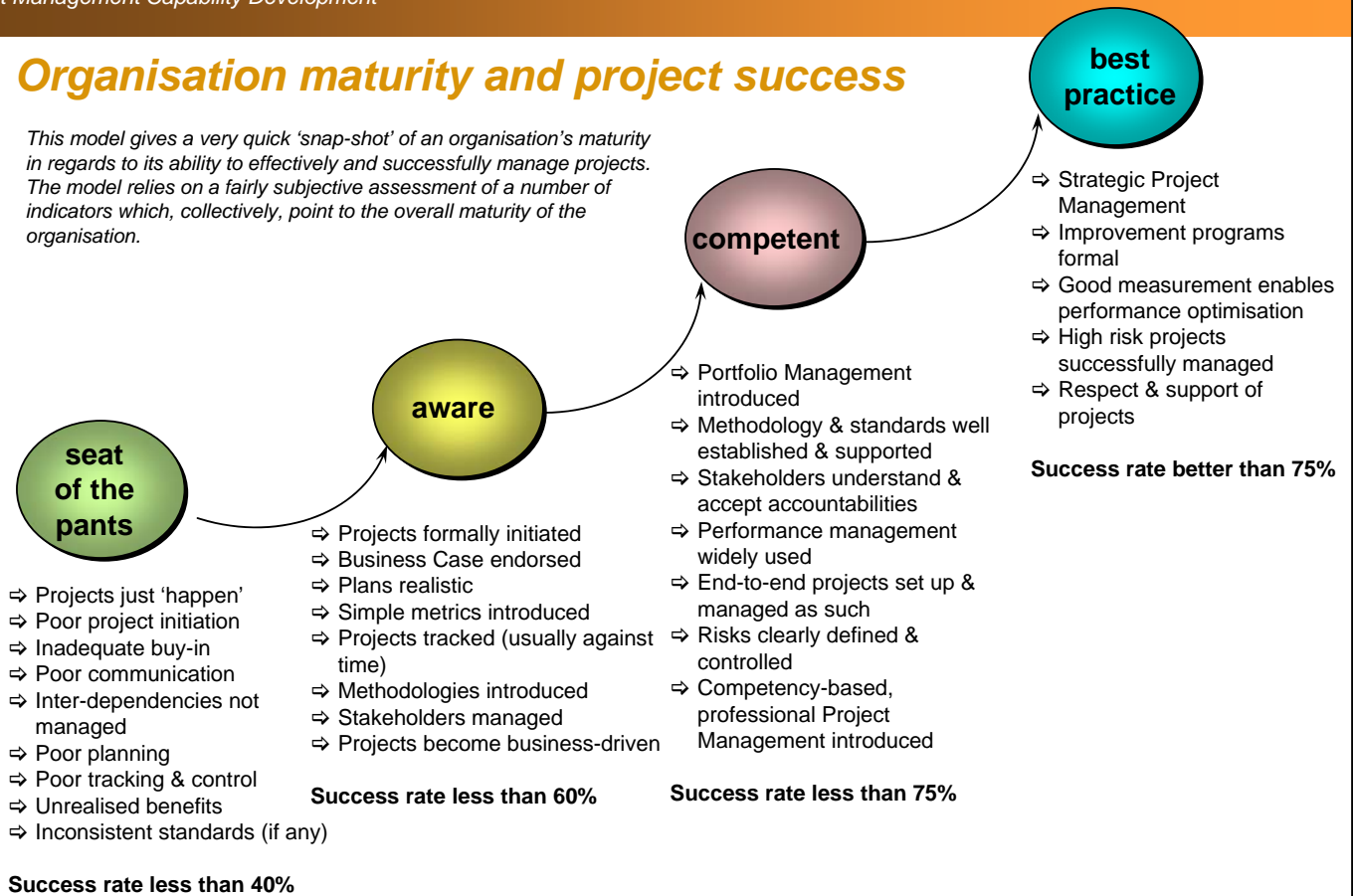
Build Organisational Capability

Target the following achievements:

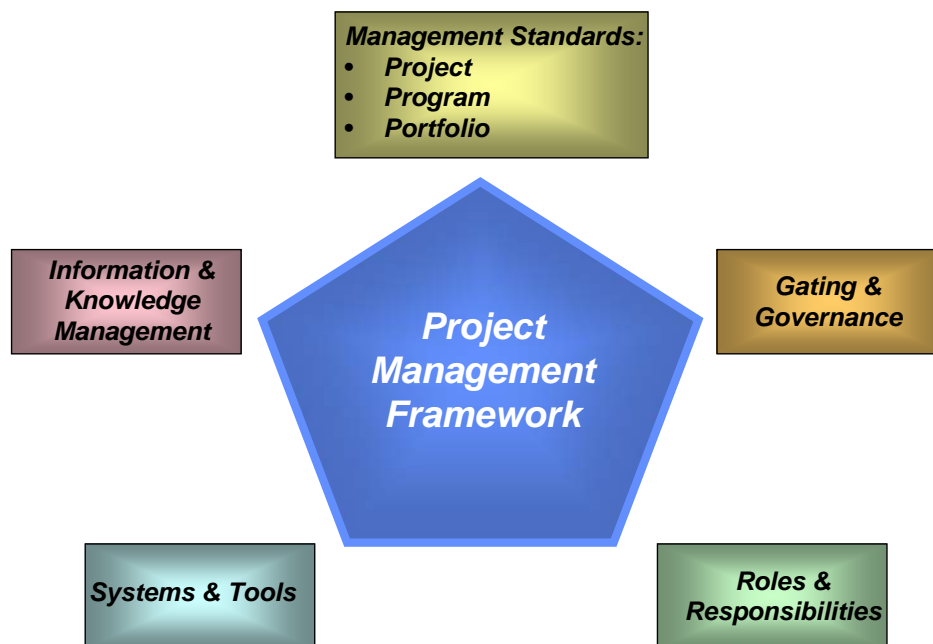
- ◆ Assess the organisation's needs in project and program management
- ◆ Baseline current practice against a PM Maturity Model
- ◆ Assess project governance competence (Project Board members, Project Directors, Project Managers etc)
- ◆ Define project management standards (governance, practice, deliverables)
- ◆ Define program and portfolio management standards (if adopted)
- ◆ Select appropriate tools
- ◆ Plan 'PM Capability Development' program (practice, tools and competence)
- ◆ Roll out the 'PM Capability Development' program

Organisation maturity and project success

This model gives a very quick 'snap-shot' of an organisation's maturity in regards to its ability to effectively and successfully manage projects. The model relies on a fairly subjective assessment of a number of indicators which, collectively, point to the overall maturity of the organisation.

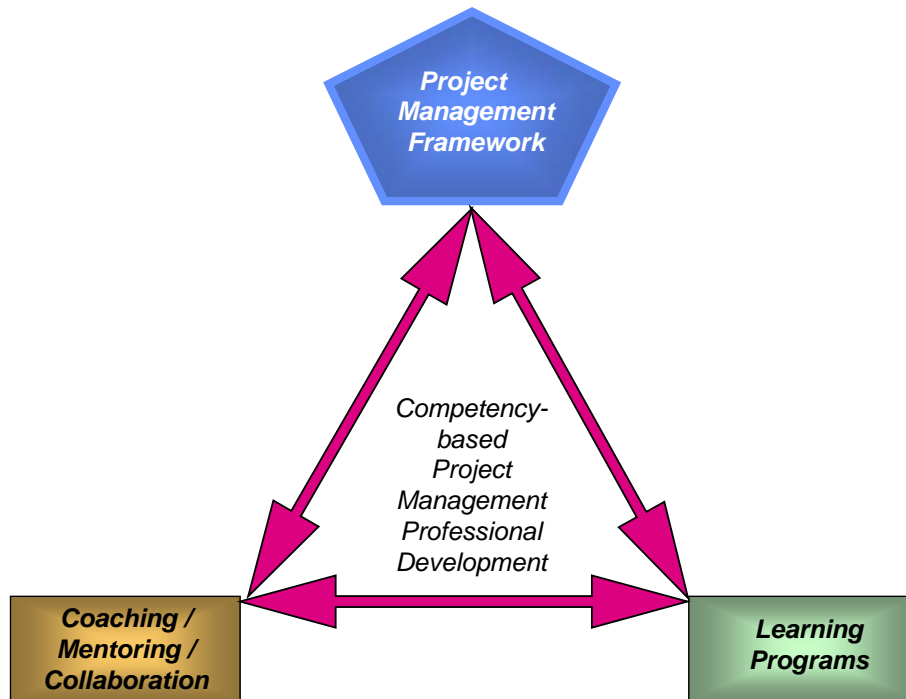


Build Organisation Capability:



Very few – if any – of the above standards would need to be developed 'from scratch'.

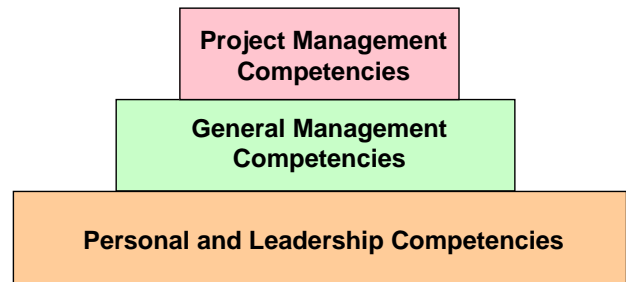
Build individual competence



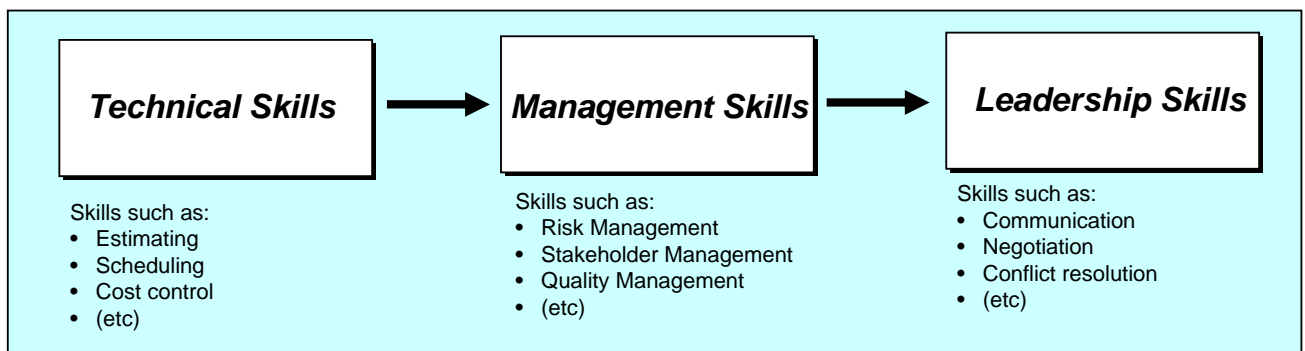
Professional Development occurs through the interaction between the 3 components as shown in the above diagram. It is important to note that to deliver truly competent project management professionals, all 3 components must be in play, and improvements to these components be carried out on an on-going basis

Learning Programs target the development of competencies

To be effective, the project manager needs to develop competencies in 3 broad, 'competency dimensions', as shown at right

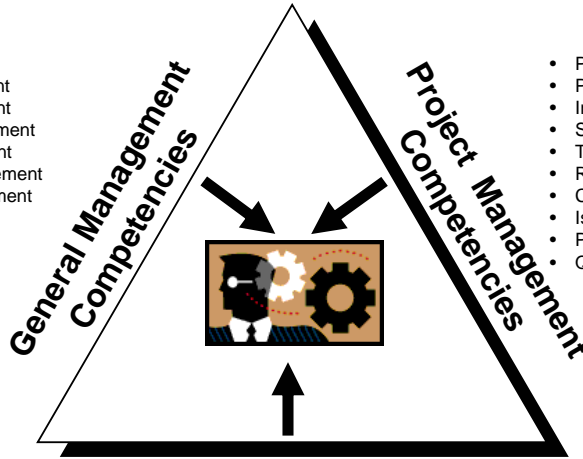


Another perspective to competency development is the development of specific skillsets:



Programs are based on a detailed Competency Framework

- Strategic Management
- Financial Management
- Stakeholder Management
- Business Management
- Procurement Management
- Technology Management



- Portfolio Management
- Program Management
- Integration Management
- Scope Management
- Time Management
- Risk Management
- Communication Management
- Issues Management
- People Management
- Quality Management

Personal & Leadership Competencies

- Achievement and drive
- Good thinking
- Awareness and influence
- People and Self-management
- Negotiation and conflict resolution

The K&M Competency Framework is similar to that adopted by the Project Management Graduate Program at the University of Sydney, and makes recognition of a number of competency models in use globally, such as the *National Competency Standards for Project Management* and PMI's *Project Management Competency Development Framework*. The Project Management Graduate Program is the inaugural winner of the PMI's *Professional Development of The Year* award for 2004.

Competency Profiles and Proficiency

Each Project Governance role will have a distinct Competency Profile and a level of Proficiency

Competency	Project Sponsor	Project Director	Project Manager	Team Leader
Financial Management	L	L	C	D
Risk Management	L	L	C	C
People Management	L	L	L	C
Technology Management	C	C	L	L
.....				

Standard Proficiency Levels

- | | | |
|---|--------------|---|
| D | Development | The individual is developing skills and competency through undertaking learning programs, and learning on-the-job |
| P | Practitioner | The individual is carrying out the competencies, having undertaken learning programs, and is benefiting from mentoring support on-the-job |
| C | Competent | The individual meets all the challenges of the job and is seen as competent and not requiring any supervision. |
| L | Leader | The individual has reached such a level of expertise as to lead others, provide mentoring and identify how to improve practice |

Project Governance Roles



Project Sponsors / Steering Committee members



Project Director



Project Manager



Team Leader

Knapp and Moore Learning Programs

A fundamental shift in corporate training

- K&M recognises the fundamental shift from training programs to learning programs within organisations
- The emergence of e-learning and Managed Learning Environments present new challenges and opportunities for Learning Development professionals, educators and learners

A sound learning framework

- Michael Knapp works closely with the University of Sydney in developing learning models (pedagogy) which optimise learning outcomes typically demanded in professional development programs.
- This work has led to the flexible learning approaches used on each Learning Module

Competency-based

- K&M learning programs are competency-based, with each program targeting specific competency development
- Michael Knapp is a convenor of the University of Sydney's graduate program in Project Management, and is the designer of the Competency Framework used on the Program

Tailored to the client's needs

- Not all organisations are at the same level of maturity in project management, or run the same sort of projects and programs
- All K&M Learning programs can be tailored to the client's needs, using specific terminology, standards and case studies to heighten the relevance of the programs to those attending

Leverage ICT-enabled learning

- K&M has detailed knowledge in the effective use of technology in the development and delivery of learning programs

K&M Project Management Learning Programs target all those with Project Governance accountabilities

Project Governance Roles



Project Sponsors / Steering Committee members



Project Director



Project Manager



Team Leader

- 1. To be truly effective, all those in a Project Governance role should participate in a Learning Program.**
- 2. K&M Learning Programs target the competency profiles for all Project Management roles**
- 3. Senior Governance roles can be targeted via awareness sessions and clear guidelines**
- 4. Where appropriate, distinctions are made in the role descriptions for types of project manager, such as a Business PM and an IT PM**

Competencies are developed through undertaking Learning Programs

- ⇒ Knapp and Moore offers 4 Learning Programs* which can be tailored to meet the specific needs, standards, job roles and competencies of the client organisation
- ⇒ Each Program is designed to develop the competencies of individuals taking on specific job roles
- ⇒ Each Program is made up of a number of Learning Modules, delivered using flexible learning approaches by combining self-paced learning with intensive, half-day workshops

Program	Description	No. of Modules
Program 1: "The Competent Project Manager"	This program develops those competencies necessary for a Project Manager to successfully undertake projects from initiation through to close-out	4 modules
Program 2: "Advanced Project Management"	Project Managers and Project Directors gain from this Program which targets managing large, high priority projects often with multiple key stakeholders, significant risks delivering strategic benefits and having multi \$M budgets	2 modules
Program 3: "Leadership in Project Management"	Whereas the previous 2 Programs focused on developing technical and management skill sets, this Program focuses on developing project professionals as leaders	2 modules
Program 4: "Executive Project Management"	Designed specifically for senior management (with little available time), the Program is run as a series of 2-hour seminars and discussion groups	2 modules

* These Programs are representative of what could be run. The actual Programs for the client organisation will be specifically designed, and may well differ from what is shown here. In many cases the Programs are designed for different audiences – such as ICT and Business project personnel.

Programs are designed to support the development of specific roles

Job Roles	Program 1 "The Competent Project Manager"				Program 2 "Advanced Project Management"		Program 3 "Leadership in Project Management"	Program 4 "Executive Project Management"
	M1	M2	M3	M4	M5	M6	M7	M8
Senior Project Governance (Project Sponsors & Steering Committee members)							✓	✓
Project Directors					✓	✓	✓	✓
Project Managers	✓	✓	✓	✓	✓	✓	✓	
Team Leaders	✓	✓	✓	✓			✓	

1. Each Program is made up of modules (M1 – M8), which target the development of specific competencies
2. Modules are a balance of knowledge and application, using self-paced learning and intensive, face-to-face workshops
3. Case studies are used throughout the Learning Programs to support the application of gained knowledge

The Learning Programs are made up of Learning Modules

	Name	Overview of what the Module is about....
Module 1	"Project Fundamentals"	Introduces all project professionals to the basics of projects and project management, with a clear focus on the application of excellent principles and knowing how to design and carry out good management processes. Gain a clear understanding of the value of metrics and measurement.
Module 2	"Project Initiation and Planning"	This module covers the processes to initiate and plan a project, understanding the value of effective stakeholder management and good communications. Attendees learn how to produce the Project Charter and Project Plan.
Module 3	"Project Delivery"	Project Delivery is about how to structure the project for success, managing work, people and resources, and applying performance-based tracking and control. Attendees have the opportunity to learn excellent practices in controlling their projects, with a focus on identifying and resolving specific problems and issues, and gaining good understanding of performance-based project management
Module 4	"Managing People and Resources"	Getting – and keeping – the right resources may be the biggest risk a project manager faces in ensuring the day-to-day running of the project stays on track. Understanding effective practices in resource and people management is fundamental to project success
Module 5	"Refresher: Back To Best Practice"	Many experienced and competent project managers gain great value from a workshop where they are shown – and get to debate – what are considered 'best practice' in project management. Invariably, all attendees take away some very useful ideas and improved practices.
Module 6	"Managing Large and Complex Projects"	Managing large and complex projects is significantly different to managing small to medium sized projects. The dynamics differ, project strategies are more complex, and stakeholder management becomes a central focus for the project manager.
Module 7	"Leadership in Project Management"	To be truly successful, project professionals need to exhibit excellent leadership qualities, in both leading teams and projects, and forming effective alliances and partnerships with their key stakeholders
Module 8	"Executive Project Management"	This module is designed for those in a senior project governance role, and covers such topics as understanding what causes project failure and success, accountabilities of Steering Committee members and effective decision making.
Module 9	"Managing Risk and Stakeholders"	This module focuses on effective techniques in managing risks and stakeholders. Considering so much of a project manager's time is spent on these 2 activities, it is very useful to understand how to conduct very effective risk management along with managing all your stakeholders
Module 10	"Project Estimation"	This module focuses on estimating project size, which means knowing how to accurately estimate effort, cost, resources, time and allowance for contingency. It also concentrates on developing realistic project plans which integrate with interdependent projects and the overall program.

The Learning Programs and Modules relate to Competency Areas

Each Program targets Competency Areas and Proficiency levels

Competency Area	Program 1 "The Competent Project Manager"	Program 2 "Advanced Project Management"	Program 3 "Leadership in Project Management"	Program 4 "Executive Project Management"	Additional Modules
Leadership					
Leadership competencies	P	C	L	L	
General Management					
Stakeholder Management	P	L	L	L	
Financial Management	P	C		L	
Stakeholder Management	P	L	L	L	L
Business Management	P	C		L	
Procurement Management	P	C			
Technology Management	P	C			
Project Management					
Integration Management	C	L			L
Scope Management	C	L		L	L
Time Management	C	L		C	L
Risk Management	C	L		C	L
Communication Management	C	L	L	C	L
Issues Management	C	L		L	
People Management	C	L	L	L	
Quality Management	C	L			

Proficiency:

D – Development

P – Practitioner

C – Competent

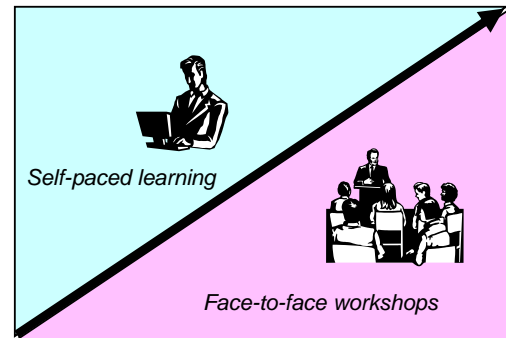
L – Leader

Selecting the appropriate delivery method for your learning programs

Learning Programs are delivered using a flexible structure combining eLearning and face-to-face learning modes

Factors which influence the appropriate delivery method include:

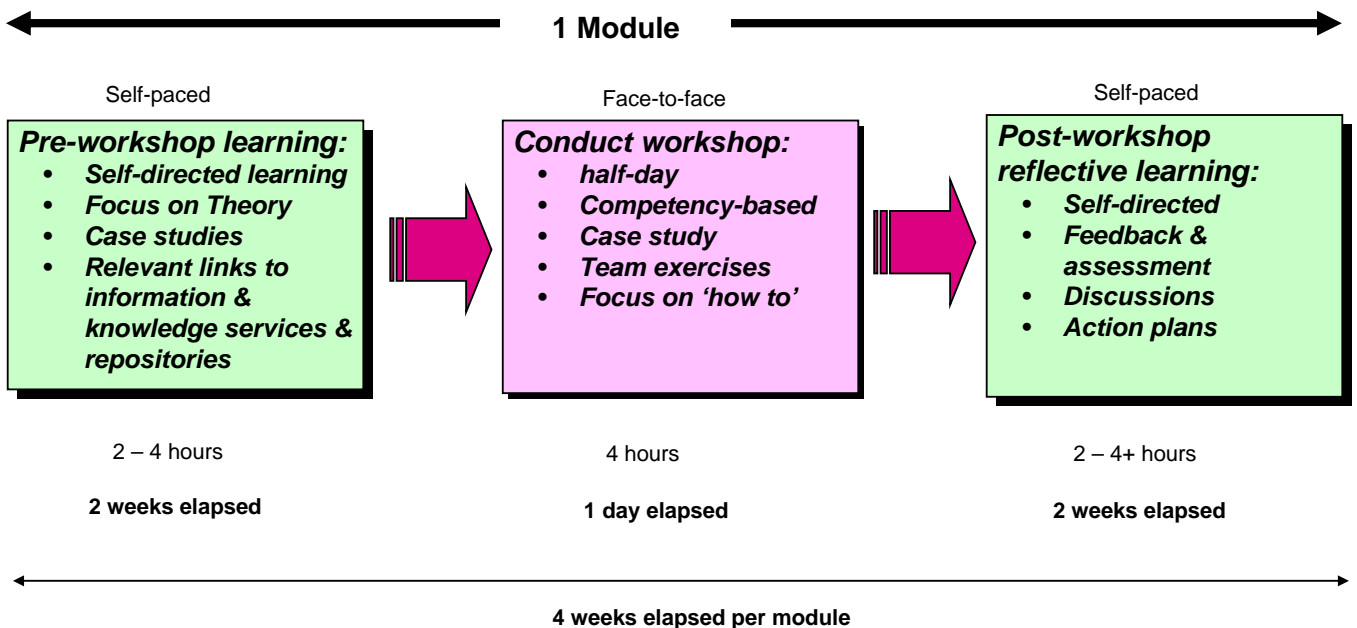
- Whether students can co-locate: are they all in the same place?
- The available elapsed time in which learning programs are to be delivered: shorter time frames make greater use of face-to-face workshops
- The sophistication of available Learning Management Systems (LMS) to support on-line learning
- The time students have available to dedicate to learning programs: professionals with very demanding jobs often find a combination of on-line learning and workshops support their needs and time demands
- Learning methods involve a mixture of research and analysis, experiential case study work, discussion forums and discourses with recognised experts



Self-paced	Attribute	Face-to-face
Dispersed	Student Location	Co-located
Longer	Elapsed time	Shorter
Full LMS	LMS	Simple / none
Flexible	Available time	Tight
Research	Learning Methods	Discussion & discourse

Example:

A Learning Program using a balanced mix of self-paced and face-to-face learning modes

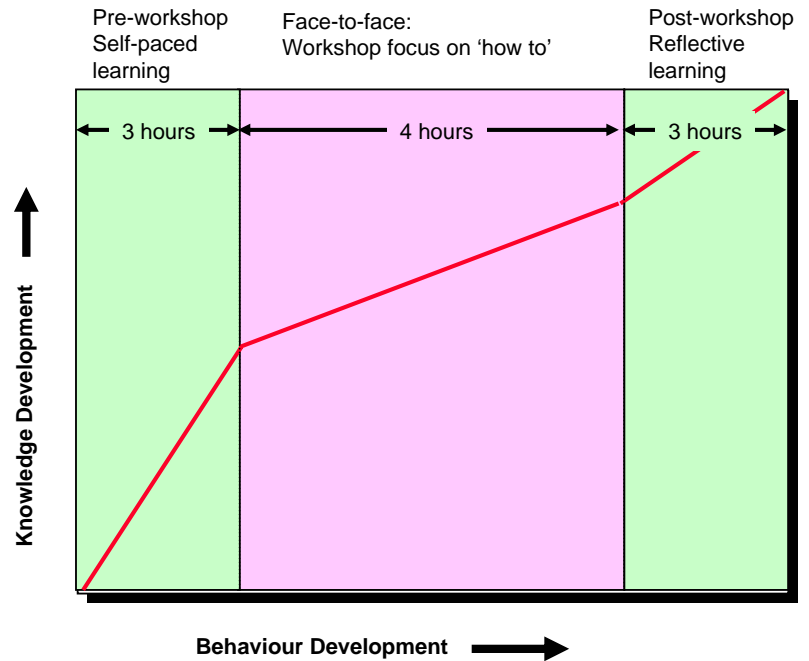


The Learning Programs target both Knowledge and Behaviour development

Considering competency is the result of what people **KNOW** and how they **BEHAVE** on the job:

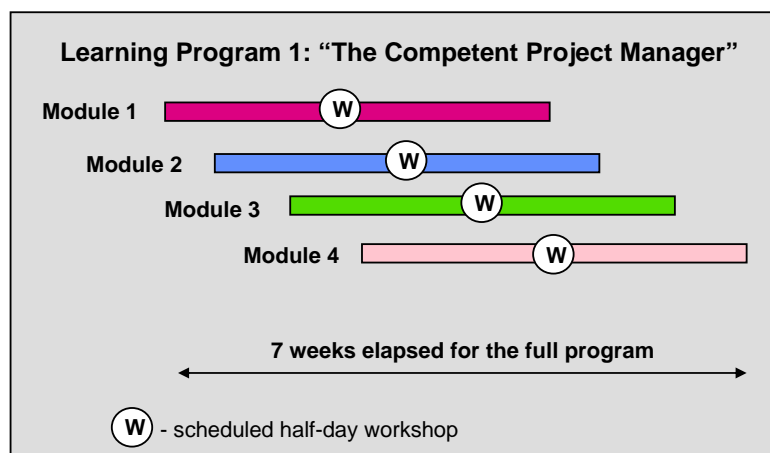
There are 2 styles of learning:

1. **Self-paced** focusing on Knowledge Development
2. **Face-to-face** workshops focusing on Behaviour (Practice) Development



Typically, a Learning Program will run over a short elapsed period*

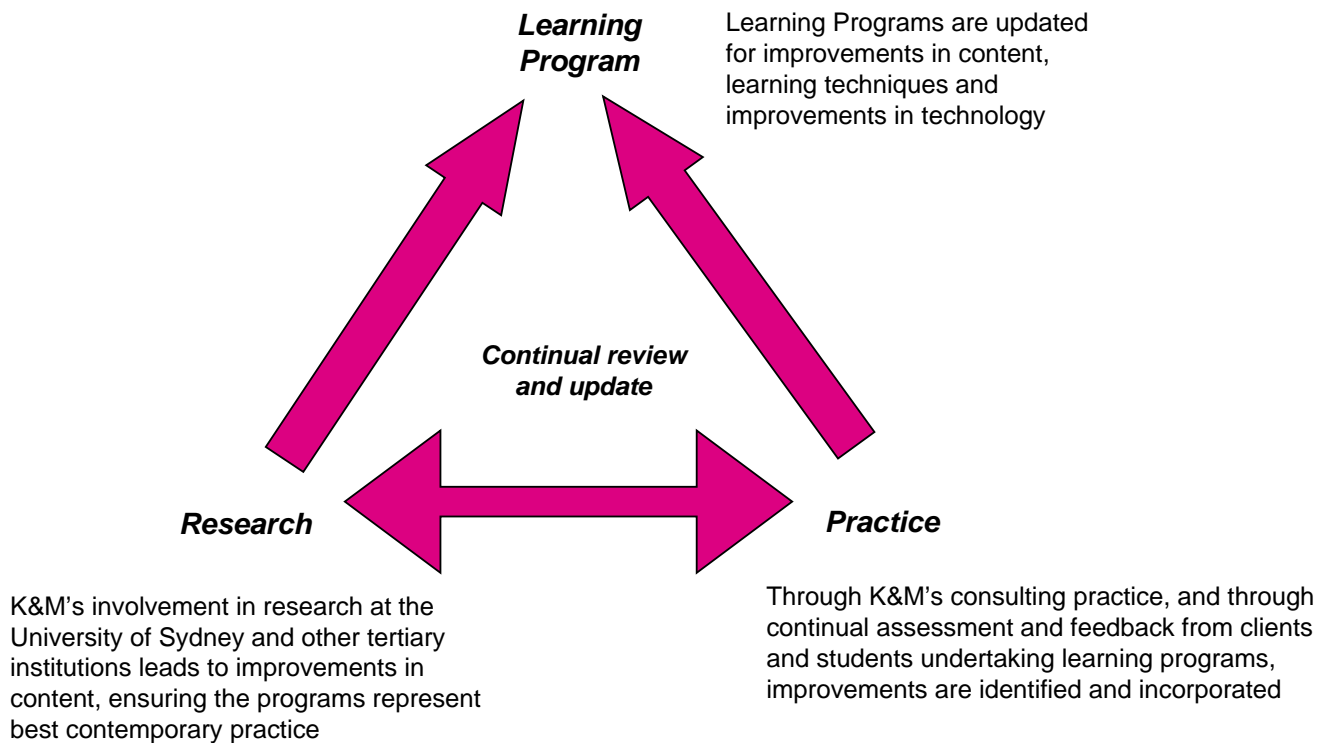
Example:



1. The half-day workshops would be scheduled 1 or 2 weeks apart.
2. Notice the overlap across the Modules.
3. What is learned in one module is re-enforced in subsequent modules.

* This structure is very flexible and can be easily modified to fit in with the client's resource and time constraints. Modules can be run over shorter, or longer, time frames

Learning Programs are continually reviewed and updated



Conclusion

- ◆ Getting good at running projects should be seen as a whole-of-organisation goal, and not be left to one group (such as IT)
- ◆ Building an organisation's capabilities to consistently deliver successful programs and projects is not accidental: it is achieved through a managed process which focuses on the twin outcomes:
 - Having the right processes, practices, methods and tools
 - Having the right people with the right skills running projects successfully
- ◆ There is a strong business case in building organisational capabilities in project management: benefits can be tracked, measured and optimised
- ◆ All those with a project governance accountability should be assured against a verifiable competency framework
- ◆ Building organisational capability should be seen as an on-going, continual improvement initiative