Corporate Training, Research and Consulting Services

Content:

Asia Pacific International College

Professional and Corporate Training Services

Suite of Short Courses and Workshops

Competence-based Training

Project/Program Diagnosis and Improvement

Organisation Diagnosis and Improvement

Integrated Organisation Transformation

Recent Training Workshops and Seminars

Sample of Research and Consulting Assignments
Our Advantage:
- We are a progressive Management College delivering education and training for 21st century performance
- Imparting professional competence to students to succeed as agents of change and progress
- Individuals matter in our College
- We apply a clinical learning approach
- Within project-based learning framework
- We are committed to promoting professionalism and ethical behaviour
- Our focus is on nurturing creativity and innovation
- We enjoy a very high student satisfaction!

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Asia Pacific International College

Asia Pacific International College is internationally renowned for excellence in teaching and applied research in project, program, portfolio, organisation and business management. The College is focused on both formal postgraduate degree programs and industry relevant executive courses. All degree programs are formally accredited at University level by the respective education authorities in Australia. The College is formally registered by the government as a degree granting Australian Higher Education Institution.

Postgraduate students select the College to develop themselves because of the quality of the College's programs, unique delivery methodology, industry relevance and formal recognition. Starting with the first cohort of graduates the College has consistently enjoyed high satisfaction ratings and is proud of the graduates' achievement. The formal degree programs currently offered by the College are listed below together with the industry streams and majors where applicable:

**In summary:**
- APIC is a recognised degree awarding Australian Higher Education Institution offering world class postgraduate education programs in business and project management.
- APIC's programs are flexible and academically rigorous.
- APIC merges academic rigour with industry pragmatism.
- APIC is a leading institution in the field of project, program portfolio and organisation management operating internationally.
- APIC professors and lecturers are expert in their field with recognised teaching and research experience.
- APIC graduates are confident and capable leaders with acquired capabilities.
- APIC graduates are in demand worldwide and command attractive salaries and benefits.

**Project Management Graduate Program:**
- MBA (Project and Program Management)
- Master of Business and PM
- Graduate Diploma in PM
- Graduate Certificate in PM
- Executive Diploma in PM
- Individual (tailored) programs

**Business (General Management) Graduate Program:**
- MBA (Project and Program Management)
- Master of Business Management (MBM)
- Graduate Diploma in BM
- Graduate Certificate in BM
- Executive Diploma in BM
- Individual (tailored) programs

**Industry Streams (both PMGP and BMGP):**
- Construction and Infrastructure
- IT and Services
- Mining, Energy and Processing
- Manufacturing and Production

**Project Management Majors:**
- Strategic management
- Quantitative management

**Business Management Majors:**
- General management
- Leadership and change management
- Supply chain management
- Business planning and finance
- Business systems
- Sustainability management
- Project-based enterprise management
- Enterprise-based asset management
- Governance and risk management
APIC has developed unique practical educational programs, tools and learning systems that constitute an integrated learning laboratory (Figure 1).

![Diagram of Learning Laboratory]

**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

**Figure 1: The learning laboratory for holistic professional development**

APIC recognises that in the knowledge-rich economy, effective competition is largely dependent on the organisation's ability to tap the intellect and energy of its people to come up with innovative products and services to meet the customers' needs in a cost-effective manner. Success is mainly dependent on the people's capabilities as well as business models, tools and support systems. That is why APIC has chosen deliberately to work in the heart of industry to take the latest knowledge and managerial tools to managers and to stage training programs that will deliver results for the organisation.

APIC has already completed a range of industry-based training and consulting assignments with the aim of improving the performance at individual, project, program, operation and organisation level. APIC has developed a suite of unique diagnostic tools and systems that have been proven invaluable in actual applications in terms of shedding light on the priority areas and actions needed to address the issues identified.

Note that tools applied by APIC for individual staff assessment, project/program health assessment and organisational diagnostics are aligned and integrated. The integrated approach enables holistic enterprise assessment and development, aligning different change management activities along the way.
Professional and Corporate Training Services

All activities aimed at improving the performance of an organisation must be consistent and fit together to raise the maturity and performance of that organisation, be it a temporary organisation (a project or a program) or a permanent organisation. Also, training may start with short courses and workshops to impart new knowledge but it needs to progress to competence-based training, otherwise it may not lead to long lasting change nor to a significant shift in behaviour.

Individual training should ideally align fully with the organisation’s development priorities, including methodology, tools and context. However, for holistic transformation of an organisation, individual managers must acquire new perspectives and move beyond the ordinary, searching for noble solutions and new ways of achieving the goals of the organisation.

APIC recognises the need for holistic thinking and offers a suite of services to respond to the above needs and challenges in an optimum manner. Naturally the amount of benefit that an organisation stands to gain is directly related to the amount of change that the organisation is prepared to implement (Figure 2).

APIC offers the following services on a cost effective manner:
- Short courses and workshops
- Competence-based training
- Project/program diagnosis and improvement
- Organisation diagnosis and improvement
- Integrated corporate transformation services

Figure 2: APIC’s suite of research, consulting and training services
Suite of Short Courses and Workshops

APIC offers a range of workshops (short courses) with or without assessment in project, program, portfolio and organisation management. These may be studied as knowledge only courses or studied within a comprehensive competency framework.

The Professional Development Planning Workshop helps participants to map their current competencies, set learning and development targets and develop a personalised learning and development plan to maximise their gain from the available L&D opportunities. APIC’s online interactive Competency Assessment Tool and L&D Planner facilitate the whole process in an effective and systemic manner.

Project Management Short Courses and Workshops

The intensive knowledge workshops are typically 4 days long. Each workshop is a self contained learning and development experience with defined learning outcomes. The workshop aims to immerse the participants in the latest thinking and concepts. It also aims to align the participants’ knowledge, provide an opportunity for group learning and cross fertilisation etc. As part of each workshop the College provides an electronic workshop pack (typically over 150 pages) that contains a copy of teaching materials, case studies etc. The workshops are offered as a practical hands-on intensive learning experience during which the participants are taken through the vital steps of applying knowledge successfully to manage projects, programs, organisations and ventures as the case may be. Table 1 contains the list of project management workshops.

<table>
<thead>
<tr>
<th>Workshop Code</th>
<th>Title</th>
<th>Duration (Day)**</th>
<th>PMI’s PDU’s</th>
<th>AIPM’s CDPs</th>
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<tbody>
<tr>
<td>CPD11011</td>
<td>Leadership and Socio-Cultural Competencies Workshop</td>
<td>1</td>
<td>7.5</td>
<td>10</td>
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<tr>
<td>CPD11021</td>
<td>Professional Development and Ethics</td>
<td>2</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>CPD11031</td>
<td>Project/Program Diagnostics Workshop</td>
<td>2</td>
<td>15</td>
<td>10</td>
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<tr>
<td>SBM11011</td>
<td>Project/Program Strategic Intent, Business Case, Framework and Governance</td>
<td>4</td>
<td>30</td>
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<tr>
<td>SBM11021</td>
<td>Project Human Resources, Communication and Integration Management</td>
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<td>30</td>
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<tr>
<td>SBM11031</td>
<td>Project/Program Information and Communication Systems</td>
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<td>SBM11041</td>
<td>Leadership and Change Management</td>
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<td>30</td>
<td>10</td>
</tr>
<tr>
<td>SBM11051</td>
<td>Strategic Project, Portfolio and Program Management</td>
<td>4</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>SBM11061</td>
<td>Assessment and Development of Project-based Organisations</td>
<td>4</td>
<td>30</td>
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</tr>
<tr>
<td>SBM12011</td>
<td>Project Scope, Time and Cost Management</td>
<td>4</td>
<td>30</td>
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</tr>
<tr>
<td>SBM12021</td>
<td>Project/Program Quality, Risk and Procurement Management</td>
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<td>30</td>
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<tr>
<td>SBM12031</td>
<td>Venture/Project Economics and Finance</td>
<td>4</td>
<td>30</td>
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<td>SBM12041</td>
<td>Project/Program Delivery Systems</td>
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<tr>
<td>SBM12051</td>
<td>Project Formulation and Business Planning</td>
<td>4</td>
<td>30</td>
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</tr>
<tr>
<td>SBM12061</td>
<td>Advanced Risk and Uncertainty Management</td>
<td>4</td>
<td>30</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 1: Project, program and portfolio management workshops*

* APIC offers a selection of the above workshops at designated dates in its North Sydney premises. Offer of a workshop/unit is subject to achieving a minimum number of enrolments. Please contact the School for updates.

** APIC is happy to tailor the above workshops to meet specific requirements provided that there will be a minimum number of participants. Please contact the School for more information.
Business and General Management workshops are designed to impart the latest concepts and practical applications related to organising and managing successful ventures, small to medium sized businesses and major organisations. The body of knowledge underpinning business creation, development and management has enlarged in both breadth and depth in the last 2 decades. Various specialisations have emerged further increasing the challenges faced by managers in all organisations.

The economic growth in most nations owes much to SMEs (small to medium sized enterprises) who have successfully combined entrepreneurial skills and business acumen with product and technological innovations to create new products and processes that have changed the way we live today.

The success of SMEs owes much to the foresight and competence of technopreneurs and global cooperation than control of factors of production.

The whole business landscape has changed and the focus has thus shifted from the traditionally vertically integrated conglomerates to understanding and promoting the dynamic state of technopreneurship. This shift has profound implications for business and management education. The younger generations thus need highly specialised managerial expertise, with competency in general aspects of management and leadership. APIC’s suite of business and general management workshops respond to the needs and aspirations of the new and upcoming young technopreneurs while not forgetting the needs of practicing managers (Table 2).

<table>
<thead>
<tr>
<th>Workshop Code</th>
<th>Title</th>
<th>Duration (Day)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBM21011</td>
<td>Operations Management</td>
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</tr>
<tr>
<td>SBM21021</td>
<td>Marketing and Business Communications</td>
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</tr>
<tr>
<td>SBM21031</td>
<td>Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>SBM21041</td>
<td>Human Resources Management</td>
<td>4</td>
</tr>
<tr>
<td>SBM21051</td>
<td>International Business and Competitive</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Strategy</td>
<td></td>
</tr>
<tr>
<td>SBM21061</td>
<td>Organisation Behaviour and Internal</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>SBM22011</td>
<td>Entrepreneurships, Innovation and Technology Management</td>
<td>4</td>
</tr>
<tr>
<td>SBM23011</td>
<td>Supply Chain Management Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>SBM23021</td>
<td>Advanced Supply Chain Management</td>
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<tr>
<td>SBM23031</td>
<td>Strategic Information Systems: Managerial</td>
<td>4</td>
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<tr>
<td></td>
<td>Perspective</td>
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</tr>
<tr>
<td>SBM23041</td>
<td>Enterprise Systems and Business Process</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Integration</td>
<td></td>
</tr>
<tr>
<td>SBM24011</td>
<td>Managing Enterprise Assets for Sustainability</td>
<td>4</td>
</tr>
<tr>
<td>SBM24021</td>
<td>Complex Asset Management</td>
<td>4</td>
</tr>
<tr>
<td>SBM24031</td>
<td>Managing Environmental Sustainability</td>
<td>4</td>
</tr>
<tr>
<td>SBM24041</td>
<td>Managing Emission Trading and Associated Schemes</td>
<td>4</td>
</tr>
<tr>
<td>SBM25011</td>
<td>Business Law and Due Diligence</td>
<td>4</td>
</tr>
<tr>
<td>SBM25021</td>
<td>Business Audit</td>
<td>4</td>
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<tr>
<td>SBM25031</td>
<td>Corporate Governance</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 2: Business and general management workshops

* APIC offers a selection of the above workshops at designated dates in its North Sydney premises. Offer of a workshop/unit is subject to achieving a minimum number of enrolments. Please contact the School for updates.

** APIC is happy to tailor the above workshops to meet specific requirements provided that there will be a minimum number of participants. Please contact us for more information.
Competence-based Training

APIC offers the professional and student community a comprehensive integrated system for assessment, planning and development of professional competencies in business, project, program and organisation management. The system comprises a framework, competency scale, criteria and tools. It is performance based and has been designed to promote the higher level expertise expected from managers in today’s fast changing world. APIC assists individual professionals to determine the competency areas that are relevant to them and their employer or client organisations. This is achieved through APIC’s professional development planning process (Figure 3).

APIC offers a suite of competence-based training units in both project management and business and general management.

What is Competence?

APIC’s approach to competence-based training should be distinguished from vocational training. Competency assessment is a controversial concept. The term competence or competency is commonly taken to mean task dexterity and workplace skills. It is assessed in terms of knowledge, skills and attitude. This understanding is still the foundation for assessment and development of competence in the majority of professional certification schemes. It dates back to industrial age where task repetition was common and one could learn the best-in-class approaches and emulate these to deliver new tasks.

The question is how relevant and valid these concepts are in today’s environment of change and uncertainty. Competence is about autonomy, self reference and group self organisation, that is the specific perspective, self-image, values, traits, and motive dispositions (enduring attributes) that empower professional people to perform well notwithstanding the imposing challenges.

APIC’s competence-based training reflects the qualities that underpin outstanding performance; it is constructed to shift the thinking of managers from normative to transformative state. It recognises that possession of knowledge, skills and attitude by themselves will not be sufficient; systems thinking and emotional intelligence are the pillars of superior managerial performance. Successful leadership in today’s environment requires meta-cognitive abilities, affective and conative competence, as well as skills in negotiation and influence.
How Competent Are You?

APIC offers a suite of assessment tools that enable any student or practitioner in the field of project, program, portfolio and organisation management to assess their competencies systematically. The results are normally summarised and displayed in a simple scorecard. An example of an assessment scorecard can be viewed in Figure 4.

<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>
</tr>
</thead>
<tbody>
<tr>
<td>CPD1101</td>
<td>Socio-cultural and personal competence</td>
<td></td>
<td></td>
<td></td>
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<td></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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<td></td>
<td></td>
</tr>
<tr>
<td>SBM1102</td>
<td>Project/program H/F, communications, integration management</td>
<td></td>
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<td></td>
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<tr>
<td>SBM1201</td>
<td>Project/program scope/time and cost management</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>SBM1202</td>
<td>Project/program quality, risk and procurement management</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>SBM1103</td>
<td>Project/program information and communications systems</td>
<td></td>
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<tr>
<td>SBM1104</td>
<td>Project/program leadership and change management</td>
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<td></td>
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</tr>
<tr>
<td>SBM1203</td>
<td>Venture and project economics and finance</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>SBM1204</td>
<td>Project/program delivery systems</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SBM1105</td>
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<td></td>
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<td>SBM1106</td>
<td>Assessment and development of project-based organisations</td>
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<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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</tbody>
</table>

**Figure 4: An example competency assessment scorecard**

Decide on Your Training and Development

Every individual is unique and has special training and development needs. APIC’s Competency Assessment Tool (CAT), generates a personalised competency scorecard as per the sample shown in Figure 4, in which the competency gaps can be seen clearly. The results are transferred to another online program called Learning and Development Planner that guides the user step by step to develop an optimum L&D plan for him/herself.

The student/practitioner is thus able to select course units that address his/her competency gaps. In addition to the units of study offered by APIC candidates are able to utilise other learning and development opportunities within the work environment, or through social engagements etc. Such activities should be configured to respond to specific training and learning outcomes.

Compile Your Learning and Development Plan

The L&D Plan is a structured and individualised document reflecting fully the needs and aspirations of the student under consideration. Preparation of the L&D Plan is a major task and cannot be treated lightly as the eventual L&D Plan will be a personalised program of training/study that a student/manager completes. It is a base document for both self management as well as the employer’s review of the student/manager’s progress through the program. Preparation of the individual L&D Plan should follow a structured approach as per the methodology embedded in the L&D Planner tool. The L&D plan is an instrument that enables the student/practitioner to progress through a training program in a proper and organised manner. It is the basis for development or enhancement of professional competencies and should address the competency gaps. The student/practitioner may wish to use the L&D Planner to develop his/her L&D Plan. The output of that process is a preliminary L&D Plan that can be downloaded and edited subsequently. It can be updated regularly using either L&D Planner program or normal document editing tools.
Competence-based PM Units

APIC offers a comprehensive range of competence-based project, program, portfolio and organisation management training units as listed in Table 3.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>PMI's PDUs</th>
<th>AIPM's CDPs</th>
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<tbody>
<tr>
<td>SBM1101</td>
<td>Project Strategic Intent, Business Case, Framework &amp; Governance</td>
<td>6</td>
<td>30</td>
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<td>SBM1102</td>
<td>Project Human Resources, Communication &amp; Integration Management</td>
<td>6</td>
<td>30</td>
<td>15</td>
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<tr>
<td>SBM1103</td>
<td>Project/Program Information &amp; Communication Systems</td>
<td>6</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>SBM1104</td>
<td>Leadership and Change Management</td>
<td>6</td>
<td>30</td>
<td>15</td>
</tr>
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<td>SBM1105</td>
<td>Strategic Project, Portfolio and Program Management</td>
<td>6</td>
<td>30</td>
<td>15</td>
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<tr>
<td>SBM1106</td>
<td>Assessment and Development of Project-based Organisations</td>
<td>6</td>
<td>30</td>
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<td>SBM1201</td>
<td>Project Scope, Time and Cost Management</td>
<td>6</td>
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<td>SBM1202</td>
<td>Project/Program Quality, Risk and Procurement Management</td>
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<td>Venture/Project Economics and Finance</td>
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<td>SBM1204</td>
<td>Project/Program Delivery Systems</td>
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<td>30</td>
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<td>SBM1205</td>
<td>Project Formulation and Business Planning</td>
<td>6</td>
<td>30</td>
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<tr>
<td>SBM1206</td>
<td>Advanced Risk and Uncertainty Management</td>
<td>6</td>
<td>30</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 3: Competence-based training in project, program and portfolio management

Figure 5 shows the structure of a competence-based training unit at APIC. The units offered by APIC have the following characteristics:

- Each unit is a self-contained learning and development package that targets a set of specific competencies corresponding to a competency area in the scorecard (Figure 4)
- Each unit starts with its own unique intensive knowledge workshop and proceeds to project-based learning under mentoring in a structured manner
- Each unit has its own dedicated website in the APIC’s Online Learning System
- Typical duration to complete a unit is 14 weeks (Figure 5)
- Each unit is worth 6 credit points (approximately 10% of the Master degree course load). Credit points can only be earned if the candidates complete all the assessment components
APIC also offers a comprehensive range of competence-based business and general management units as shown in Table 4.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPD1102</td>
<td>Professional Development and Ethics</td>
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</tr>
<tr>
<td>SBM2102</td>
<td>Marketing and Business Communication</td>
<td>6</td>
</tr>
<tr>
<td>SBM2103</td>
<td>Financial Management</td>
<td>6</td>
</tr>
<tr>
<td>SBM2104</td>
<td>Human Resources Management</td>
<td>6</td>
</tr>
<tr>
<td>SBM2105</td>
<td>International Business and Competitive Strategy</td>
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</tr>
<tr>
<td>SBM2106</td>
<td>Organisation Behaviour and Internal Communication</td>
<td>6</td>
</tr>
<tr>
<td>SBM2201</td>
<td>Entrepreneurship, Innovation and Technology Management</td>
<td>6</td>
</tr>
<tr>
<td>SBM2301</td>
<td>Supply Chain Management Fundamentals</td>
<td>6</td>
</tr>
<tr>
<td>SBM2302</td>
<td>Advanced Supply Chain Management</td>
<td>6</td>
</tr>
<tr>
<td>SBM2303</td>
<td>Strategic Information Systems: Managerial Perspective</td>
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</tr>
<tr>
<td>SBM2304</td>
<td>Enterprise Systems and Business Process Integration</td>
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</tr>
<tr>
<td>SBM2401</td>
<td>Managing Enterprise Assets for Sustainability</td>
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<tr>
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<td>Complex Asset Management</td>
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<td>SBM2403</td>
<td>Managing Environmental Sustainability</td>
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</tr>
<tr>
<td>SBM2404</td>
<td>Managing Emission Trading and Associated Schemes</td>
<td>6</td>
</tr>
<tr>
<td>SBM2501</td>
<td>Business Law and Due Diligence</td>
<td>6</td>
</tr>
<tr>
<td>SBM2502</td>
<td>Business Audit</td>
<td>6</td>
</tr>
<tr>
<td>SBM2503</td>
<td>Corporate Governance</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 4: Business and general management competence-based units
Project/Program Diagnosis & Improvement

The major concern is whether or not a given project/program has the capacity to deliver the planned strategic and business outcomes. An equally critical question is whether or not the project/program is being managed systemically and ideally in accordance with pre-set targets for managerial performance. These questions can only be answered by undertaking a systemic project/program diagnosis. In particular, the early phase in the project life is critical as this is the time to make sure the project is being properly planned and staged.

The past obsession in project management was to focus attention on tools and techniques. The current realisation is that, other things being equal, the human factors and their approach to the project have the highest influence in the success or failure of projects and programs.

Fortunately with the APIC methodologies it will be possible to properly assess a project/program and based on the resultant performance scorecard decide on changes needed to refocus managerial efforts.

Project/program health check does not stop during the planning stage. Projects and programs are subject to change over their life; it is thus essential to continue to assess the health of the project/program throughout its life to ensure its fitness for purpose, its alignment with strategic needs and its proper implementation.

APIC offers a suite of project/program diagnosis and improvement services as follows:

- Rapid evaluation and feedback on the state of managerial capabilities and actual approaches employed on a given project/program.
- Highlighting the state of management of the project on all fronts following a systematic approach.
- Benchmarking managerial performance relative to the best in the class.
- Determining targets for managerial performance in each project function based on the requirements which vary from case to case.
- Determining managerial intervention in a timely fashion prioritising and addressing managerial deficiencies properly.
- Guidance in the form of strategic advice as what is required to be done to improve the status of the project/program.

All of these services offered by APIC are supported by an online interactive software called Project Health Check or PH-Check for short. This tool can be utilised to diagnose the health of a project or program at any point in its life, applying 67 indicators that characterise 18 core managerial functions on projects/programs. The assessment can be done at function level or at indicator level using a suite of assessment metrics. Typical project/program functions assessed include governance and leadership, planning and control, information and communication management, finance, customers and markets, stakeholders, technology, etc. The report displays managerial performance against defined targets. It can be benchmarked at different levels of practice. PH-Check can be used as a tool to manage complexity and risks effectively thus shortening delivery time and reducing costs.

Clients can either use the PH-Check directly. Alternatively APIC can train their assessors to apply the PH-Check systematically. This can be done over a 2-3 day intensive workshop. The most effective service is to engage the team at APIC to team up with the nominated client staff to conduct project/program health checks and come up with suggestions for improvements. The team at APIC has already conducted a number of project/program diagnoses and suggested improvements with potential to improve project performance, save costs and mitigate risks. Figure G shows a sample of project/program health check scorecards produced by the PH-Check tool.
Figure 6a: Project health check (business & strategic assessment)

Figure 6b: Project health check (implementation management assessment)
organisation Diagnosis and Improvement

organisation diagnosis seeks to assess an organisation's capabilities and operational excellence at a particular point in time, and if possible benchmark against the competitors. Excellence in this case does not necessarily mean reaching the absolute best. How much investment should be made in improving an organisation's capabilities? The answer is dependent on how far the organisation's capabilities match the internal and external challenges it faces presently and in the near future and to what extent it is able to achieve its goals, and how these compare to the competitors' capabilities and maturity.

The optimum point is reached where the organisation's capability is just right for the market or environment in which the organisation operates. The problem is that the organisation and its environment are both dynamic systems and change with time. Goals too are subject to review and revision over time and in particular when the organisation is subject to rapid change internally and externally.

Because of the above, the organisation should treat the journey to excellence as a never ending quest, continuously assessing and reassessing own maturity and the alignment of capabilities with the challenges faced and effectiveness in achieving goals. APIC recognises the necessity for managers to continuously assess and reassess the organisation's capability to withstand the external and internal challenges faced, and the capacity to deliver results on the face of stiff competition.

APIC's Organisation Diagnostic Tool (ODT) and methodology represent the latest thinking on achieving organisational excellence and creating dynamic and creative organisations based on embedded core competencies. Given the extent of change and uncertainty organisations typically face, the shift to competence-based autonomous organisations has been inevitable. APIC considers organisation core competencies as agile teams who can reconfigure at short notice to respond to fresh challenges or exploit prevailing opportunities and deliver results. To commence the journey to excellence an organisation must first obtain a realistic picture of where it stands. The picture produced by the APIC's ODT is a time stamped map of the candidate organisation's capabilities.

The assessment results will reveal the organisation's core competences, including the maturity of systems and business infrastructure. The assessment results are mapped to 5 levels of excellence to allow setting of improvement targets. Note that managers in the subject organisation assessed / comprise all roles, from senior and middle managers, through to project managers and junior managers.

The organisation unit will receive advice as how to apply the Global Role Family (GRF) model within a systematic competency framework.

The evaluation of an organisation's capability will lead to the setting of improvement goals and a streamlined program that will address the missing capabilities in a consistent form. As part of this solution the APIC team will investigate the feasibility of establishing a strategic change management unit, including its functions and location inside the candidate organisation.

All managers will receive assistance to assess themselves and develop a plan to enhance their competencies. This approach is a cost effective way to professionalising the organisation and building specific (e.g. project/program/portfolio management) capabilities. It recognises that organisations are unique and that their goals also vary depending on the line of business and the forces of competition as well as the desire to operate in specific markets. Figure 7 demonstrates the schematic model that APIC applies in assessing the managerial excellence and capabilities of project-based organisations. Figure 8 demonstrates the schematic model that APIC applies in assessing the managerial excellence and capabilities of functional organisations.
Figure 7: Schematic representation of APIC model for project-based organisations

Figure 8: Schematic representation of APIC model for functional organisations
Integrated Organisation Transformation

Integrated Organisation Transformation aims to achieve systemic integrated change across the entire organisation as shown in Figure 9.

Figure 9: Integrated organisation transformation

APIC’s Integrated organisation transformation methodology helps organisations to:

- Recognise their existing strengths and capabilities, and capitalise on them
- Chart a strategic direction for the organisation
- Map the required core competencies and determine HR needs
- Address competency shortcomings
- Transition to performance-based management
- Grow business volume and profit margins

Benefits of APIC’s Approach

APIC provides a holistic and practical approach to organisation transformation. It is underpinned by the advances made in turning organisations into lean and dynamic entities. To facilitate organisation transformation APIC provides a range of diagnostic tools, systems and process assets that shorten the application process considerably and lead to significant cost and time savings. Through APIC’s methodology, organisations will be able to:

- Sharpen strategic focus
- Map and strengthen core competencies
- Train managers for maximum performance
- Align people, processes, tools and goals
- Apply international best practices
- Achieve exceptional performance shifts
- Become employer of choice and more!
APIC’s Methodology

APIC treats integrated organisation transformation as a program and applies an integrated process. As seen from Figure 10, the process has 6 stages as described below.

Figure 10: APIC’s integrated organisation transformation process

- **Stage 1** Establishing existing strengths and capabilities
- **Stage 2** Strategic planning and needs determination
- **Stage 3** Establishment of PMO and systems acquisition
- **Stage 4** Transition to new system
- **Stage 5** Staff competency development and certification
- **Stage 6** Managerial and operational support of projects
Recent Training Workshops & Seminars

- Professional Development Planning Workshop, 10-11 May 2011, Port of Melbourne Corporation, Melbourne, Australia.
- Professional Development Planning Workshop, 5 and 6 March 2011, National Iranian Oil Company, Tehran, Iran.
- Professional Development Planning Workshop, 3 and 4 March 2011, Oil Industries Engineering and Construction Company, Niavaran, Tehran, Iran.
- Project Diagnostics Workshop, 26 February 2011, Oil Industries Engineering and Construction Company, Niavaran, Tehran, Iran.
- Improving Project and Organisational Performance through Project Diagnostics. Training Workshop, 26-27 January 2011, IIMU Graduate School of Management, Kuala Lumpur, Malaysia.
- Professional Development Planning Workshop, 10-11 May 2010, Port of Melbourne Corporation, Melbourne, Australia.
- Improving Project and Organisational Performance through Project Diagnostics.
- 29-30 April 2010, Chennai, India.
- Project Diagnostics Seminar, Confederation of Real Estate Developers Association of India (CREDAI) Tamil Nadu Chapter Meeting, 26 April 2010.

- Asia Pacific Expert Seminar, 19-20 November 2009, Sydney, Australia.
- Assessment and Development of Leadership and Socio-cultural Competencies workshop presented as part of the International Symposium on Project Management (ProMAC2009), 28-30 October 2009, Bangkok, Thailand.
- Assessment and Development of Leadership and Socio-cultural Competencies workshop, Saudi Arabian postgraduate students at the University of Wollongong, 17 October 2009.
Sample of Research and Consulting Assignments

Port of Melbourne Corporation, Infrastructure Projects Division

Port of Melbourne is Australia’s largest container and general cargo port, handling around 37% of the nation’s container trade. More than forty shipping lines make around 3500 ship calls a year to Melbourne, providing services to ports in all major parts of the world. The port is at the north of Port Phillip Bay. It is serviced by more than 100 nautical miles of shipping channels and fairways between the Port Phillip Heads and the berths on the Yarra River, at Williamstown and Station Pier, Port Melbourne.

In response to the rapid rise in the shipping activities the Port has embarked on a range of infrastructure investments to expand its capacity and meet the current and future challenges faced. The investment portfolio will be realised through a range of new projects and programs on top of an already significant project volume, and the Corporation is anxious to strengthen its project management capabilities accordingly. APIC has been engaged by the Corporation to assist with the assessment of competencies of the PM cadre as well as development and implementation of tailored training solutions to address the priority areas.

The Corporation utilises the APIC’s competency assessment tool (CAT) in which the competencies of each manager are assessed against 156 elements (within 57 units of competencies) that embrace behavioural, project, program, portfolio and organisation management competencies. The Corporation has an impressive team of highly skilled and experienced professional project managers who seek to identify and capitalise on their strengths. The goal is to build up the Corporation’s PM capabilities in readiness for the impending rise in project volume.

The participants utilise APIC’s Learning and Development Planning tool (L&D Planner) to develop their own personal learning and development plan. APIC will then review all of the L&D Plans with a view to design an appropriate and tailored training program which can be delivered flexibly. The PM cadre has access to all APIC resources, tools and facilities. This is an ongoing partnership and a model for industry-academic cooperation. At some point in time when the current capabilities within the Infrastructure Division is properly mapped the whole portfolio will be reviewed vis-à-vis the anticipated work volume and associated challenges.

Professional Project Management Training Program

In August 2008 APIC commenced the delivery of a professional project management training course for senior and middle managers of a major company that is engaged in an ambitious expansion program of building €30 billion worth of new petroleum refineries and distribution network. The scope of the training course includes competency assessment of key managers followed by the development and implementation of a tailored training program to address the competency deficiency of key managers in the program. APIC faculty deliver the intensive workshops on the location that lay the foundation for the competency development of the managers. Participants study in teams and follow the APIC’s project-based clinical learning process while receiving mentoring and support. The whole process is run through APIC’s innovative online learning system. This project is very rewarding as the results of study are directly applied to improve managerial practices thus leading to significant innovation and performance improvements of the managerial practices in the organisation.

Aviation Terminal Expansion Project (2008)

APIC conducted a major study of the management of a number of projects grouped together as a program of S$330 million in a major airport in Australia. APIC utilised the Project Health Check tool as the basis of this consulting/research assignment and gathered a range of data from all sides involved in the planning, design, procurement and construction of this major program. The projects were designed to expand this national airport’s capacity to cater for continuing passenger and freight growth.

APIC team determined that a 360° study was needed and accordingly gathered information from the client team and their advisors, the project management team and the managing contractor team. These results were analysed and compared with each other to shed light on the complexities of this program. Following a detailed analysis of the data, APIC submitted its first report to the client. At the request of the client, APIC provided a host of strategic recommendations for improving the management of the subject projects.
Subsequently at the request of the client APIC delivered a number of workshops to explain the project findings and suggest additional measures to improve the team’s performance. APIC was then asked to conduct the project health check every 3 months to monitor performance of the project and the effectiveness of the improvements already implemented. This cooperation demonstrates the value of research-based consulting to industry and it also proves the utility of Project Health Check, particularly in terms of the breadth and depth of assessing managerial performance on a given project/program.

**Train the Trainers Project (2007)**

In 2007 APIC commenced a sponsored project to train 30 highly qualified trainers to MBA (Project and Program Management) level as the second phase of an industry wide program that sought to enhance the competencies of around 5000 managers across the petrochemical industry sector in a Middle Eastern country. This includes Engineering Firms, EPC Contractors, Consultants, Clients, Vendors and Manufacturers. APIC selected 33 talented young professionals from a pool of 300 applicants through a 3 stage screening process. They have already completed their training programs. The trainers have become leaders and act as agents of change within their own training and educational organisations.

As part of this scheme, it was proposed to set up a National Project Management Training and Certification Centre (PMTC) as an independent qualifying and certifying body which will rigorously assess and certify managers’ competencies for 5 roles. The PMTC will accredit and monitor the quality of training programs as well as apply competency assessment protocols. Under these protocols, a panel of experts will assess objectively and systematically the application by individual managers. All qualified managers will be registered and required to undertake continuous professional development and periodic re-certification. Rules of tendering and pre-qualification will be modified so as to enable companies to have certified managers in their teams in the near future. All the expenses incurred in implementing industry wide training and development programs will be paid for by the government to encourage maximum industry participation.

**Shaping National PM Standards (2006)**

APIC was engaged by the petrochemical industry sector in 2006 to conduct research and develop a National Project Management Competency Standard and Associated Training System for the Petrochemical Projects Sector. This project is one of the most comprehensive of its kind in the world as it sought to define and apply an integrated system to raise the capabilities of the entire industry sector.

The field research was completed by the end of July 2006. APIC conducted field studies of a sample of major petrochemical projects as well as the assessment of managerial competencies of 40 managers in five different roles, comprising Senior Projects Executive, Project Director, Project Manager, Project Line Manager and Project Engineer or equivalent positions in all sides of the industry, i.e. Clients, Engineering and Procurement (EP) companies, Management Contracting organisations, Construction contractors (C) and Suppliers (S). APIC mapped and benchmarked the existing competencies of these roles as well as the results of the project field studies to ascertain the maturity of industry sector in general in terms of project conceptualisation, development, design and documentation as well as procurement and construction management performance.

Subsequently APIC applied the findings of the field research to define a PM Standard covering the competencies needed for the roles, and developed this into a National Standard for Competency in PM for Petrochemical Projects. At the request of the client APIC developed a 10-year master plan to be applied in 3 stages that entailed training up to 4,500 project management professionals in this sector. This project is a component of a major program to raise the overall industry capabilities, including assessment and further development of project-based management capabilities across industry. The system APIC researched and developed is the most comprehensive of its kind in the world and one that is virtually assured of raising the capabilities and productivity of this industry sector. APIC’s competency-based system of training and education has been adopted for training of the managers in this sector.
Online Diagnostics for Projects

One of major research and development projects completed by APIC is the Project Health Check tool. It is an online system used to diagnose the health of a project or program at any point in its life applying 18 criteria and 67 indicators. Performance of a given project/program can be assessed applying the metrics that are included in the respective assessment matrices in the PH-Check. There is one matrix per criterion and indicator.

This work is the culmination of more than 15 years of research on management of complex projects. It has enlarged the field of project and program management in terms of the underlying concepts, framework and focus. The online interactive PH-Check is available to both students and practitioners.

The system can be used by casual and regular users who wish to assess their managerial performance from business and strategic perspectives through to leadership and team management, implementation management and so on. To date, it has been applied effectively to assess several large projects. The findings may surprise even the most seasoned professionals in terms of shedding light on managerial shortcomings. Frequent users will be able to build a history of managerial performance on a given project and view the trends in terms of individual functions or associated enabling factors.

Competency Assessment Tool (CAT)

CAT is an interactive online tool that enables any practitioner in the field of project, program, portfolio, general and organisation management to assess his/her competencies systematically, and view own scorecard. The user can select a range of competency units or elements, conduct self assessment or peer assessment, set targets for development and obtain different types of report. CAT is an effective tool for assessment of competencies and for maintaining and improving these over time.
<table>
<thead>
<tr>
<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>
<tbody>
<tr>
<td>Understand the theory and is guided by it</td>
<td>Ability to search &amp; select theory and optimize to achieve goals</td>
<td>Ability to contextualise knowledge</td>
<td>Acknowledged competency &amp; ability to guide change</td>
<td>Innovation focuses to improve/extend application</td>
</tr>
<tr>
<td>Has some ability to factor in context and dynamics</td>
<td>Uses experience &amp; professional judgment as guide to planning &amp; action</td>
<td>Demonstrated competency in a range of application fonts</td>
<td>Has established feedback &amp; optimized the application of theory in the context of the problem</td>
<td>Holistic approach to problems, goals plans and actions; engaging new solution spaces</td>
</tr>
<tr>
<td>Is receptive to learning</td>
<td>Can identify knowable unknowns and guided efforts towards the results</td>
<td>Has established measurements for system improvement</td>
<td>Holistic systems approach to problems, goals &amp; plans</td>
<td>Strategic planning &amp; leadership of large complex systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In general feels comfortable with new situations</td>
<td>Manages new situation and challenges beyond expectation</td>
<td>Novel approaches to complex problems: synthesis mindset</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can use expertise to revise goals, plans &amp; actions</td>
<td>Ability to manage large endeavours and systems with greater complexity</td>
<td>Fostering creativity, in spring peers. teams &amp; organizations in terms of strategy, implementation &amp; people</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Has established feedback &amp; optimized the application of theory in the context of the problem</td>
<td>Ability to unlock value creation potential &amp; inspire peers &amp; teams to achieve exceptional results</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Holistic systems approach to problems, goals &amp; plans</td>
<td>Merges learning and practice</td>
</tr>
</tbody>
</table>

Figure 11: APIC definition of competency levels

Learning and Development Planner

L&D Planner is an online tool that guides the users through a process to develop a personal learning and development plan. It is integrated with CAT so as to enable the users to import their latest competency profiles from CAT for inclusion into their L&D plan. The L&D Plan applies a 11 step process as follows:

1. Self introduction
2. The big Picture
3. Mega trends and challenges
4. Goals
5. Ethics and professional values
6. Competency assessment: Socio-cultural and personal competence
7. Managerial and technical competencies
8. Competencies needed
9. Proposed study program
10. SWOT analysis
11. Preferred plan