
Asia Pacific International College (APIC)

“To Become a Competent Project Manager – the Way Ahead”

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Asia Pacific International College
Discuss competencies that project/program managers and executives need for success.

Offer new insights and solutions that can provide a pathway for education and professional development of project/program managers.
Why current training is inadequate

“We are dealing with complex challenges that are unpredictable; they cause confusion, ambiguity, conflict and stress. As we wrestle with these challenges, we recognize that there are no easy answers and that for these problems to be solved we are all going to have to learn new ways of solving them.”

Carmine Marcello, Program Director, Ontario Grid Control Centre Transformation Project, Hydro One Inc., Ontario
Part 1

Competencies Needed
Two Schools of Management

- Proficiency/efficiency model
- Competence-based model
Proficiency model

- Proficiency/efficiency model is based on an administrative model (top down, plan & control)
- Current PM Standards, bodies of knowledge and textbooks promote proficiency model
- Experience and research show that these models only work in conditions of certainty and order
- The real world is chaotic and subject to disruptive change
- Most projects/programs experience dynamic change (resembling adaptive systems) as they evolve from concept to completion
How does the proficiency model work?

**Inputs**
- Project objectives, scope, constraints
- Project resources
- Other inputs/constraints

**Tools and Techniques**
- Method of approach
- Standards
- Best practice models
- Required tools and templates

**Outputs**
- Project outputs
- Constraints met?
- Business objectives satisfied?

- Apply the methodology (run the process) and with the help of tools and techniques convert inputs into the required outputs
- Project may not deliver the required outcomes
- Project objectives may lose their validity over time
- Project/program plans may become obsolete due to change
Competence-based Project Management

- Objectives defined in terms of financial, performance and environment
- Projects/programs taken as dynamic and evolving system
- Reliance is on managerial capabilities to decide how to manage project/program
- Must learn how effective the approach is
- Needs to evaluate project state at short intervals and apply fresh decisions to deliver objectives
- Learning how the system behaves is important
How does the competence model work?

Performance targets are set for each of 18 core areas in order to achieve project/program objectives.

Actual performance in each of core areas assessed vs. targets and gaps located.

PM team decides if the competency applied is adequate and where it much change.

PM team decides if the competency applied is adequate and where it much change.

Apply intervention to strengthen the related competence.

Objectives

Targets

Assess

Change?

Inter-vention

Adjust & realign

Change Target?

Performance targets are set for each of 18 core areas in order to achieve project/program objectives.

Actual performance in each of core areas assessed vs. targets and gaps located.

PM team decides if the competency applied is adequate and where it much change.

PM team decides if the competency applied is adequate and where it much change.

Apply intervention to strengthen the related competence.

Objectives

Targets

Assess

Change?

Inter-vention

Adjust & realign

Change Target?

Monitor performance, continuously adjust and realign.

Apply intervention to strengthen the related competence.
Core competence definition

• Core competence refers to managerial capabilities applied to manage a core area in project/program
• Typically 18 core areas to manage
• Each project/program is unique and requires focus on selected core areas
• To manage a given project area well:
  – Decide how critical it is to eventual project success
  – Resources & competencies needed
  – Method of management (must be dynamic) and
  – The tools & knowledge support needed
Core competence to manage a core area (A)

Methodology for Managing Core Area to Target

Team Composition & their Competencies

Tools

Knowledge Specific to Core Area Project

Managerial Competence (Capability & Practices)

Applied to Manage A Project Area

Project Outcomes (Achievement of Objectives)
Competencies and integrated approach

- Leadership & Socio-cultural Competencies
- Managerial Competencies
- Technical & Contextual Competencies

PM & Leadership Education/Training

Individual

Team to Manage Area A

Actual Competence for Area A

Project Specific Knowledge

Input from other Project Areas

Project Specific Tools & Support Systems

Actual Managerial Approach to Area A

Team competencies, process assets, tools & knowledge

Framework, process, tools & standards to manage the respective area

Feedback

Performance/Outcomes
Performance Assessment vs. Targets in 18 Core Areas*

*Assessment via Project Health Check
http://tools.apicollege.edu.au/Phc
Part 2

Leadership and Managerial Competency Development
Competency definition

- "A reliably measurable, relatively enduring characteristic of an individual which is causally related to and statistically predicts effective or superior (one standard deviation above the mean) performance in a job" (Spencer, 1997; Spencer & Spencer, 1993).
- Competency refers to individual professionals; can be assessed
- It can be improved via professional education and structured development
APIC Competency Model (Project, Program and Portfolio Management)

13 Competency Areas

54 Competency Units

156 Competency Elements

www.apicollege.edu.au
Competency assessment: Cluster of competencies

- Socio-cultural and personal competence
- Project/program leadership and change management
- Project/program information and communications systems

- Project/program H/R, communications, integration management
- Project scope/time and cost management
- Project quality, risk and procurement management

- Project/program strategic intent, business case, framework & governance
- Venture and project economics and finance
- Assessment and development of project-based organisations
- Strategic project, program and portfolio management

- Project/program delivery systems
- Project formulation and business planning
- Advanced risk and uncertainty management
<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Area</th>
<th>Code</th>
<th>Competency Unit</th>
<th>Code</th>
<th>Competency Element</th>
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<tbody>
<tr>
<td>SBM1105</td>
<td>Strategic Project, Program &amp; Portfolio Management</td>
<td>1105-A</td>
<td>Program strategic goals &amp; criteria</td>
<td>A1</td>
<td>Determine program goals and requirements</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A2</td>
<td>Determine and assess criteria</td>
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<td>1105-B</td>
<td>Program policies &amp; systems</td>
<td>B1</td>
<td>Determine program implementation policy and standards</td>
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<td></td>
<td></td>
<td>B2</td>
<td>Apply tools for assessment and integration</td>
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<td></td>
<td></td>
<td>B3</td>
<td>Establish managerial system and infrastructure</td>
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<tr>
<td></td>
<td></td>
<td>1105-C</td>
<td>Program planning</td>
<td>C1</td>
<td>Conduct SWOT analysis and select strategy</td>
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<tr>
<td></td>
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<td></td>
<td>C2</td>
<td>Structure the program</td>
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<td>C3</td>
<td>Develop program masterplan</td>
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<td></td>
<td></td>
<td>C4</td>
<td>Develop resource acquisition strategies</td>
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<td>1105-D</td>
<td>Program implementation</td>
<td>D1</td>
<td>Organise program implementation</td>
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<tr>
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<td></td>
<td></td>
<td>D2</td>
<td>Coordinate and integrate the program</td>
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<td></td>
<td>D3</td>
<td>Manage upstream and external factors</td>
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<td></td>
<td></td>
<td>D4</td>
<td>Ensure fast assessment and optimum decision making</td>
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<td></td>
<td></td>
<td></td>
<td>D5</td>
<td>Lead program implementation</td>
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<tr>
<td></td>
<td></td>
<td>1105-E</td>
<td>Program assessment &amp; continuous alignment</td>
<td>E1</td>
<td>Assess/measure program performance</td>
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<td></td>
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<td></td>
<td></td>
<td>E2</td>
<td>Apply performance continuous improvement</td>
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<tr>
<td>SBM1106</td>
<td>Assessment and Development of Project-based Organisations</td>
<td>1106-A</td>
<td>Assessment</td>
<td>A1</td>
<td>Conduct organisational maturity assessment vs. typical models</td>
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<td>A2</td>
<td>Select, develop and apply assessment tools</td>
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<td></td>
<td>A3</td>
<td>Develop an OMM assessment plan and consult stakeholders</td>
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<td></td>
<td>A4</td>
<td>Implement OMM assessment plan</td>
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<td></td>
<td></td>
<td>1106-B</td>
<td>Design and implementation of improvement</td>
<td>B1</td>
<td>Delineate OMM gaps &amp; obtain consensus on missing capabilities</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>B2</td>
<td>Implement organisation improvement initiatives</td>
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<td></td>
<td></td>
<td></td>
<td>B3</td>
<td>Exercise program implementation leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1106-C</td>
<td>Appraisal and continuous improvement</td>
<td>C1</td>
<td>Evaluate progress and align capability acquisition effectiveness</td>
</tr>
</tbody>
</table>

* a copy of the competency chart can be downloaded from APIC website

www.apicollege.edu.au

Project Management 2009. Development and Perspectives

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## Generic definition of competency levels

<table>
<thead>
<tr>
<th>Model</th>
<th>Level 1 Aware</th>
<th>Level 2 Informed</th>
<th>Level 3 Involved</th>
<th>Level 4 Competent</th>
<th>Level 5 Transformative</th>
</tr>
</thead>
</table>
| APIC  | • Understands the theory and is guided by it  
• Has some ability to factor in context and dynamics  
• Is receptive to learning | • Ability to search & select theory, adjust to context and optimise to achieve goals  
• Uses experience & professional judgement as guide to planning & action  
• Can identify knowable unknowns and guides efforts towards the results | • Ability to contextualise knowledge  
• Demonstrated competency in a range of application fronts  
• Has established measurements for system improvement  
• In general feels comfortable with new situations  
• Can use expertise to revise goals, plans & actions | • Acknowledged competency & ability to guide change  
• Has established feedback & optimised the application of theory in the context of the problem  
• Holistic systems approach to problems, goals & plans  
• Manages new situations and challenges beyond expectation  
• Ability to manage large endeavours and systems with greater complexity | • Innovation focus to improve/extend application areas  
• Holistic approach to problems, goals, plans and actions; engendering new solution spaces  
• Strategic planning & leadership of large complex systems  
• Novel approaches to complex problems; synthesis mindset  
• Fostering creativity, inspiring peers, teams & organisations in terms of strategy, implementation & people  
• Ability to unlock value creation potential & inspire peers & teams to achieve exceptional results  
• Merges learning and practice |
**Sample competency assessment metrics (excerpt)**

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Competency Elements</th>
<th>Aware</th>
<th>Informed</th>
<th>Involved</th>
<th>Competent</th>
<th>Transformative</th>
<th>Comments/ Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Program Strategic Goals &amp; Criteria</td>
<td>Includes ability to set/derive/confirm or define strategic goals, targets and criteria for a major project program or portfolio</td>
<td>□ Demonstrated knowledge of methods applied to determine program needs, requirements, context, stakeholders and issues incl. statutory &amp; regulatory requirements and other critical influences</td>
<td>□ Can review and determine program needs, requirements, context, stakeholders and issues incl. statutory &amp; regulatory requirements and other critical influences</td>
<td>□ Can measure own &amp; peer's performance in determining program needs, requirements, context, stakeholders and issues incl. statutory &amp; regulatory requirements and other critical influences</td>
<td>□ Applies tools &amp; systems to measure &amp; improve self and peer performance in determining program needs, requirements, context, stakeholders and issues incl. statutory &amp; regulatory requirements and other critical influences</td>
<td>□ Demonstrated mastery in systems' approach to determining program needs, requirements, context, stakeholders and issues incl. statutory &amp; regulatory requirements and other critical influences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A1. Determining requirements &amp; goals</td>
<td>□ Can review, select &amp; apply an appropriate technique to set or appraise/confirm or define program goals</td>
<td>□ Can set or appraise/confirm or define program goals</td>
<td>□ Can set or appraise/confirm or define program goals</td>
<td>□ Systematically consults stakeholders on program needs, requirements, context and issues incl. statutory &amp; regulatory requirements and other critical influences</td>
<td>□ Optimum program goals in real time vs. changing needs &amp; requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explanation: Ability to set or appraise/confirm or define program goals, needs, requirements, context, stakeholders, statutory and regulatory issues and other critical influences</td>
<td>□ Demonstrates knowledge on techniques used to set or appraise/confirm or define program goals</td>
<td>□ Can apply feedback methods to obtain stakeholders' views on program needs, requirements, context and issues incl. statutory &amp; regulatory requirements and other critical influences</td>
<td>□ Adjusts &amp; continually re-aligns program goals to meet changing requirements</td>
<td>□ Competency in leading &amp; mentoring team to adjust &amp; apply proven techniques to determine needs &amp; set program goals</td>
<td>□ Develops and sets innovative techniques &amp; standards to measure &amp; improve self and peer performance in program needs analysis &amp; goal</td>
<td></td>
</tr>
</tbody>
</table>

**SBM1105 Strategic Project, Program and Portfolio Management**

[www.apicollege.edu.au](http://www.apicollege.edu.au)
# Individual scorecard*

*APIC’s online Competency Assessment Tool is available to all professionals and students at: [http://tools.apicollege.edu.au/Cat/](http://tools.apicollege.edu.au/Cat/)

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>CPD1101</td>
<td>Socio-cultural and personal competence</td>
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<tr>
<td>SBM1101</td>
<td>Project/program strategic intent, business case, framework &amp; governance</td>
<td></td>
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<tr>
<td>SBM1102</td>
<td>Project/program H/R, communications, integration management</td>
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<tr>
<td>SBM1201</td>
<td>Project/program scope/time and cost management</td>
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<tr>
<td>SBM1202</td>
<td>Project/program quality, risk and procurement management</td>
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<tr>
<td>SBM1203</td>
<td>Project/program information and communications systems</td>
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<tr>
<td>SBM1204</td>
<td>Project/program leadership and change management</td>
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<tr>
<td>SBM1205</td>
<td>Venture and project economics and finance</td>
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<tr>
<td>SBM1206</td>
<td>Project/program delivery systems</td>
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<tr>
<td>SBM1103</td>
<td>Strategic project, program and portfolio management</td>
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<tr>
<td>SBM1104</td>
<td>Assessment and development of project-based organisations</td>
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<tr>
<td>SBM1205</td>
<td>Project formulation and business planning</td>
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<tr>
<td>SBM1206</td>
<td>Advanced risk and uncertainty management</td>
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APIC’s Learning Lab for Competence Acquisition

**Competence**
- Managerial & technical competence
- Leadership & ethics
- Learning & innovation competence
- Risk management competence

**Knowledge**
- Core bodies of knowledge
- Broad based knowledge
- Research-based learning
- Tacit and formalised knowledge
- Learning resources & tools
- Knowledge creation & management

**Industry & Society**
- Innovation
- Sustainability
- Business & government dynamics
- Regional development
- Networks

**Technology**
- Technological innovation
- Technology dimension
- Technology services
- Technological advancement
- Communication & collaborative technologies
Study Options

- Two principal modes:
  - Workshop and on-campus (project-based) learning
  - Workshop and online (project-based) learning
- On-campus mode suits full time international and home students
- Current APIC premises can accommodate up to 110 students (space shall be added to grow to 410)
- Online mode suits earner-learner type student in Australia and globally
- It also suits staff training in an organisation
- Online components have no limits (can serve thousands)
### Affiliated Courses

#### September 2006

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SBM1101</td>
<td>Project Management Fundamentals 1 - Workshop</td>
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#### September 2007

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<tr>
<td>SBM1101</td>
<td>Project Management Fundamentals 1 - Project Phase - Iran</td>
</tr>
<tr>
<td>SBM1201</td>
<td>Project Management Fundamentals 3 - Project Phase - Iran</td>
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<td>SBM1202</td>
<td>Project Management Fundamentals 4 - Project Phase - Iran</td>
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<td>SBM11011</td>
<td>Online Project Management Workshop Fundamentals 1</td>
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<td>SBM11012</td>
<td>Project Management Fundamentals 1 - Project Phase</td>
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<td>SBM11021</td>
<td>Online Project Management Workshop Fundamentals 2</td>
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<td>SBM11022</td>
<td>Project Management Fundamentals 2 - Project Phase</td>
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<tr>
<td>SBM12011</td>
<td>Online Project Management Workshop Fundamentals 3</td>
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<tr>
<td>SBM12012</td>
<td>Project Management Fundamentals 3 - Project Phase</td>
</tr>
</tbody>
</table>
APIC’s Online Learning System
View of a unit website

Announcements

New Announcement
Conclusions

- Projects and programs as complex dynamic systems
- Characterised by complexity, uncertainty and change
- Changing nature of professional practice
- APIC offers comprehensive assessment, training and education programs
- Emphasis on transformative competencies
  - Socio-cultural and leadership competencies
  - Creativity
  - Value focus
  - Holistic and systems approach
- For more information please see: www.apicollege.edu.au or info@apicollege.edu.au