College of Complex Project Managers, And Defence Materiel Organisation

Competency Standard for

Complex Project Managers

Public Release

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Section 1 Introduction

Welcome to a new era for Project Management. This standard is a milestone in the development of complex project management as a profession. It establishes Complex Project Management[1] as an emerging natural extension of traditional project management to create a specialist profession that will be recognised alongside other specialist professions such as surgeons and barristers.

The standard moves away from existing approaches and identifies new project management competencies. This complex project management standard:

- Has as its gatekeeper achievement of traditional project management competencies;
- Introduces nine new competency areas;
- Defines attributes required by complex project managers;
- Provides clear guidance in defining the depth of competencies required; and
- Establishes a theoretically based body of underpinning knowledge for each view

The intent is not only to define the competencies for successful complex project management, but just as importantly to flow these new competencies through the traditional project management certification framework.

Supply and Demand for Complex Project Managers

There is a global acceptance in governments and leading corporations that there is a critical shortfall in the supply of complex project managers of between 80% and 90%. This situation is worsened by the rapidly increasing demand for complex project managers.

This standard defines the competencies and underpinning knowledge required by complex project managers and the special attributes which distinguish them. The College of Complex Project Managers' intent is: to use the special attributes to identify potential complex project managers at an early stage in their professional development; to establish post graduate courses to provide the required underpinning knowledge; and to establish strategies to fast track the development of complex project managers to meet demand.

Scope of the Standard

This standard is focused on complex project managers.

The scope for complex project managers covered by this standard is not bounded by specific industry sectors or culture.

As a result of the broad scope of the standard, complex project managers within specific industries may not necessarily use the full set of competencies included in the standard. Unlike for traditional project managers, where systems and processes are usually

[1] Characteristics of complex projects are defined in Section 2 of the standard

standardised, complex projects require that the complex project manager uses a first principles approach in establishing the systems and processes and then in their ongoing dynamic evolution.

The standard has been developed to operate internationally across industry sectors, however, in some cases it will be necessary to customise some of the workplace actions and evidence guides to suit a particular project and/or organisation.

Reading the Standard

The standard has multiple target audiences:

If you are thinking about making complex project management your career and/or are in your early career development in project management

The required knowledge and the language used may, in many areas be new to you. However, having an overview will enable you to appreciate the scope and depth of complex project management. To assist in reading the standard, a good first step is to read the front end to the standard. This will give you an overview of the standard, details of role descriptions, definitions, and guidance on the structure of the standard.

Through doing this, you will gain insight into what is required of a project manager and guidance for you to determine if you want to choose the complex project management profession as your career. The detailed underpinning knowledge areas of the standard will provide you with a framework to make choices regarding education options and employment which will facilitate your career development.

If you are currently working as a project manager and want to work as a complex project manager

The standard provides clear guidance on the competencies, underpinning knowledge, and attributes that are required by complex project managers. Through studying the standard you can prepare a strategy for your personal and professional development.

If you are a project management employer, client or contractor

The standard provides a benchmark against which the competencies of complex project managers are measured. Through choosing a complex project manager who is certified as a Member or a Fellow of the College of Complex Project Managers, you can have confidence in the competencies of that individual because the standard allows employers, clients and contractors to differentiate between those claiming to have the required competencies in traditional project management from those who are internationally recognised as having the competencies, underpinning knowledge, attributes and experience required to be certified as a complex project manager by the College of Complex Project Managers.

The end outcome for employers, clients and contractors is that a certified complex project manager significantly reduces the risk of doing business in the implementation of complex projects.

If you are an education provider in project management

The standard provides a detailed description of underpinning knowledge required for certification as a complex project manager. Education providers can use the standard to design course content and depth, and in the design of experiential learning.

Front End to Standard - The front end to the standard has the following sections:

Fellows of the College of Complex Project Managers – Photographs and short CV's for the initial Fellows of Complex Project Managers are provided. The initial Fellows provide symbols for the Complex Project Managers Competency Standard.

Characteristics of Complex Projects – Understanding what complexity means is an essential first step to understanding complex project management competencies. Complex projects are dynamic and evolving systems. This section provides a definition so that complex projects can be categorised and readily distinguished from traditional projects where there is scope certainty.

Redefining the Profession – The standard deliberately sets out to articulate the concept and the need for complex project management and to establish it as a specialist profession.

Background and Development of the Standard – This section provides background on the context within which the standard has been developed and the process used in the development of the standard.

Philosophy and Structure – The philosophy underpinning the standard, the structure of the standard, and the scope of the standard are defined.

Role Description and Experience - This section provides a role description for a complex project manager and details the depth of experience that is required.

Elements of Competency and Actions in Workplace – Each competency area (View) includes multiple competency elements. For each element of competency, a detailed description of specific actions in the workplace is provided.

Underpinning Knowledge – For each competency area the details of the required underpinning knowledge is provided.

Special Attributes – This section defines special attributes and how special attributes are rated.

College of Complex Project Managers and Assessment Process – The standard establishes a College of Complex Project Managers to be the custodians of the profession of complex project management. The criteria for admission to the College is provided.

New Competencies for Traditional Project Managers – The standard includes new competencies for traditional project managers who work on traditional projects within a complex program, or in mature project management organisations.

Definitions – To provide clarity, definitions are provided where there is no generally accepted definition.

Standard - The standard has two parts:

Competency Views - The standard establishes nine new competency areas (titled Views). Each view is designed to provide a focused view of that competency area. There is no attempt made to integrate the views. Holism can only be achieved by looking through all the views.

Special Attributes - To be accepted as a complex project manager, an individual needs to be recognised as having a number of special attributes.

Section 2 Fellows of the College of Complex Project Managers

The Fellows are internationally recognised as the leaders in complex project management and set the benchmark for future Fellows of the College of Complex Project Managers.

Al Volpe
Project Director, Kellog Brown & Root

Al's experience covers major international and US Oil and Gas, Petrochemical, Pipeline, and major Infrastructure projects with emphasis on on-site project management, project engineering, and construction management.

Projects include:

A$1.1 billion Alice Springs to Darwin Railroad; £1.25 billion Aspire project to provide accommodation for 11,000 personnel; NASA Goddard Space Flight Center – Brazil Towers Project; US$1.1 billion Petrozuata Downstream Venezuela Extra Heavy Oil Project; and the US$1.4 billion Abu Dhabi National Oil Company (ADNOC) Onshore Gas Development Project.

Jeffery Worley
Vice President Boeing
Chief Operating Officer
Combat Systems

Jeff has led numerous complex projects including: the International Space Station; Main Engines for the Space Shuttle; and executive positions on the B -1 bomber programs. Jeff is currently leading the Future Combat System project, the U.S. Army's foremost modernisation program.

Rear Admiral Simon Henley MBE

Technical Director UK DPA and DLO

Rear Admiral Henley saw active service in the Falklands conflict and in Iraq / Iran

Projects include:

Logistic Support for all future Fleet Air Arm aircraft projects, and aviation facilities in current and future ships; and MoD IPT leader for the Future Joint Combat Aircraft (JSF).

Rear Admiral Henley is Technical Director of the DPA and DLO with overall responsibility for technology and project management.

Kim Gillis

Deputy CEO Defence Materiel Organisation, Australia

Kim has extensive project management experience in shipbuilding.

Previous projects include the Bay Class Patrol Boats, and project manager for the General Dynamics design and construction bid for the United States Navy Littoral Combat Ships. Along with his role as DCEO, Kim is currently Program Manager for the Amphibious Deployment and Sustainment Program.

Edward Geisler

Vice President Raytheon
Program Manager US Navy's new multimission surface combatant DDG 1000 Zumwalt Class Destroyer.

Projects include:

The Forward Area Air Defense (FAAD) and missile software project; the Battle Management Command, Control, Communications and Intelligence (BMC3I) project; and the System for the Vigilance of the Amazon (SIVAM) carrying responsibility for remote sensing ground stations, data processing centers, and remote sensing and surveillance aircraft.

Dr David H. Dombkins

President Dunke

David specialises in complex projects. His experience covers major infrastructure, resources, and outsourcing (using PPP and PFI), defence, IT&T, and change projects. David led the development of the Complex PM Competency Standard.

David is the Program Director of the Complex PM Unit in JKR Malaysia, using the implementation of infrastructure projects (R240 billion) in the 9th Malaysian Plan to lift the maturity of Malaysia in Project and Asset management.

BC Liew

Senior Vice President KBR
Maritime Operations

BC has been responsible for CAD Development, Civil Engineering, Offshore Structures, and Subsea and Pipeline Engineering. He has also managed several North Sea projects including one of the largest BP North Sea Alliance projects.

BC previously held worldwide responsibility for Offshore Engineering Operations and The Major Projects Department.

Ali M. Baghaei

Vice President Thales Naval Australia
ADI Limited Director of Naval

Projects include:
Director. UK Ministry of Defence, of the £10bn Future Aircraft Carrier and Maritime Airborne Surveillance and Control projects; Client PD for the delivery and acceptance of various classes of new ships; and nuclear and combined cycle power stations in the UK and Far East.

Paul A. Hoff

Vice President Boeing & Program Manager Future Rapid Effect System Combat Systems

Projects include:
Program Director for Ground-based Midcourse Defense element of the layered ballistic missile defense architecture; technical advisor to the director of the Missile Defense Agency in Washington, D.C

Paul's engineering work spans a variety of space and defense systems including the Theater High Altitude Area Defense and Mars Global Surveyor.

Richard R.Yuse

Vice President Raytheon
Integrated Defense Systems

Projects include:
Vice president of the Missile programs including Ballistic Missile Defense System; Terminal High Altitude Area Defense; Upgraded Early Warning Radar and X-Band Radar; Project Manager for the Theater High-Altitude Area Defense system and X-Band Radar development programs and the TPS-X data collection radar and Ground-Based Radar–Prototype radar system supporting the Ground-Based Missile Defense Flight Test Program.

Ids Groenhout

Executive Director International East
SMEC

Projects include:

a wide range of transport, water resources, and power infrastructure projects as well as institutional and social development projects in some thirty countries throughout Africa, Asia, and the Pacific regions.

Section 3 Characteristics of Complex Projects

Complexity requires a very different approach and a completely different mindset from project managers in delivering successful project outcomes. Project managers need to accept that the implementation of complex projects is a dynamic system and to a large degree unknowable. Complex projects are open systems and are characterised by recursiveness and non-linear feedback loops, which make them sensitive to small differences in initial conditions and emergent changes. Detailed long-term planning is therefore impossible. Indeed applying traditional project management approaches with their focus on long-term planning, rigid structures, precise work breakdown structure definition, and elaborate control rules is counterproductive – it will drive the complex project towards failure.

Although the specific path followed by the behaviour of complex systems is random and therefore unpredictable, there are underlying patterns. The ability (competence) to understand them and proactively deal with them is what distinguishes complex project managers from traditional project managers.

Through understanding complexity and accepting it, complex project managers can gain insight and have a capability to steer a project towards its intended outcomes. Additionally, through the certification process for a complex project manager, employers, clients and/or customers can trust in the complex project manager's competencies to:

- design a project management system suited to the project's complexity and context; and
- implement the project in a way that delivers the client's emergent strategic outcomes.

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Complex project managers need to focus on aspects of complex projects that distinguish them from traditional projects:

- Complex projects are characterised by a degree of disorder, instability, emergence, non-linearity, recursiveness, uncertainty, irregularity and randomness;
- There is dynamic complexity where the parts in a system can react / interact with each other in different ways (a chess game);
- There is high uncertainty about what the objectives are, and / or high uncertainty in how to implement the objectives (refer diagram). The level of uncertainty will vary with the maturity of the individual /organisation;

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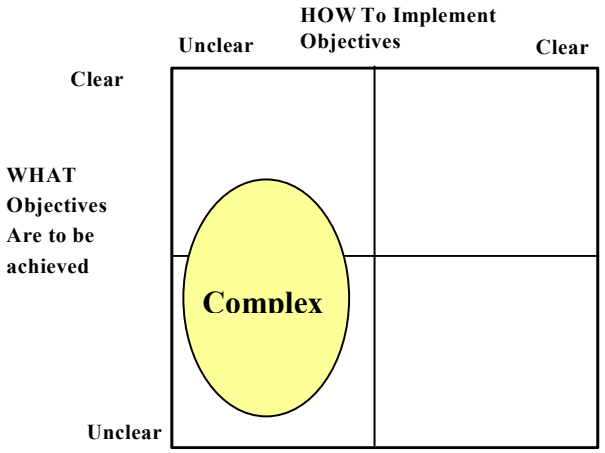


- There is a highly pluralist environment across the stakeholders where multiple and divergent views exist;
- The strategy is outcomes based, emergent and requiring constant renegotiation; and
- Complex projects are not just 'complex adaptive systems', but rather they are 'complex evolving systems' dominated by double loop learning – they change the rules of their development as they evolve over time. They do not simply adapt to their environment, but evolve with them.

Structural Complexity

Many large programs are made up of a large number of, in themselves, large projects. Structurally complex projects can be broken down into small sub projects which are best implemented using traditional project management.

For example, the construction of a major mining and refinery plant. There is a batch flow process through the mine and the plant, starting at the mine, going to the mill, then to floatation, etc.

Each sub plant is in its own right a large project. Because of its overall scope and size, the overall program could be described as being structurally complex.

Structural complexity defines where there are many parts, for example, a jigsaw, that operate in a system, with limited scope change and with limited need for integration.

For example, a mill provides product of a set specification to a floatation process. The two plants operate autonomously, but are part of a larger batch flow system.

The scope of each plant is able to be fully defined and planned, contracted and implemented independently of the other parts.

Section 4 Redefining the Profession

The goal of this standard is to establish complex project management as a profession which has the capability to develop project management practitioners to a level where they can successfully deliver highly complex projects.

There is an urgent need in the world to deal with highly complex projects such as: international aid; defence; climate change; disaster relief; mergers; policy implementation; pandemics; national development and change in organisations. Project management needs to deliver a better solution than simply using more of our traditional approaches.

This standard lays the foundation for project management to effectively deal with complex projects, and in doing so, to add real value to our world.

Redefining the profession necessitates that a new and specialist level of project manager be established: the Complex Project Manager. It is broadly accepted that complex projects require a very different set of competencies than those required for traditional projects. It is also broadly accepted that there are very few complex project managers in the world.

The challenge is therefore not only to define complex project management as a specialist profession, but just as importantly to establish a system to develop a large number of complex project managers for the future. In the short term it also necessitates establishing systems to lift the competencies of existing project managers.

Redefinition of the profession does not imply that existing project managers are somehow less than competent. Rather, it defines a framework which can be used to develop the full potential of emerging project managers, and it provides a higher level of competence to which existing project managers can aspire.

Strategy - To deliver these outcomes the standard uses five key strategies.

1. Defines nine new competency areas and the key attributes for competency required by complex project managers. The standard establishes a benchmark against which future complex project managers can be identified and developed through providing great depth in the defining of behaviours in the workplace.

2. Defines the underpinning knowledge that supports complex project management. This underpinning knowledge draws on a diverse range of theoretical areas and for the first time provides the depth of underpinning knowledge that is required for complex project management to be classified as a profession.

3. Provides a career path for complex project managers.

4. Operates across all industry sectors and internationally.

5. Establishes a professional college named the College of Complex Project Managers. The College of Complex Project Managers is modelled on colleges in medicine and law. The College provides complex project managers with a peer based independent professional body which brings together the

detailed behaviours in the workplace and the codified underpinning knowledge within the framework and governance of the College. The College of Complex Project Managers is the peak body for the complex project management profession. The College is responsible for the ongoing updating of the complex project management competency standard, and for the certification of complex project managers.

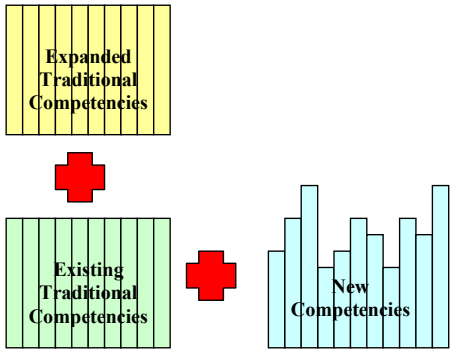
Scales of Change for Project Management - Project management has developed as an operationally based discipline with its practices defined in bodies of knowledge. These bodies of knowledge for traditional project management usually include ten areas: scope, cost, time, quality, integration, communication, risk, HRM, procurement, and ethics.

Existing Traditional Project Management Competencies

These areas are mirrored in the competency standards of: the Australian Institute of Project Management (AIPM); the International Project Management Association (IPMA); and the Project Management Institute (PMI). These existing project management competency standards, and their bodies of knowledge are, however, very limited and do not have a sufficient theoretical base on which to establish the emergent profession of complex project management. In addition, they are limited in their application to projects with relatively high levels of scope certainty.

The depth of existing traditional project management competency standards and the validity and reliability of assessment, is increasingly becoming a contentious issue with clients, consultants, and contractors. There is a clear need to:

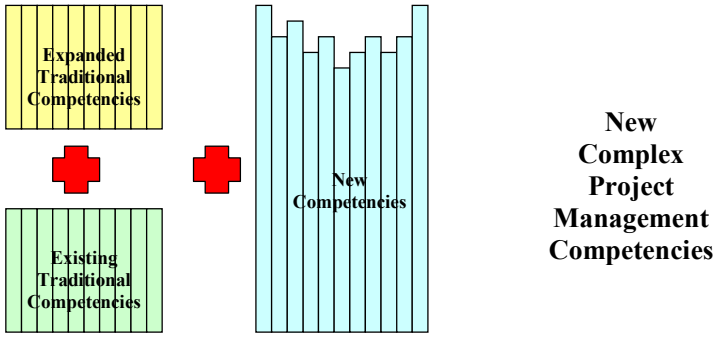
- significantly increase the depth of behaviours in the workplace (expanded traditional competencies);
- increase and prescribe the level of underpinning knowledge required;
- add new competencies such as leadership, systems thinking, strategy, business, etc; and
- make the assessment process rigorous



New Traditional Project Management Competencies

National project management standards are designed to provide a base level of competence in project management, and to be valid across a very broad range of industry application areas. The outcome of this is that they are usually very general and do not have great depth. Individual industry sectors / organisations need to develop project management competency standards that build on national standards to provide appropriate focus and depth.
This approach will greatly strengthen traditional project management for the organisation and lift its reliability to deliver project outcomes for traditional projects.
Traditional project management is highly effective in delivering projects where there is relatively high scope certainty and low levels of development and complexity. It however, is increasingly being recognised as a primary cause of project failure when it is applied to projects where there is complexity, and high levels of uncertainty.

Complex projects are characterised by uncertainty, non-linearity, and recursiveness, and are best viewed as dynamic and evolving systems. The competencies required to project manage complex projects go well beyond those required for traditional projects. Complex project managers require much greater breadth and depth in the new competencies than that required by traditional project managers.



Implementation - The strategy to implement these competencies has two separate streams:

Traditional Project Management

- Development of the new standard for management of complex projects has highlighted the need to flow some of these down to the existing project management standards that were designed primarily for traditional projects.
- Internationally, traditional project management competency standards are being revised to incorporate additional competencies
- It is unrealistic to expect existing certified project managers to go through a re-certification to meet an updated and expanded traditional project management standard. A continuous professional development (CPD) strategy using a staged roll out can effectively catch up existing certified project managers over a three year period.

Complex Project Management

Refer to Section 11 for details of the College of Complex Project Managers.

Section 5 Background and Development of the Standard

Background

Traditional approaches to project management have been highly successful in delivering projects with scope certainty. They have, however, been increasingly unsuccessful in dealing with complexity and uncertainty.

This mirrors experience in a range of other disciplines, including systems thinking and physics, where traditional approaches have been unable to deal with complexity and uncertainty.

This standard:

- proposes, as has happened in systems thinking and physics, that the traditional approaches (where there is scope certainty) not be abandoned, but rather a contingency approach be adopted where the traditional approach is applied to projects where there is certainty, and a new approach is applied to complex projects where there is a high level of uncertainty;
- provides new complex PM competency levels beyond the existing IPMA level A and the AIPM Program Manager;
- defines a new set of competencies and a body of knowledge for complex projects; and
- defines the competencies and attributes required for complex projects and provides a means to differentiate individuals with the unique competencies required to deliver complex projects from those whose competencies are limited to traditional projects.

Some work is underway to bring new competencies into traditional project management competency standards. This standard supports and adds to this work, but goes beyond the boundaries of these other initiatives.

This standard defines the competencies required for complex projects, programs and portfolios and provides a means to differentiate individuals with the unique competencies and attributes required to deliver complex projects, programs and portfolios, from those whose competencies are appropriate to traditional projects, programs and portfolios.

Development

This standard was developed and authored by Dr David H. Dombkins. The draft document was reviewed at a workshop in Bowral, Australia attended by representatives from the Defence Materiel Organisation (DMO), the UK Ministry of Defence (MoD) and leading multi-national defence contractors to develop the final draft of the complex PM competency standards. The final draft was approved by the Defence and Industry PM Council in June 2006.The DMO, MoD, and defence industry, nominated individuals for acceptance by their peers as being the world's leading complex project managers. These individuals were interviewed, critiqued the standard, and have accepted the invitation to become the initial Fellows of the College of Complex Project Managers (College). These initial Fellows provide the symbols for the worth of Membership of the College of Complex Project Managers.

The final draft complex PM competency standard was reviewed by the initial Fellows to ensure validity and fit for purpose. The final

draft of the complex PM competency standards was moderated to develop this first public release of the complex PM competency standard.

The College of Complex Project Managers is being established as a registered not for profit company in Switzerland. The College will retain custodianship of the standard on behalf of the international project management community.

The College will establish cooperative agreements with existing and future national project management associations. This will include:

- integrating the complex PM competency standards as a specialist professional group within their existing frameworks;
- linking their existing PM certification frameworks to the Complex PM competency standard to provide a structured career path; and
- promoting the Complex PM standard

The Complex PM Competency Standard is a living document that will be reviewed regularly. The College will retain responsibility for the ongoing updating of the standard.

Section 6 Philosophy and Structure

Philosophy
Traditional approaches to competency standards have used a reductionist approach that breaks roles down into units, elements, underpinning knowledge and actions in the workplace as the assessment criteria.

This complex competency standard moves away from the traditional philosophy, approach and language, as it is not possible to adequately describe complex projects using traditional philosophy, approach and language.

This standard uses a systems thinking philosophical approach and methodology - *you cannot understand a whole through analysing its parts.*

This standard's philosophical approach is that:

- views provide insights from multiple perspectives that together provide holistic understanding; and
- an holistic understanding of the competencies required for the project management of complexity, and the assessment of an individual against those competencies can only be achieved through using multiple views.

The methodologies used in this standard draw on both the positivist and the anti positivist methodologies for analysis and assessment. There is a strong focus on action learning and the use of tools such as rich pictures, metaphors, tests (including cause and effect modelling, and scenario strategy development), personality profiling, and workshops, rather than relying on documentation.

Views - Because of the complex nature in defining complex project management competencies, it is not possible to use the role description to measure the competencies using a reductionist (traditional) approach.

To facilitate assessment, the role description of competencies comprises nine Views. Each view is structured to reflect competencies that have meaning to project management practitioners, and that are observable and assessable. In addition, Special Attributes is provided to describe the attributes/traits that are required at this management level.

Views are generally internally consistent in themselves and lend themselves to being broken down into 'Elements of Competency'. Elements of Competency describe more specifically what is expected to be done in the workplace for each competency view.

- View 1 – Strategy and Project Management
- View 2 – Business Planning, Lifecycle Management, Reporting and Performance Measurement
- View 3 – Change and Journey
- View 4 – Innovation, Creativity and Working Smarter
- View 5 – Organisational Architecture
- View 6 – Systems Thinking and Integration
- View 7 - Leadership
- View 8 – Culture and Being Human
- View 9 – Probity and Governance

Views are taken from multiple perspectives. Since the views will come from very different positions, it is possible that they may contradict one another. It is through this rich montage that an holistic understanding of complex project management competency is developed.

Structure

This Competency Standard defines the knowledge and behaviours that are acceptable as the minimum requirement for an individual to be recognised as being competent to take responsibility as a Complex Project Manager.

Project Management competencies are defined by answering the following three questions:

- Role Description - What is usually done in the workplace in this role at this level?
- Action in Workplace - What action (behaviour) in the workplace is required?
- Underpinning Knowledge - What underpinning knowledge is required?

An example of the layout used for the standard (views 1 to 9 inclusive) is shown on the following page.

Note: a different scaling typology is used for the Special Attributes.

There are nine Views:

Each View is made up of multiple Elements of Competency

SAMPLE

New Competencies for Traditional Project Managers

Certification by the College of Complex Project Managers as a Member or a Fellow

View 3: **Change and Journey Management**

ELEMENT 3.8: **Establish the Stakeholder Management Strategy and Plan**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
3.8.1	Identifies project internal and external stakeholders	D	D	P	C	L
3.8.2	Defines stakeholder positions, values, objectives, key influencers, cultures, resources, competencies, decision making process and political approach	D	D	P	C	L
3.8.3	Analyses stakeholders using rich pictures and cause and effect diagrams	D	D	P	C	L
3.8.4	Uses integration techniques (bringing together individual stakeholder views) to understand stakeholders	D	D	P	C	L
3.8.5	Develops stakeholder management strategy, including involvement in IPTs	D	D	P	C	L
3.8.6	Uses double loop learning as a foundation in ongoing d of the stakeholder strategy	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Stakeholder management plan
- Stakeholder management system
- Uses the 5Ws – who, what, when, where, why
- Uses the 7Ss – strategy, structure, staff, skills,
- shared values, systems, style,

Each Element of Competency is defined by Actions in the Workplace

Evidence Guides provide indicators to support competence for Actions in the Workplace

Actions in the Workplace are graded into four levels:

- Development (D)
- Practitioner (P)
- Competent (C)
- Leader (L)

Section 7 Role Description and Experience

The management function of a complex project manager is to provide overall leadership in the implementation of complex projects. Their actions in the workplace are as detailed in the standard.

Complex projects often shape industry and society. These projects are usually critical to the client's ability to meet its strategic objectives. They are linked to corporate strategic decisions, and require the development of emergent strategies and dynamic systems to implement the project.

The following levels of experience are required for consideration as a Member and a Fellow of the College of Complex Project Managers:

Member of College of Complex Project Managers

- Has extensive experience, working for both the client and for contractors, as a project manager, senior project manager and program manager on traditional projects
- Has led projects across a broad range of industry sectors
- Has led projects for both the public and private sectors
- Has led cross cultural projects
- Has worked internationally
- Has led projects using a broad range of project implementation methodologies
- Has led a range of projects using relational contracting
- Has led a number of complex projects

Officers of the College of Complex Project Managers

- Is recognised by the College as a leader in the management / academic development of complex project management (Officers are not certified as Complex Project Managers)

- Officers hold senior positions, and have significant influence in organisational / project strategy

Fellow of College of Complex Project Managers

- Is recognised by the Fellows of the College of Complex Project Managers as an international leader in complex project management

Section 8 Elements of Competency and Actions in the Workplace

Each view includes multiple competency elements. For example:

View 2 - Business Planning, Lifecycle Management, Reporting and Performance Measurement

has the following Elements of Competency.

Elements of Competency

2.1 Design and establish the business planning, lifecycle management, reporting and performance measurement systems

2.2 Ongoing leadership and management of the business planning, gate review, reporting and performance measurement systems

2.3 Ongoing management of the strategic business plan and budget to maintain achievement of strategic outcomes

2.4 Establish project exit criteria

2.5 Procurement

Each element of competency is further defined with specific Actions in the Workplace. Each action in the workplace defines specific actions that are expected from a competent complex project manager.

Evidence Guides are provided for each element of competency and provide indicators to support competence for actions in the workplace.

Actions in workplace specifies the behaviour in the workplace that would constitute adequate evidence of competence. They describe:

- what a competent complex project manager would do, expressed in terms of observable results and/or behaviour in the workplace; and
- specifies the evidence required (Evidence Guide) from which competent performance in an Element of Competency would be inferred.

An easy way to read the actions in the workplace items is to place "The Complex Project Manager" in front of each description

Four levels are used in classifying Actions in Workplace.

D *(Development)* - The project manager applies the competency under direct supervision.

P *(Practitioner)* - The project manager applies the competency without the need for direct supervision, but within the bounds of standardised processes, procedures and systems.

C *(Competent)* - The project manager applies the competency without the need for direct supervision, provides direct supervision of the competency for others, and mentors development of the competency in others.

L *(Leader)* - The project manager provides professional leadership in the competency. They lead in the design of processes, procedures and systems, and have the ability to use the competency flexibly and creatively.

Section 9 Underpinning Knowledge

Each view requires a minimum level of underpinning knowledge. It is this underpinning knowledge that enables the complex project manager to respond adaptively and flexibly through using a first principles approach. It is only through having a strong underpinning knowledge that the complex project manager can move from using competencies rigidly or restrictively, to applying them on a contingency basis where each project strategy and organisational architecture is tailored to fit appropriately within the particular project's lifecycle.

The required underpinning knowledge is defined for each competency view using the following scale.

Underpinning knowledge is classified into four levels:

1. **Awareness**
2. **Understand Concepts**
3. **Understand Theoretical Foundations**
4. **Expert**

Complex project managers need a significantly greater breadth and depth of underpinning knowledge than traditional project managers. In most projects, the complex project manager will need to use a first principles approach in implementing the project.

Because of the dynamic and emergent nature of complex projects over their lifecycle, the complex project manager will need to constantly draw on their experience and their underpinning knowledge to deal with the ongoing change.

Both Members and Fellows of the College of Complex Project Managers are responsible for leading complex projects. It is therefore appropriate that the same level of underpinning knowledge is required for both Member and Fellow of the College of Complex Project Managers. The defining difference between a member and a Fellow is depth and breadth of experience.

Note: The depth of detail for underpinning knowledge has been set to provide sufficient detail for education institutions to develop courses that will satisfy the underpinning knowledge requirements.

Section 10 Special Attributes

Outstanding Complex Project Managers exhibit a number of special attributes at the highest level. Four levels are used to classify special attributes:

Experiential Learning (EL) - The project manager is using the behaviours experientially in developing the special attributes.

Normative (N) - The project manager is recognised as using the attribute as a normal behaviour.

Mentor (M) - The project manager mentors others in their use of the special attribute.

Symbol (S) - The project manager is regarded as providing a symbol for the special attribute through their behaviours and leads the development of the behaviour in their project teams.

Section 11 College of Complex Project Managers and Certification

Establishment Strategy

- Using an interview and structured document review process, the complex project management competency standard was tested for validity against internationally renowned complex project managers which the Australian Defence Materiel Organisation (DMO), UK Ministry of Defence (MoD), and the defence project management council considered to possess the competencies, underpinning knowledge and attributes required to project manage highly complex projects

- Based on the outcomes from the interviews and structured reviews with the nominated complex project managers, the final draft of the complex project management competency standard was moderated to develop this first public release of the complex project management competency standard, titled **Competency Standard for Complex Project Managers – Version 2.0.**

- The strategic intent is to develop the Complex PM Competency standard as the internationally recognised standard for the management of complex projects

- The complex PM competency standard is rapidly gaining acceptance as the international standard for Complex Project Managers

- Version 2.0 of the complex PM competency standard will be made available to national project management associations

- The College of Complex Project Managers will be governed by its members who are developing its charter and constitution. There are no membership fees for the College. The College will promote the standard and provide leadership in its diffusion. The DMO and UK MoD will initially provide secretarial support for the college

- The College of Complex Project Managers represents an international cross section of public and private sectors.

- The College will develop and establish a system to identify individuals who possess the special attributes and a post graduate program in complex project management that will be available internationally

Vision

- Complex project managers to use their individual and collective competencies and influence to improve the quality and sustainability of life in our world
- Appropriate strategies and methodologies to be used for the procurement and delivery of complex projects
- The College's Complex PM Competency Standard to lead the world in Complex Project Management
- Complex Project Management to be recognised as a specialist profession

Mission

- Fellows, Officers, and Members of the College to provide visible leadership in Complex Project Management
- Provide an international leading voice in complex project management, and grow the profession of Complex Project Managers
- Lead the development and diffusion of strategies, methodologies, tools, and contracts for the delivery of complex projects
- Establish ongoing independent and unbiased financial support to ensure that the College maintains its strategic focus, its high level standards, and validity and reliability in assessment
- Develop criteria and processes to identify potential complex project managers early in their careers and to fast track their development
- Provide the world with certified as competent complex project managers to successfully deliver complex projects - an initial goal of doubling the number of complex project managers within three years

Governance and Structure

- A not for profit company to be incorporated in Switzerland

- A five person Board to be elected for a two year term, from the Fellows and Officers – a minimum of three Fellows on the Board. Eligible voters to include Fellows, Officers and Members.

- The Board to elect an Executive Chairman. The Executive Chairman to be a Fellow of the College
- The Board to develop the College Strategy and Implementation Plan
- Members' (Fellows, Officers, Members, and Associate Members) liability is limited to A$50 per member
- Any profits / surpluses of funds within the College to be distributed to charities as agreed by the Board

College Membership Levels

Certification as a Complex Project Manager will be issued by the College of Complex Project Managers at four levels:

- Associate Member
- Member
- Officer
- Fellow

Admission to the College:

Accepted as an Associate Member of the College of Complex Project Managers. A candidate must satisfy three criteria for certification as an Associate Member:

1. Have in the view of the college, an advanced level of the underpinning knowledge required for certification;

2. Have an appropriate range and depth of experience in traditional project management; and
3. Obtain sponsorship from an existing member of the college who is prepared to put the candidate forward to the college as an associate member possessing the attributes required for admission to the college.

Accepted as a Member of the College of Complex Project Managers.
Members are selected from Associate Members. A candidate must satisfy four criteria for certification as a Member:

1. The candidate must be an experienced traditional project manager;
2. The candidate must be assessed as having the appropriate competency levels and underpinning knowledge for each of the nine views;
3. The candidate must be recognised as having the specified Special Attributes; and
4. Have an appropriate range and depth of experience as a Complex Project Manager.

Responsibilities of Members of the College:

- Mentor associate members;
- Sit as members of credentialing panels in assessing associate members to become Members of the College;
- Fulfil requirements for ongoing professional development; and
- Provide visible leadership in promoting and developing Complex Project Management as a profession

Accepted as an Officer of the College of Complex Project Managers. A candidate must satisfy two criteria for certification as an Officer:

1. The candidate must be assessed as having the appropriate underpinning knowledge for each of the nine views; and
2. Be recognised by the College as a leader in the management / academic development of complex project management (Officers are not certified as Complex Project Managers)

Responsibilities of Officers of the College:

a. Sit as members of credentialing panels in assessing academic programs for certification by the College;
b. Fulfil requirements for ongoing professional development;
c. Provide input into the ongoing updating and review of the Complex Project Managers Competency Standard; and

d. Provide visible leadership in promoting and developing Complex Project Management as a profession.

Accepted as a Fellow of the College of Complex Project Managers. A candidate must satisfy three criteria for certification as a Fellow:

1. The candidate must first satisfy the requirements for acceptance as a Member of the College of Complex Project Managers;
2. Satisfy the higher level competencies and special attributes requirements defined in the standard; and
3. Be recognised internationally as a leader in the complex project management profession.

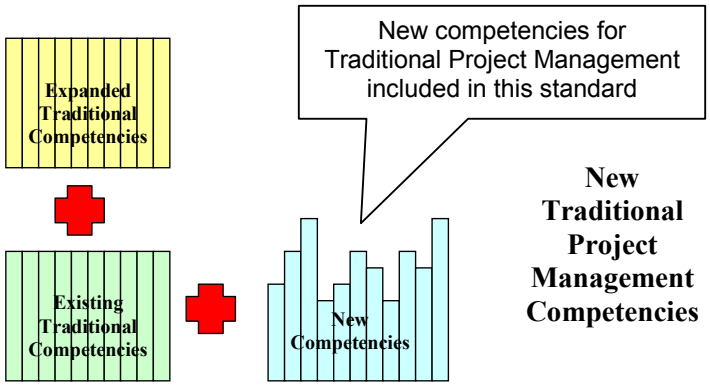
Responsibilities of Fellows of the College:

1. Sit as members of credentialing panels in assessing future Members and Fellows of the College;
2. Fulfil requirements for ongoing professional development;
3. Identify potential Complex Project Managers and mentor their development;
4. Provide input into the ongoing updating and review of the Complex Project Managers Competency Standard; and
5. Provide visible leadership in promoting and developing Complex Project Management as a specialist profession.

Section 12 New Competencies for Traditional Project Managers

National project management standards are designed to provide a base level of competence in project management, and to be valid across a very broad range of industry application areas.

The outcome of this is that they are usually very general and do not have great depth. Individual industry sectors / organisations need to develop project management competency standards that build on national standards to provide appropriate focus and depth.



This standard includes definitions of new competencies and underpinning knowledge for traditional project managers who:

- Lead traditional sub projects within complex programs; and/or
- Work in mature project management organisations.

It is envisaged that organisations would apply these new competencies within their organisation as an addition to certification by the relevant national project management association.

New competencies for traditional project managers are provided for:

- Project Managers
- Senior Project Managers
- Program Managers

The new competencies are scaled using levels for both Actions in the Workplace and Underpinning Knowledge.

Section 13 Definitions

- **Anti-positivist** – a philosophical position where certainty and facts are accepted only as useful constructs. There is no such thing as a theory describing reality
- **Asset management** - taking a strategic and custodial responsibility for an asset
- **Bounded rationality** – we are all limited in our understanding of others through our personality, culture, upbringing and experience
- **Performance measurement** – multiple views are used in measuring performance. The measures are layered and tangible
- **Change management** – the implementation of strategy and change
- **Chaos** – dynamic systems characterised by non-linear and recursive activities
- **Complementarity** – a dialectic is established where a leader's individuals strengths / weaknesses are matched with a person who has equal strengths in the opposite pole
- **Complexity** - complex projects are characterised by a degree of disorder, instability, emergence, non-linearity, recursiveness, uncertainty, irregularity and randomness, and dynamic complexity where the parts in a system can react / interact with each other in different ways. For example, a chess game
- **Dialectic** – there is strength in both aspects. For example, strategy – planned versus opportunistic. There is not a bias towards one aspect, nor is there a balance which delivers mediocrity
- **Discovery planning** – a structured up front process to reduce uncertainty in project scope
- **Double loop learning** – a formal process where the basis upon which decisions were originally made are periodically reviewed. Double loop learning assumes that as we change a system, so we change
- **Emergence** - systems function as a whole, so they have properties above and beyond the properties of the parts that comprise them. These are known as emergent properties. They emerge from the system when it is working. You cannot predict the behaviour of a system from studying its individual parts
- **Gateway** – a formal process where external reviewers conduct lifecycle phase reviews. The external reviewers must be experienced in similar projects. The Gateway process is recursive and continually revalidates the project against its changing strategy and business case. It was developed by the UK Office of Government Commerce
- **Governance** – implementation of policy and strategy that flows through all aspects of the system. It ensures that alignment, transparency, fit for purpose, and value for money are maintained through the implementation of the emergent strategy
- **Governance contracting** – a strategic form of relational contracting for use on projects with high levels of complexity and where the emergent strategy requires double loop learning
- **Holism** – understanding is only achieved though looking at a system / project through multiple and divergent views
- **Integrated process team** – an integrated team from the project stakeholders is established to implement a specific process

- **Integrated project team** – the overall project team is established as a stand alone organisation, using the best person for the job and shared systems
- **Journey management** – change and complex projects have emergent strategies. They follow a journey towards the strategic vision. The journey is often uncertain – journey management is the system through which the journey is managed
- **Knowledge management** – a system to collect, sort and distribute knowledge
- **Layering** – strategic objectives and performance measures are flowed down through the project to ensure their tangibility and ownership
- **Lifecycle management** – the project lifecycle commences with strategy and clients needs determination, includes implementation, ongoing change and support, and project replacement / transition
- **Maturity** – individuals and organisations vary in their ability to work in relational contracts, to take an asset management responsibility, and in what they consider to be uncertain
- **Metaphors** – a view, word, or phrase used to describe something in a way that does not fit it in reality. Using metaphors enables insights which aid in gaining understanding and help deal with bounded rationality
- **Modular** – change occurs at three scales: incremental; modular; and revolutionary. Modular change is when change occurs in sections / units as an ongoing strategy
- **Montaging** – the bringing together / integrating of multiple views
- **Obligations to the community** – responsibilities to the community that transcend specific project objectives. For example, cultural, social, environment, quality of life.
- **Organisational architecture** – the overall organisational / project design including structure, culture, technology, and context
- **Population ecology** – in many cases organisations do not change, they are replaced by other organisations that are better suited to the new environment
- **Positivist** – a philosophical position where theories and facts are accepted as being real
- **Project** - this standard's focus is on complex projects, programs and portfolios. To provide parsimony and provide clarity, project is used to refer collectively to 'projects, programs and portfolios'
- **Public finance initiative (PFI)** – projects financed using private financial sources. For example, build, own, operate and transfer
- **Public private partnerships (PPP)** – relational contracts where the public client and the private sector work together using alliances or governance contracts towards shared objectives. PPP contracts use performance based rewards and are strategically driven
- **Punctuated equilibrium** – science delivers innovations in big steps. Normal science exhibits problems in describing anomalies, pressure builds until a revolution takes place with an innovative new theory becoming the new accepted normal science
- **Relational contracting** – contracts using alignment, integrated project and process teams, transparency, and a layered performance based reward system that is linked to project lifecycle outcomes
- **Rich pictures** – using a graphical mind map to increase understanding through montaging multiple views
- **System** – a system is a number of parts acting as a single entity – it functions as a whole through the interaction of its

parts. A key aspect of systems is that if you change one part of a system, you in fact change the whole system

- **Systems thinking** -systems thinking looks at the whole, and the parts, and the connection between the parts, studying the whole in order to understand the parts. It is the opposite of reductionism, the idea that something is simply the sum of its parts. A collection of parts that do not connect is not a system. It is a heap.
- **Tangible** – to motivate individuals, the objectives must be understandable and controllable at the individual level
- **Uncertainty** – the degree to which the project's scope and implementation are unclear to its stakeholders. Uncertainty is relative, what is uncertain to one person may be certain to another person having a higher level of maturity
- **Views** – looking at a problem / issue through a particular lens
- **Wave planning** – in complex projects the planning process is not linear, it is usually recursive and non-linear. Wave planning plots nodal points for gathering Information, design and implementation – it allows non-linear and recursive patterns to be plotted in what appears to be a linear model

View 1 Strategy and Project Management

View Description: This view specifies the competencies required to understand the context of the complex project, and to develop and implement a project strategy and system to deliver the client's emergent outcomes.

The strategy will take into account the project's context, the level of complexity and uncertainty of the project, the maturity of the client and contractors, the market, and compliance, to deliver the client's outcomes which are fit for purpose and provide value for money.

Elements of Competency

1.1 Establish the vision and mission statements, and define outcomes

1.2 Establish the environmental scanning system

1.3 Select the strategy

1.4 Establish the strategic project set

1.5 Project / program implementation

Underpinning Knowledge for Elements of Competency 1.1 to 1.5 inclusive

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View 1: **Strategy and Project Management**

ELEMENT 1.1: **Establish the vision and mission statements, and define outcomes**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
1.1.1	Develops in consultation with the stakeholders the vision statement, values charter, code of conduct, and mission statement.	D	D	P	C	L
1.1.2	Links the outcomes to the client's vision and mission statements through measurable key performance indicators and a review and assurance process	D	D	P	C	L
1.1.3	Ensures that the strategy fits with the project's context and the underlying nature and level of uncertainty of the project, the project environment, and the stakeholder maturity	D	D	P	C	L
1.1.4	Reviews the strategy and makes changes through double loop learning progressively over the life of the project	D	D	P	C	L
1.1.5	Defines the desired project objectives in measurable terms and flows them down through the project / program to the implementation level.	D	D	P	C	L
1.1.6	Establishes weighting of the key performance indicators (KPI) to reflect strategic focus and makes changes over the lifecycle to steer the project	D	D	P	C	L
1.1.7	Uses strategy and mission statements to drive the ongoing business planning process	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- The vision and mission statements and the values charter
- A code of conduct
- Dashboards
- A strategic plan and account management plan
- Balanced score cards (layered) and time scale tracking
- The KPI model, including weighting, the change process, and the measurement process

View 1: **Strategy and Project Management**

ELEMENT 1.2: **Establish the environmental scanning system**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
1.2.1	Uses ongoing stakeholder mapping and management of relationships with stakeholders including defining stakeholder requirements, managing expectations, and ensures that client accountability requirements are addressed at all stages in a project	P	P	P	C	L
1.2.2	Understands both the formal and informal structure or hierarchy of key stakeholder organisations, including the "chain of command", key actors, and decision makers, and uses this understanding to influence support to accomplish goals and objectives of the project	D	D	P	C	L
1.2.3	Understands the climate and culture of the key stakeholder organisations and recognises the unspoken organisational constraints - what is and is not possible at certain times or in certain positions	D	D	P	C	L
1.2.4	Conducts ongoing competitor / technology mapping			P	C	L
1.2.5	Maps stakeholder alignment / differences over the project life cycle	D	D	P	C	L
1.2.6	Uses ongoing strengths, weaknesses, opportunities, and threats (SWOT) analysis using multiple views	D	D	P	C	L
1.2.7	Continually uses surveys to gather data relevant to the project environment (internally and externally)	D	D	P	C	L
1.2.8	Uses history as a guide: - reviews documentation on previous projects to incorporate lessons learned - undertakes regular reviews and discusses aspects of previous projects' histories to provide direction to the project team to aid in the reduction of risk to the project.				C	L

1.2.9	Maps and analyses key persons and decision makers over the project lifecycle	P	P	C	C	L
1.2.10	Seeks out appropriate leaders and subject-matter experts for their knowledge	P	P	C	C	L
1.2.11	Specifies and manages project assumptions and provides guidance on the difference between project assumptions and benefits	P	P	C	C	L
1.2.12	Builds processes and structures that ensure transfer of information and understanding from programs to the organisation as a whole that influence strategic decisions and produce foundations for new capabilities.	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Rich pictures of stakeholders
- Rich pictures of key issues

Competitor / technology mapping

- Customer satisfaction surveys
- Stakeholder analysis

View 1: **Strategy and Project Management**

ELEMENT 1.3: **Select the strategy**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
1.3.1	Writes the business strategy in plain English, and keeps it up-to-date to maintain linkage to business needs. Ensures the business strategy (project execution plan) describes the business direction for the future (short and medium term as minimum; ideally covering longer term as well) in terms of a vision, strategic themes and a portfolio of planned changes to which every program and project contributes	D	D	C	C	L
1.3.2	Continually updates the business strategy to reflect changes in the business and the contribution made by programs and projects	D	D	C	C	L
1.3.3	Incorporates key elements that influence client contractual arrangements with industry - legal framework; business environment; competition policy; prices; are incorporated into strategy development and in manages milestone payments in accordance with performance outcomes	D	D	C	C	L
1.3.4	Classifies the project maturity and assesses stakeholder maturity	D	D	C	C	L
1.3.5	Ensures that the interfaces between projects and between projects and business maintain business as usual activities	D	D	C	C	L
1.3.6	Uses ongoing assessment of compliance / probity issues	P	P	C	C	L
1.3.7	Uses SWOT analysis to analyse alternative strategies and business cases	P	P	P	C	C
1.3.8	Determines the appropriate project management lifecycle to achieve the project deliverables	P	P	P	C	C
1.3.9	Provides direction on the strategic project plan and ensures the most effective means of delivering the objectives throughout the life of the project is chosen	P	P	P	C	C
1.3.10	Uses appropriate (modular or incremental) approache**s** to the project to help break it down into manageable components and reduce risk	P	P	P	C	C

1.3.11	Uses a whole of life approach	P	P	P	C	C
1.3.12	Establishes systems that integrate the ongoing change management of the scope, schedule, estimates, risks and resources and their communication and acceptance by the client, the project team, and key stakeholders	P	P	P	C	C
1.3.13	Provides assurance that the appropriate critical success factors and 'trade-offs' are applied to the project and provide guidance on the formulation of the mitigation plans	P	P	P	C	C
1.3.14	Obtains stakeholder agreement and commitment to the strategy	P	P	P	C	C
1.3.15	Specifies and delivers project benefits and realisation	P	P	P	C	C

Evidence Guide:

Generic - Supporting evidence may include:

- Scenario modelling
- Risk modelling
- Board presentations and business case
- Strategic plan

View 1: **Strategy and Project Management**

ELEMENT 1.4: **Establish the strategic project set**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
1.4.1	Establishes the system for the operation of the strategic project set. Ensures the strategic project set lists the key projects / sub projects that are included in the current business plan. Assesses all project options for strategic alignment, and value for money through a business case as part of the annual (or more frequent if required) business planning process	D	D	P	C	L
1.4.2	Identifies project options and develops outline business cases. Provides direction on the implementation of the investment appraisal process and assurance that the business case reflects the outcome	D	D	P	C	L
1.4.3	Uses strategic fit, value for money and fit for purpose to select projects to make up the strategic project set	D	D	P	C	L
1.4.4	Uses strategic analysis to select the project delivery methodology (PDM)	D	D	P	C	L
1.4.5	Ensures that project business cases are fully developed	D	D	P	C	L
1.4.6	Conducts ongoing reviews of projects (drop old / select new) against strategic criteria. Frequently reviews the composition of the strategic project set. Modifies or cancels a project if it is not delivering, or is considered no longer strategic or value for money	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- A list of strategic projects
- Project business cases, assessment, and selection
- Project Control Group (PCG) meeting reports and minutes
- The degree of robustness of the business case model is selected and used to track the performance of sub projects as a driver to increase maturity within a project organisation.
- Time scale tracking of project's performance against KPI
- Strategic project plans

View 1 **Strategy and Project Management**

ELEMENT 1.5: **Project / program implementation**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
1.5.1	Designs and establishes the project management office (PMO) to lead and manage overall project implementation	D	D	C	C	L
1.5.2	Leads the overall project strategically. - provides direction in the management of the project sponsor - provides detailed information that establishes the definition of the new capabilities, the way they are going to be delivered, details of how the program will be run, changes implemented and benefits delivered	D	D	P	C	L
1.5.3	Leads the overall project operationally	D	D	C	C	C
1.5.4	Ensures that the planning system integrates simple / complex projects	D	D	C	C	L
1.5.5	Ensures that there is ongoing integration and management of risk, estimating, resources levelling and scheduling	P	P	C	C	C
1.5.6	Focuses on project lifecycle management	D	D	C	C	L
1.5.7	Leads strategic change management. - establishes standard systems - follows through on client enquiries, requests, and complaints - defines the project change control process to ensure that all proposals are fully assessed for their impact on the project deliverable prior to acceptance	D	D	C	C	L
1.5.8	Deals with project risk proactively including providing advice and guidance on the identification of the factors that may affect the project and assurance of the timely resolution of novel and contentious issues	D	D	C	C	L
1.5.9	Focuses on delivering reliable project outcomes	D	D	C	C	L
1.5.10	Maintains clear communications with the client regarding mutual expectations and provides advice on the project stakeholder community and assists in the evaluation of their risk to the project objectives	D	D	C	C	L
1.5.11	Takes initiative to resolve client concerns and engages the client proactively: takes positive action to ensure that client's needs are met	D	D	C	C	L

1.5.12	Provides guidance and direction on the allocation of the right resources to the right programs and projects in line with the realisation of the required benefits	D	D	C	C	L
1.5.13	Integrates all project activity using the views in this document as a basis for defining activity to be integrated across all views	D	D	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- A vision and mission statement
- The PMO strategy
- The PMO organisational architecture
- The governance role and responsibility statements
- Satisfaction surveys
- Resource levelling
- Change management process and tracking

View 1 Underpinning Knowledge for Strategy and Project Management

Knowledge Area	Specific Knowledge and Theories	Project Manager	Snr Project Manager	Program Manager	Member and Fellow
Strategic Planning and Uncertainty	Planned (intended) strategy	1	1	2	3
	Emergent strategy	1	1	2	3
	Approaches to strategy	1	1	2	3
	Contingency theory	1	1	2	3
	Resource dependency and population ecology	1	1	2	2
	Strategic planning processes and tools	1	1	2	4
	Strategic implementation	1	1	2	4
	Games theory	1	1	2	2
	Performance – strategy versus structure	1	1	2	3
	Uncertainty – The WHOW Matrix	2	2	3	3
	Project types – classified by their level of uncertainty	2	2	3	3
	Project strategies to fit with project types – a contingency approach	2	2	3	3
	The impact of maturity on uncertainty	1	1	3	3
Program and Portfolio	Program management	1	1	3	3

Management					
	Portfolio management	1	1	3	3
	Project management office (PMO)	1	1	3	3
	Project types and classification	2	2	3	3
	Project lifecycles – simple and complex	2	2	3	3
	Change management	1	1	2	4
	Resources management / levelling	2	2	3	3
Outsourcing	Outsourcing strategy	1	1	2	3
	Types of outsourcing	1	1	2	3
	Contractor selection, contract options, and negotiation	2	2	3	3
	Taking charge, transition-in, transition-out, and lifecycle	1	1	2	3
	Managing outsourcing contracts	1	1	2	3
Alignment	Fit	2	2	3	3
	Using dialectics to drive performance	2	2	3	3
	The impact of the culture and the contract	2	2	3	3
	Using the reward design and the performance measures to drive motivation	2	2	3	3
	Partnering and integrated process teams (IPT)	2	2	3	3
Project Delivery Methodologies	Traditional contracting	3	3	3	3

	EPCM and EPC	3	3	3	3
	BOOT and BOT	1	1	2	3
	Design construct and maintain (DCM)	3	3	3	3
	Partnering	3	3	3	3
	Public private partnerships (PPP)	1	1	2	3
	Private finance initiative (PFI)	1	1	2	3
	Evolutionary acquisition	2	2	3	3
	Alliancing	2	2	3	3
	Governance contracting	2	2	3	3
	Joint ventures	2	2	3	3
	IPPD and IPT	2	2	3	3
	Six Sigma	2	2	2	2
	Prince 2	2	2	2	2
The International Environment in which the Client Operates	Foreign Review Board (FRB) regulations			1	2
	Commodities			1	2
	Trade agreements			1	2
	International competitiveness			1	2

	Intellectual property (IP)	1	1	1	2
The Commercial and Business Environment in which the Client Operates	International markets			1	2
	Investment decisions	1	1	2	3
	Market size			1	2
	Market share			1	2
	Dealing with multi nationals	1	1	2	3
	Dealing with international boards	1	1	2	3
	The impact of local legal systems on international contracts	1	1	2	3

View 2 Business Planning, Lifecycle Management, Reporting and Performance Measurement

View Description: This view specifies the competencies required to develop and implement the project business planning, reporting, and performance measurement systems. The business plan defines the program at an overview level with a high-level view of the project schedule and the overall project budget. The business plan also identifies and defines the operational goals and objectives of the project and establishes the reporting framework to be used and the performance management methodology that forms part of that reporting methodology. Additionally, the business planning process identifies the lifecycle management process to be followed and provides the planning basis for the establishment of the project's gate review framework.

Elements of Competency

2.1 Design and establish the business planning, lifecycle management, reporting and performance measurement systems

2.2 Ongoing leadership and management of the business planning, gate review, lifecycle management, reporting and performance measurement systems

2.3 Ongoing management of the strategic business plan and budget to maintain achievement of strategic outcomes

2.4 Establish project exit criteria

2.5 Procurement

Underpinning Knowledge for Elements of competency 2.1 to 2.5 inclusive

View 2: **Business Planning, Lifecycle Management, Reporting and Performance Measurement**

ELEMENT 2.1: **Design and establish the business planning, lifecycle management, reporting and performance measurement systems**

Action in Workplace

		Project Manager	Traditional Snr Project Manager	Program Manager	Complex Member	Complex Fellow
2.1.1	Designs and establishes a formal business planning (BP) process that supports an emergent, transformational, project management strategy	D	D	P	C	L
2.1.2	Demonstrates ability to select appropriate contracting instrument. For example: from traditional, alliance, accord or public private partnership (PPP) models	D	D	P	C	L
2.1.3	Designs and implements the lifecycle management (LCM), reporting and performance management (RPM) system	P	P	P	C	L
2.1.4	Establishes the project budget, schedule and risk register	D	P	C	C	L
2.1.5	Implements and commissions the BP and RPM systems	D	D	P	C	L
2.1.6	Establishes the business plan framework and pro forma and templates for all project plans and communication documents	D	D	P	C	L
2.1.7	Transitions BP and RPM systems throughout the project organisation	P	P	C	C	L
2.1.8	Establishes methodology for shared systems	P	P	C	C	C
2.1.9	Designs and implements appropriate project security system	P	P	P	C	C
2.1.10	Progressively ratchets up performance levels, balanced with incremental cost considerations	P	P	C	C	L
2.1.11	Balances speed of provision of information against reliability of information	P	P	C	C	C
2.1.12	Establishes LCM and gate review framework	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Business planning system
- Gate review plan
- Reporting and performance measurement system
- Feedback system and outputs
- Pro forma/template documents
- The performance of the project / program is measured against its agreed objectives

- The performance of IPTs are measured
- The performance of projects are measured
- Feedback is provided in a timely manner to support continuous improvement activities to IPTs and projects
- BP and RPM needs determination and legacy systems review
- The business case continues to confirm the project's contribution to the business strategy, which is continually updated in line with changing business priorities. The commercial section of the business case identifies the commercial scope for achieving value for money, whether or not it is an external procurement. The project team seeks an arrangement that offers flexibility and the optimum balance of quality, price and risk over the life of the contract

View 2: **Business Planning, Lifecycle Management, Reporting and Performance Measurement**

ELEMENT 2.2: **Ongoing leadership and management of business planning, gate review, lifecycle management, reporting and performance measurement systems**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
2.2.1	Designs and runs efficient Project Control Group (PCG) meetings	P	P	C	C	L
2.2.2	Performs time scale tracking and analysis of outcomes from RPM system	P	P	C	C	L
2.2.3	Designs and implements strategic change management	P	P	C	C	L
2.2.4	Conducts ongoing KPI tracking, analysis, relevance and review	P	P	C	C	L
2.2.5	Designs and implements corrective actions	P	P	C	C	L
2.2.6	Regularly reviews business case and project management plan in the light of changing circumstances and the current strategic environment	P	P	C	C	L
2.2.7	Manages progress of the project against scope, quality, time and cost baselines including approved changes and does so within the distributed gate review plan requirements	P	P	C	C	L
2.2.8	Manages within organisational governance requirements	D	D	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Weekly/monthly PCG reports
- KPI tracking and analysis
- Monthly business plan reports and action plans
- Project management plan (living document)
- Business case

View 2: **Business Planning, Lifecycle Management, Reporting and Performance Measurement**

ELEMENT 2.3: **Ongoing management of the strategic business plan and budget to maintain achievement of strategic outcomes**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
2.3.1	Reviews project plans and general documentation for relevance within the project's changing environment	P	P	C	C	L
2.3.2	Reviews client objectives and environment	P	P	C	C	L
2.3.3	Employs double loop learning techniques within the gate review process	P	P	C	C	L
2.3.4	Monitors project performance through peer and gate reviews aimed at establishing shortfalls against contract performance, technical performance and process performance	P	P	C	C	L
2.3.5	Reviews / changes KPI to reflect the project stage and changed circumstances	P	P	C	C	L
2.3.6	Reviews risk register and effectiveness of mitigation/control plans	P	P	C	C	L
2.3.7	Regularly tests the project budget elements of expenditure, invoicing and cash flow	P	P	C	C	L
2.3.8	Manages ongoing testing for value for money and fit for purpose	P	P	C	C	L
2.3.9	Regularly reports to client and stakeholders	P	P	C	C	L
2.3.10	Provides feedback to projects and teams	P	P	C	C	L
2.3.11	Monitors client satisfaction. Distributes helpful information to clients	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- The project management plan and budget
- PCG meeting reports and minutes
- KPI tracking
- Practical Systems Measurement (PSM)
- Monthly reports to clients
- Feedback to stakeholders
- Feedback to projects and teams
- Strategic replanning to maintain delivery of outcomes
- Annual business planning process. Flexibility and governance are provided through the change processes to the annual business plan

View 2: **Business Planning, Lifecycle Management, Reporting and Performance Measurement**

ELEMENT 2.4: **Establish project exit criteria**

Action in Workplace

		Project Manager	Traditional Snr Project Manager	Program Manager	Complex Member	Complex Fellow
2.4.1	Establishes testing and release mechanism in conjunction with stakeholders including the use of pilot projects to ease transition to operational service	P	P	C	C	C
2.4.2	Determines appropriate commissioning/transition staging	P	P	C	C	L
2.4.3	Chairs all transition meetings	P	P	C	C	C
2.4.4	Identifies achievement of the provision of contract deliverables through sound reconciliation process	D	D	P	C	C
2.4.5	Shares lessons learned, best practices, etc. with project stakeholders	P	P	C	C	C
2.4.6	Manages the transition to the operational/support stage of the project's lifecycle using the approved gate review process	D	D	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Acceptance test plan
- Transition out plan
- IPT for commissioning
- Pilot project reports and PCG reports

View 2 **Business Planning, Lifecycle Management, Reporting and Performance Measurement**

ELEMENT 2.5: **Procurement**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
2.5.1	Develops a contingency based procurement strategy			P	C	L
2.5.2	Ensures procurement processes and contracts to satisfy probity and governance requirements while maintaining competition and a structured negotiation process that uses convergence	P	P	C	C	L
2.5.3	Ensures procurement assessment systems and tools are based on value for money, fit for purpose, and the risk of doing business			C	C	L
2.5.4	Focuses procurement on outcome and results, not outputs	P	P	C	C	L
2.5.5	Ensures procurement is established and operates as a system. A procurement plan is reviewed and updated as part of the annual business planning process	P	P	C	C	L
2.5.6	Develops a detailed procurement strategy that covers a full range of procurement options	D	D	C	C	L
2.5.7	Ensures that contracts are designed to accommodate complexity and uncertainty	D	D	C	C	L
2.5.8	Recognises and respects the expectations of both the client and the contractor	P	P	C	C	L
2.5.9	Understands and integrates government industry and procurement policies into the overall procurement system	P	P	C	L	L

Evidence Guide:

Generic - Supporting evidence may include:

- Procurement manual
- Examples of using a contingency based approach to procurement
- Tracking the effectiveness of procurement system

View 2 Underpinning Knowledge for Business Planning, Lifecycle Management, Reporting and Performance Measurement

Knowledge Area	Specific Knowledge and Theories	Project Manager	Snr Project Manager	Program Manager	Member and Fellow
Business Planning	Business plan structure	2	2	3	4
	Business planning process	2	2	3	4
	Business cases	2	2	3	4
	Value for money / fit for purpose / risk of doing business	2	2	3	4
	Budgeting and reporting	3	3	3	4
	Strategic alignment	2	2	3	4
Performance Measurement	Statistics				2
	Philosophy of Science				2
	Layering and using performance measurement as an alignment tool	2	2	3	3
	Reliability and validity				2
	Timeliness and tangibility	2	2	3	3
Performance Measurement	Balanced score card design	2	2	3	3
	Alignment to strategy - tangibility and ownership	1	1	3	3
	Expectancy theory	1	1	2	3

	Instrumentality	1	1	2	3
	Layering and alignment	2	2	3	3
	Pareto	2	2	3	3
	Motivation theory	2	2	3	3
	Team theory	2	2	3	3
	Feedback system	2	2	3	3
	Using partnering to establish performance measures	2	2	3	3
Reporting	IT&T design and operation	1	1	2	3
	Software applications – Access, Excel, MS project, Word, etc.	3	3	3	3
	Report confidence levels / timing				2
	Decision information systems	1	1	2	3
	Triangulation				2
	Pride of authorship	1	1	2	2
	Bounded rationality	1	1	2	3
KAIZEN and TQM	TQM principles	2	2	3	3
	Statistics				2
	Old Kaizen tools	2	2	3	3
	Pareto strategies	2	2	3	3

	Marginal costs and TQM lifecycle	2	2	3	3
	New Kaizen tools	2	2	3	3
	Using teams to drive TQM	2	2	3	3
Governance and Financial Legislation	Governance	2	2	3	3
	Agency theory	1	1	2	3
	Transparency	2	2	3	3
	Empowerment	2	2	3	3
	Role and responsibility design	2	2	3	3
	Financial legislation	2	2	3	3
	Codes of conduct	2	2	3	3
The overall financial management of the project	Assessing financial performance, performance ratios and analysis, discounted cash flow (DCF), internal rate of return (IRR), sensitivity analysis, performance indicators, and audit requirements	1	1	3	3
	International transfer pricing - understanding transfer pricing in the business environment in which the client operates, internal and external pressures in transfer pricing, and transfer pricing methods			2	2
	Stock market and share trading - an understanding of how the stock market works. Company structures and the flow of funds - relationships between parent and subsidiary companies			2	2

	Contractual obligations - Subcontractors – “profit on profit” and “overhead on overhead”. An understanding of profit - profit ratios, an overview of what drives profit and return on investment, sources of profit, funds transfer, international parent and holding companies and joint ventures	2	2	3	3
	Director’s responsibilities	2	2	3	3

View 3 Change and Journey

View Description: This view specifies the competencies required to develop and implement the ongoing change and journey management system to support implementation of the emergent strategy. As complex projects are dynamic and emerging systems, dealing with ongoing change becomes routine. Most complex projects embark on a journey towards a vision. Complex project managers have to plan and constantly adapt their strategy and implementation plan along the journey.

Communication and stakeholder management are central to: alignment of stakeholders; creating motivation; driving continuous improvement; problem avoidance and resolution; the creation and development of the project culture; and political management.

Elements of Competency

3.1 Define culture of the project environment including key values and their heirarchy
3.2 Classify the program and sub projects by size, risk and complexity
3.3 Classify the maturity levels of the client (customer), contractors and key stakeholders, personality profiles, and leadership style(s)
3.4 Determine the scale of change required in project environment and the rate of change that is needed
3.5 Classify the level of impact, uncertainty, risk areas, and resistance to change
3.6 Develop the change and journey management strategy to fit with the project culture and leadership style
3.7 Establish the change and journey management system
3.8 Establish the stakeholder management strategy and plan
3.9 Establish the communication strategy and plan
3.10 Pilot projects - symbolism and the management of meaning
3.11 Double loop learning

Underpinning Knowledge for Elements of Competency 3.1 to 3.11 inclusive

View 3: **Change and Journey**

ELEMENT 3.1: **Define culture of project environment including their key values and their heirarchy**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
3.1.1	Understands the project environment, its history, and the values / behaviors that form the basis of its culture	D	D	P	C	L
3.1.2	Logs the history of change in the project environment	D	D	P	C	C
3.1.3	Lists and put into a hierarchy the key values	D	D	P	C	C
3.1.4	Tests if there is still a causal relationship between the values and behaviors	D	D	P	C	C
3.1.5	Shows respect for the values and the project environment history	D	D	P	C	L
3.1.6	Tests using appropriate survey techniques	D	D	P	C	C

Evidence Guide:

Generic - Supporting evidence may include:

- Cultural analysis and project environment history documented
- Climate surveys

View 3: **Change and Journey**

ELEMENT 3.2: **Classify the program and sub projects by size, risk and complexity**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
3.2.1	Classifies programs by type and specifies the level of complexity and uncertainty	D	D	P	C	L
3.2.2	Classifies sub projects by type and specifies the level of their complexity and uncertainty	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Documented evidence of assessment and classification of the overall program and sub projects by type

View 3: **Change and Journey**

ELEMENT 3.3: **Classify the maturity levels of the client (customer), contractors and key stakeholders, personality profiles and leadership style(s)**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
3.3.1	Tests organisational maturity	D	D	P	C	L
3.3.2	Develops personality profiles of key individuals across project lifecycle	D	D	P	C	C
3.3.3	Develops personality profile map of the organisation	D	D	P	C	C
3.3.4	Defines leadership styles of key individuals across project lifecycle	P	P	C	C	L
3.3.5	Develops the strategy and implementation plan to deliver change	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Maturity analysis of organisations
- Personality profiling of organisations and key individuals
- Analysis of leadership styles of key individuals

View 3: **Change and Journey**

ELEMENT 3.4: **Determine the scale of change required in project environment and rate of change that is needed**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
3.4.1	Uses proposed project / project organisational design to complete gap analysis	D	D	P	C	L
3.4.2	Defines scale/impact of change required (overall and by view)	D	D	P	C	L
3.4.3	Defines rate of change required (overall and by view)	D	D	P	C	L
3.4.4	Understands history of change in project / project organisation including the reasons for success or failure of previous changes	D	D	P	C	C

Evidence Guide:

Generic - Supporting evidence may include:

- Analysis of scale of change and rate of change required
- Recommendations that take into consideration current support for change and change history

View 3: **Change and Journey**

ELEMENT 3.5: **Classify the level of impact, uncertainty, risk areas, and resistance to change**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
3.5.1	Identifies the potential impacts on personnel affected by the change	D	D	P	C	C
3.5.2	Identifies the level of resistance to change / journey	D	D	P	C	C
3.5.3	Identifies the level of uncertainty in change / journey	D	D	P	C	L
3.5.4	Completes a risk analysis that deals with rate of change, scale of change, and current leadership style	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Analysis of resistance to change / journey

View 3: **Change and Journey Management**

ELEMENT 3.6: **Develop the change and journey management strategy to fit with the project culture and leadership style**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
3.6.1	Develops the change / journey management strategy	D	D	P	C	L
3.6.2	Identifies and analyses implementation risks	D	D	P	C	L
3.6.3	Selects proposed change / journey management strategy	D	D	P	C	L
3.6.4	Tests fit of strategy with strategic objectives and program restraints	D	D	P	C	L
3.6.5	Defines change / journey strategy and obtains approval	D	D	P	C	L
3.6.6	Identifies leadership / personality profile issues and options	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Change / Journey management plan
- The scope of the change and journey management system includes:
    - The initial transition phase in establishing the project organisational architecture and of sub projects
    - The establishment and management of the project
    - The lifecycle management of the project
    - Conflicts that will occur between the client and the contractor's existing organisations and the project / program
    - The transition out phase where the project completes its work or is terminated
- The journey management plan describes the activities and schedule involved in transitioning the project between phases throughout the lifecycle. In particular, the section is to include plans for: reviews prior to handover of contract deliverables; data transfer; transition of responsibility; configuration management, and finalisation of the contract

View 3: **Change and Journey**

ELEMENT 3.7: **Establish the change and journey management system**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
3.7.1	Develops the journey navigation map for the establishment, implementation, commissioning and close out of the project	D	D	P	C	L
3.7.2	Ensures that change / journey management is integrated with all other views and plans	D	D	P	C	L
3.7.3	Ensures that change / journey management is included in key performance indicators, benefits identification and realisation requirements	D	D	P	C	L
3.7.4	Ensures that change / journey management is specifically resourced	D	D	P	C	L
3.7.5	Ensures that change / journey management is included in sub projects	D	D	P	C	L
3.7.6	Builds change / journey management into roles and responsibility statements and ensures that they are appropriately weighted	D	D	P	C	L
3.7.7	Uses pilot projects and the management of meaning as a key tool in cultural change	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Change / journey management plan
- Change / journey management included in roles and responsibility statements
- Change / journey management included in project plans
- Change / journey management included in KPIs

View 3: **Change and Journey**

ELEMENT 3.8: **Establish the stakeholder management strategy and plan**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
3.8.1	Identifies project internal and external stakeholders	D	D	P	C	L
3.8.2	Defines stakeholder positions, values, objectives, key influencers, cultures, resources, competencies, decision making process and political approach	D	D	P	C	L
3.8.3	Analyses stakeholders using rich pictures and cause and effect diagrams	D	D	P	C	L
3.8.4	Uses integration techniques (bringing together individual stakeholder views) to understand stakeholders	D	D	P	C	L
3.8.5	Develops stakeholder management strategy, including involvement in Integrated project and process teams	D	D	P	C	L
3.8.6	Uses double loop learning to drive ongoing review and updating of the stakeholder management strategy	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Stakeholder management plan
- Stakeholder management system
- Uses the 5Ws – who, what, when, where, why
- Uses the 7Ss – strategy, structure, staff, skills, shared values, systems, style,

View 3: **Change and Journey**

ELEMENT 3.9: **Establish the communication strategy and plan**

Action in Workplace

		Project Manager	Traditional Snr Project Manager	Program Manager	Complex Member	Complex Fellow
3.9.1	Develops internal and external communication strategy and plan.	D	D	P	C	L
3.9.2	Establishes the communication system which defines the processes and information flows associated with communications	D	D	P	C	L
3.9.3	Designs the communication system to work both ways (to provide feedback as well as deliver information)	D	D	P	C	L
3.9.4	Links communication system to performance and reporting system	D	D	P	C	L
3.9.5	Uses communication system to build project team, to develop and maintain project culture.	D	D	P	C	L
3.9.6	Details the type, normal frequency and subject coverage of the various routine project related meetings to be held within the project organisation and between the project and other project stakeholders	D	D	P	C	L
3.9.7	Identifies when the project communication plan is failing and is able to provide direction on its recovery	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Initial communication plan
- Ongoing changes to communication plan
- Communication system
- Stakeholder feedback
- The communication plan defines the strategy and operationalisation of that strategy for communication with stakeholders both within and external to the project. The intent is to align stakeholders, to obtain their input, provide feedback, and thereby to improve the operation of liaison devices and to reduce political difficulties that arise through lack of alignment.
- The plan should emphasise direct communication across functional boundaries at a low organisational level rather than communication up through the management hierarchy
- Communication flows both within the client and contractors' organisations, within the project organisation, and between the project and other stakeholders and also, where appropriate and agreed, between other stakeholders.
- Procedures for the transmission and distribution of data, and lines of communication and of responsibility between the various people associated with the project, both internal and external.

View 3: **Change and Journey**

ELEMENT 3.10: **Pilot projects - symbolism and the management of meaning**

Action in Workplace

		Project Manager	Traditional Snr Project Manager	Program Manager	Complex Member	Complex Fellow
3.10.1	Uses the creation of myths as a key tool in cultural change	D	D	P	C	L
3.10.2	Uses pilot projects to link project values to outcomes to create new symbols of behaviour	D	D	P	C	L
3.10.3	Provides visible leadership that ''walks the talk''. Sets high performance standards for self, acting as a role model for the team	P	P	C	C	L
3.10.4	Searches out opportunities that link project values to outcomes to create new symbols of behaviour	D	D	P	C	L
3.10.5	Uses both positive and negative symbolism	D	D	P	C	L
3.10.6	Does not allowing Machiavellian behaviour. Deals with individuals who breach values in a way that satisfies national values	D	D	P	C	L
3.10.7	Uses first level supervision as the primary source of communication	P	P	P	C	C

Evidence Guide:

Generic - Supporting evidence may include:

- Communication process deliberately creates symbols and myths
- Management of meaning expressly dealt with in meetings

View 3: **Change and Journey**

ELEMENT 3.11: **Double loop learning**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
3.11.1	Is willing and able to change foundational views and look at issues through others' eyes	D	D	P	C	L
3.11.2	Reframes the business plan to fit with change in environment and project position	D	D	P	C	L
3.11.3	Uses multiple and divergent views to gain understanding	D	D	P	C	L
3.11.4	Is aware of and deliberately works to avoid pride of authorship issues	D	D	P	C	L
3.11.5	Is able to work in an environment that is non linear and recursive	D	D	P	C	L
3.11.6	Defines the project review and assurance process and provides direction on its implementation within the team	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Defined double loop learning system
- Examples where double loop learning has occurred

View 3 Underpinning Knowledge for Change and Journey

Knowledge Area	Specific Knowledge and Theories	Project Manager	Snr Project Manager	Program Manager	Member and Fellow
Change Management	Scale of change	1	1	2	3
	Rate of change	1	1	2	4
	Depth of change			2	3
	Resistance to change	1	1	2	4
	Project managed change	1	1	2	4
	Change strategies	1	1	2	4
	Impact of leadership styles	2	2	3	4
	Process consulting	1	1	2	3
	Facilitation and workshop design	3	3	3	3
Population Ecology	How individuals hold values			2	3
	Cause and effect relationship in establishing “the way we do things around here’’	1	1	2	3
	Resistance to change	1	1	2	4
	Using crisis to drive change	1	1	3	3
Resource Dependency	Resource dependency theory	1	1	2	3

	Creating unique competencies	1	1	3	4
	Organisational maturity	1	1	3	4
Stakeholder Management	Stakeholder mapping	2	2	3	4
	Analysing stakeholders	2	2	3	4
	Using views to understand stakeholders	2	2	3	4
	Alignment	2	2	3	4
	IPTs	2	2	3	3
Management of Meaning	Symbolism	1	1	2	4
	Cognition			2	3
	Anthropology – cultures and how they are created / changed	1	1	2	3
	Behaviourism	1	1	2	3
Pluralism and Political Management	Pluralism	1	1	2	3
	Machiavellian	1	1	2	3
	Games theory	1	1	2	3
	Power	1	1	2	3
	Empowerment	2	2	3	3
	Decision making process and influencers	2	2	3	3
Project and Organisational	Traditional PM lifecycle	3	3	3	3

Lifecycles					
	Outsourcing / change project lifecycle	1	1	2	3
	Program anagement lifecycle	1	1	3	3
	Chaos theory			2	3
	Planning for complexity			2	4

View 4 Innovation, Creativity and Working Smarter

View Description: This view specifies the competencies required to design, develop, lead and manage a project organisation that delivers innovation, creativity and continuous improvement in projects that are complex and non linear / recursive in their nature.

Elements of Competency

4.1 Driving innovation

4.2 Identifying key innovative opportunities

4.3 Evaluating innovative opportunities

4.4 Driving continuous improvement

4.5 Benchmarking / best of breed

4.6 Design management

Underpinning Knowledge for Elements of Competency 4.1 to 4.6 inclusive

View 4: **Innovation, Creativity and Working Smarter**

ELEMENT 4.1: **Driving innovation**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
4.1.1	Develops a strategy that creates environments and systems to encourage / support innovation and creativity. Scans the environment for opportunities	D	D	P	C	L
4.1.2	Establishes an organisational architecture that fosters innovation and creativity and uses a top down / bottom up approach	D	D	P	C	L
4.1.3	Develops creative teams and selects team members that are intuitive and provides opportunities for them to tackle selected issues	D	D	P	C	L
4.1.4	Manages innovation to push the normal, but within boundaries	D	D	P	C	L
4.1.5	Provides rewards for innovation that add value to the project	D	D	P	C	L
4.1.6	Uses workshops and integrated process teams that bring in outsiders and different disciplines	P	P	P	C	L
4.1.7	Thinks outside the box and encourages blue sky approaches. Assesses levels of innovation according to project lifecycle stage. Closes out and provides feedback	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Innovation system
- Innovative ideas that have been implemented
- Shown in the schedule and budget

View 4: **Innovation, Creativity and Working Smarter**

ELEMENT 4.2: **Identifying key innovative opportunities**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
4.2.1	Focuses on key opportunity areas	P	P	C	C	L
4.2.2	Supports multiple initiatives and progressively selects best value for money option	P	P	C	C	L
4.2.3	Looks for initiatives occurring in the workplace	P	P	C	C	C
4.2.4	Encourages / empowers teams at the operational level to identify opportunities and to defeat organisational inertia against change	P	P	C	C	L
4.2.5	Uses new continuous improvement tools	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Demonstrated outcomes using innovation tools such as Kaizen

View 4: **Innovation, Creativity and Working Smarter**

ELEMENT 4.3: **Evaluating innovative opportunities**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
4.3.1	Evaluates competing opportunities, prioritises and focuses resources	D	D	C	C	L
4.3.2	Runs multiple innovation opportunities concurrently and progressively selects the most beneficial business cases	D	D	P	C	L
4.3.3	Tests at the operational level	D	D	P	C	C
4.3.4	Uses peer review and pilot projects – looks at all the angles and covers all the bases	D	D	C	C	C
4.3.5	Uses devil advocates to test	D	D	P	C	C
4.3.6	Analyses the risk of using innovation vs existing tried and proven methodologies	D	D	P	C	C

Evidence Guide:

Generic - Supporting evidence may include:

- Innovation opportunity register
- Innovative opportunity business cases

View 4: **Innovation, Creativity and Working Smarter**

ELEMENT 4.4: **Driving continuous improvement**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
4.4.1	Develops a continuous improvement organisational architecture and culture. Drives increased effectiveness of the project team and the way it does business	D	D	P	C	L
4.4.2	Instills a no blame culture	P	P	C	C	L
4.4.3	Fosters a collaborative approach amongst stakeholders	P	P	C	C	L
4.4.5	Sets baselines and stretch targets	P	P	C	C	L
4.4.6	Empowers teams through business case approaches linked to a performance measure and encourages use of collaborative tools	D	D	P	C	L
4.4.7	Uses a top down / bottom up approach	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Improvements delivered through continuous improvement
- Partnering
- Kaizen Tools
- Pareto Analysis

View 4: **Innovation, Creativity and Working Smarter**

ELEMENT 4.5: **Benchmarking / best of breed**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
4.5.1	Understands where they are now and the need to change	P	P	C	C	L
4.5.2	Uses best of breed and benchmarking on key activities	P	P	C	C	L
4.5.3	Is aware of incremental costs	D	D	C	C	C
4.5.4	Uses gap analysis	P	P	C	C	L
4.5.5	Periodically re-evaluates process targets – raises the bar	D	D	P	C	L
4.5.6	Closes the loop	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Where benchmarking has resulted in performance improvement

View 4: **Innovation, Creativity and Working Smarter**

ELEMENT 4.6: **Design management**

Action in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
4.6.1	Establishes a client needs determination process	D	D	P	C	L
4.6.2	Implements a linear and recursive design process	D	D	P	C	L
4.6.3	Designs and implementation teams are fully integrated into one aligned team	D	D	P	C	L
4.6.4	Uses convergence / divergence process with milestones	D	D	P	C	L
4.6.6	Designs to a cost / value for money / fit for purpose	D	D	C	C	L
4.6.7	Uses prototyping and pilot projects	D	D	C	C	L
4.6.8	Avoids pride of authorship	D	D	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Documentation standards
- Client needs determination system
- Design management plan
- Design / implementation IPTs
- Documentation standards
- Demonstrates a thorough understanding of the concepts and the importance of input and output specifications and is able to assist in developing high level system requirements
- Influences the development of acceptance criteria and ensures the scrutiny and acceptance process are applicable to the project deliverable

View 4 Underpinning Knowledge for Innovation, Creativity and Working Smarter

Knowledge Area	Specific Knowledge and Theories	Project Manager	Snr Project Manager	Program Manager	Member and Fellow
Cognition	Cognition			2	3
	Learning styles	1	1	2	3
	Memory			2	3
	Bounded rationality	1	1	2	3
Innovation and Creativity	How creativity occurs in the human brain			2	2
	Creative teams	1	1	2	4
	Blue sky	1	1	2	2
	Complementarity	2	2	3	3
	Impact of personality profile	2	2	3	3
	Strategies to support / drive creativity	1	1	2	3
Organisational Learning	Culture	1	1	2	3
	Bounded rationality	1	1	2	3
	Expectancy theory	1	1	2	3
	Management of meaning	1	1	2	4
	Learning loops	1	1	2	3

	Kaizen	2	2	3	3
Planning Design	Design process	2	2	3	4
	Convergence / divergence	2	2	3	4
	Client needs determination	2	2	3	4
	Milestones	3	3	3	3
	Design standards	2	2	3	3
	Integrating design and implementation in complex projects	1	1	3	4
	Prototyping and pilot projects	2	2	3	4

View 5 Organisational Architecture

View Description: This view specifies the competencies required to design, establish and manage the organisational architecture for complex projects.

Elements of Competency

5.1 Designing the project organisation

5.2 Establishing and managing the project organisation

5.3 Developing project maturity

5.4 Strategic human resources management

Underpinning Knowledge for Elements of Competency 5.1 to 5.4 inclusive

View 5: **Organisational Architecture**

ELEMENT 5.1: **Designing the project organisation**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
5.1.1	Designs the overall organisational architecture	P	P	C	C	L
5.1.2	Ensures that fit, congruence and creative tension exist and are managed to deliver creative energy to the project	P	P	C	C	L
5.1.3	Develops the organisational architecture to take account of governance requirements	P	P	C	C	L
5.1.4	Uses an integrated multidisciplinary approach (including virtual teams) throughout the organisation) to deliver project outcomes and avoid stovepipes	P	P	C	C	L
5.1.5	Develops implementation and operational plans for each key system	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Documentation of organisational architecture
- Plans for each key system area

View 5: **Organisational Architecture**

ELEMENT 5.2: **Establishing and managing the project organisation**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
5.2.1	Obtains agreement and commitment to organisational architecture among key stakeholders	P	P	C	C	L
5.2.2	Aligns and keeps stakeholders informed	P	P	C	C	L
5.2.3	Establishes roles and responsibilities, systems, policies and processes	P	P	C	C	L
5.2.4	Establishes the operational management team	P	P	C	C	L
5.2.5	Establishes and manages integrated project and process teams and their shared systems	P	P	C	C	L
5.2.6	Reviews organisational architecture to maintain fit with changing project phase / circumstances	P	P	C	C	L
5.2.7	Uses workshops and facilitation to create synergy, alignment and draw out deeper issues	P	P	C	C	L
5.2.8	Makes the project a fun place to work	P	P	C	C	L
5.2.9	Brings out the best in people	P	P	C	C	L
5.2.10	Expresses positive expectations of others directly involved in the project. Speaks to team members in positive terms	P	P	C	C	L
5.2.11	Genuinely values input and expertise of others on the team and is willing to learn from others (especially subordinates)	P	P	C	C	L
5.2.12	Publicly credits others who have performed well. Encourages and empowers the project team, making them feel strong and a true contributor to overall project success	P	P	C	C	L
5.2.13	Does not hide or attempt to avoid conflict, but rather resolves it by bringing conflict within the immediate project team into the open and then encouraging or facilitating a beneficial resolution of the conflict	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Minutes of meetings
- Uses daily alignment meetings
- Operational systems
- Organisational architecture reviews / changes

View 5: **Organisational Architecture**

ELEMENT 5.3: **Developing project maturity**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
5.3.1	Reviews existing key stakeholder maturity	P	P	C	C	L
5.3.2	Defines the level of project maturity required - continuously improves processes; ensures common processes are used across the project; records lessons learned and applies those lessons to the project	P	P	C	C	L
5.3.3	Uses gap analysis and SWOT	P	P	C	C	L
5.3.4	Develops and implements change strategy	P	P	C	C	L
5.3.5	Reviews the organisation's maturity over the project lifecycle	P	P	C	C	L
5.3.6	Establishes an induction process for new stakeholders	P	P	C	C	L
5.3.7	Takes much more than routine action, on their own time or over an extended period of time, to foster teamwork among all team members	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Maturity audit and analysis
- Maturity reviews
- Climate surveys
- Maturity mapping
- Teambuilding and facilitation programs for teams

VIEW 5: **Organisational Architecture**

ELEMENT 5.4: **Strategic human resources management**

Actions In Workplace

		Project Manager	Traditional Snr Project Manager	Program Manager	Complex Member	Complex Fellow
5.4.1	Leads the design of the strategic organisational architecture including defining the skills and roles required to meet the project deliverables throughout the life of the project	P	P	C	C	L
5.4.2	Uses environmental scanning	P	P	C	C	L
5.4.3	Implements succession planning	P	P	C	C	L
5.4.4	Leads change and journey management	P	P	C	C	L
5.4.5	Understands competency gaps and establishes competency development strategies and programs	P	P	C	C	L
5.4.6	Measures the cultural and climate management	P	P	C	C	L
5.4.7	Establishes mentoring in the project	P	P	C	C	L
5.4.8	Ensures that the design and reliability of recruitment processes is reliable	P	P	C	C	L
5.4.9	Uses workshop based recruitment	D	D	P	C	L
5.4.10	Leads an organisation which is characterised by low turnover of key personnel	P	P	C	C	L
5.4.11	Ensures the relevant skills are available within the organisation to facilitate the appointment of suitable individuals to the project delivery teams	P	P	C	C	L
5.4.12	Identifies and secures the commitment of necessary internal and external resources, including internal and external expertise	P	P	C	C	L
5.4.13	Develops champions of change, including line and functional managers, steering group members, stakeholders and project managers	P	P	C	C	L

Evidence Guide:

Generic – supporting evidence may include:

- Operates at Snr Project Manager on SHRM maturity scale

View 5 Underpinning Knowledge for Organisational Architecture

Knowledge Area	Specific Knowledge and Theories	Project Manager	Snr Project Manager	Program Manager	Member and Fellow
Organisational Design	Strategy	1	1	2	3
	Structural forms	2	2	3	3
	Basis of groupings	2	2	3	3
	Empowerment	2	2	3	3
	Liaison devices	2	2	3	3
	Coordinating mechanisms	2	2	3	3
	Unit size	2	2	3	3
	Span of control	2	2	3	3
	Agency theory	1	1	2	3
	Virtual organisations	2	2	3	3

Seven S's and Dialectics	Strategy Planned ⟷ Opportunistic Structure Elitist ⟷ Pluralist Systems Mandatory ⟷ Discretionary Style Managerial ⟷ Transformational Staff Collegial ⟷ Individuality Shared Values Hard minds ⟷ Soft Hearts Skills Maximise ⟷ Meta-mize	1	1	2	4
Networks (loosely coupled systems)	Characteristics of network organisations	2	2	3	3
	Design of network organisations	2	2	3	3
	Creating alignment in network organisations	2	2	3	3
	Trust	2	2	3	3
	Cultural selection	2	2	3	3
	Maturity	1	1	3	4
	Dealing with complexity and change in networks			2	3
Teams	Characteristics of teams	2	2	3	3
	Designing teams	2	2	3	3
	Motivating teams	2	2	3	3
	Empowerment / basis of grouping / co-ordinating mechanism	2	2	3	3

	Team member selection and complementarity	2	2	3	3
	Leading teams	2	2	3	4
	Creative teams	2	2	3	3
	Virtual teams	2	2	3	3
	Team member role rotation and complementarity	2	2	3	3
	Impact of personality and culture on teams	2	2	3	3
	First line supervisor and the impact of empowerment	2	2	3	3
	Team dynamics, process design, and workshop design	2	2	3	3
Organisational Maturity	Maturity models – definitions and stages in development	1	1	3	4
	Characteristics of organisational maturity at each stage	1	1	3	3
	Gap analysis	2	2	3	3
	Maturity development process	1	1	3	4
	Testing for maturity – maturity, competencies, and culture	1	1	3	4
Integrated Project and Process Teams	Characteristics of IPTs	2	2	3	3
	Leadership team structure and operation	2	2	3	3
	Management team structure and operation	2	2	3	3
	Project teams' structure and operation	2	2	3	3

	Functional teams' structure and operation	2	2	3	3
	Stakeholder membership in IPTs	2	2	3	3
	Shared systems	2	2	3	3
	Lines of reporting / accountability	2	2	3	3
Reward Design	Reward design	2	2	3	3
	Expectancy theory	1	1	2	3
	Instrumentality	1	1	2	3
	Motivation theory	2	2	3	3
	Cultural differences	2	2	3	3
	Alignment	2	2	3	3
Fit, Split, and Congruence	Organisational fit	2	2	3	3
	Organisational size – splitting into more focused units	2	2	3	3
	Congruence	2	2	3	3
		2	2	3	

View 6 Systems Thinking and Integration

View Description: This view specifies the competencies required to use systems thinking in the project management of complexity. Systems thinking is a methodology to effectively deal with the ever increasing complexity and rate of change in our world. Project managers need the capability to deal with the project as a whole and the project in context, rather than the project in isolation to its environment.

Systems thinking provides project managers with a powerful methodology to increase project performance and reduce / resolve key project risks. Systems thinking is not a single approach, but encompasses a range of methodologies and possible tools.

Most projects operate within larger systems, and are themselves systems. Internationally, project performance measures are moving away from inputs / outputs to be based on project outcomes. These changes, along with increasing environmental uncertainty are driving project managers to not only deal with the project as a system but just as importantly to treat the project as part of a much larger system. In many projects it is the failure to deal with external forces which has driven project failure.

Elements of Competency

6.1 Classify systems by type

6.2 Apply systems thinking using a contingency approach

6.3 Integrate appropriate systems thinking philosophy in designing the project organisational architecture

6.4 Design the organisational architecture to fit with chaos and uncertainty

6.5 Implement systems thinking

6.6 Planning for chaos and / or high uncertainty

6.7 Planning for a project which exhibits characteristics of complexity and chaos

Underpinning Knowledge for Elements of Competency 6.1 to 6.7 inclusive

View 6: **Systems Thinking and integration**

ELEMENT 6.1: **Classify systems by type**

Actions in Workplace

		Traditional		Complex	
	Project Manager	Snr Project Manager	Program Manager	Member	Fellow
6.1.1 Classifies issues / projects by their level of complexity	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Classification of issues / projects according to their complexity

View 6: **Systems Thinking and Integration**

ELEMENT 6.2: **Apply systems thinking using a contingency approach**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
6.2.1	Applies system thinking in all areas of the project	P	P	C	C	L
6.2.2	Selects systems thinking approaches to fit with the level of complexity and the nature of the environment	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Different approaches to systems thinking being applied

View 6: **Systems Thinking and integration**

ELEMENT 6.3: **Integrate appropriate systems thinking philosophy in designing the project organisational architecture**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
6.3.1	Integrates systems thinking into organisational architecture	P	P	C	C	L
6.3.2	Aligns systems thinking / organisational architecture / contract	P	P	C	C	L
6.3.3	Applies basic analytical techniques – analyses, models, and prioritises	P	P	C	C	L
6.3.4	Sets priorities for activities in order of importance	P	P	C	C	L
6.3.5	Makes appropriate plans or analysis, systematically breaking down a complex problem or process into component parts.	P	P	C	C	L
6.3.6	Understands how actions taken on the project may impact other areas of the project, other projects in the organisation or other organisational operations	P	P	C	C	L
6.3.7	Provides the framework so that solutions to problems or concerns involving the immediate project team are addressed	P	P	C	C	L
6.3.8	Observes discrepancies, trends, and interrelationships in data, or sees crucial differences between current situation and past situations	P	P	C	C	L
6.3.9	Applies complex concepts (e.g., root-cause analysis, portfolio analysis, natural selection), or applies knowledge of past discrepancies, trends, and relationships to look at different situations	P	P	C	C	L
6.3.10	Applies or modifies complex learned concepts or methods appropriately	P	P	C	C	L
6.3.11	Simplifies complexities by pulling together ideas, issues, and observations into a single concept or a clear presentation	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Alignment of traditional systems thinking approaches, traditional PM methodologies and the contract
- Breaking problems down into simple lists of activities, analysing relationships among a few parts of a problem or situation, or making simple causal links (A causes B) or pro-and-con decisions
- Alignment of complex systems thinking approaches, complex PM methodologies and the contract
- Uses several techniques to break apart complex problems to reach a solution; or makes long chains of causal connections

View 6 **Systems Thinking and Integration**

ELEMENT 6.4: **Design the organisational architecture to fit with chaos and uncertainty**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
6.4.1	Designs the overall project organisational architecture and its systems to deliver an emergent strategy			D	C	L
6.4.2	Designs the business planning system to fit with and support recursive and non linear behaviour as normal			D	C	L
6.4.3	Ensures projects are outcomes / results focused	P	P	C	C	L
6.4.4	Ensures double loop learning is built into all processes and systems			D	C	L
6.4.5	Ensures the reward system is linked through to performance measurement (layered). Re-weights it as necessary to drive changes that occur in the business plan and includes planning for the management and mitigation of risk			P	C	L
6.4.6	Ensures contracts support flexibility, responsiveness and change			D	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Business planning process responsiveness
- Alignment regardless of change
- Changes in KPI and their weightings to reflect emergent strategy
- Double loop learning system

View 6 **Systems Thinking and Integration**

ELEMENT 6.5: **Implement system thinking**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
6.5.1	Identifies, confronts, and renegotiates the constraints and assumptions	P	P	C	C	L
6.5.2	Reviews the system thinking approach over the project life cycle	P	P	C	C	L
6.5.3	Plans for nonlinear and recursive actions	D	D	P	C	L
6.5.4	Reduces uncertainty through using discovery	P	P	C	C	L
6.5.5	Estimates uncertainty using modelling	P	P	P	C	L
6.5.6	Integrates using montaging	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Systems modelling
- Constraints analysis
- Recursive planning loops
- Confidence intervals on activities

View 6 **Systems Thinking and Integration**

ELEMENT 6.6: **Planning for chaos and / or high uncertainty**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
6.6.1	Classifies projects according to their level of uncertainty			P	C	L
6.6.2	Assesses maturity of stakeholders as their level of maturity will affect what they perceive as being uncertain			P	C	L
6.6.3	Selects project strategy and project delivery methodology based on the level of uncertainty and stakeholder maturity			P	C	L
6.6.4	Uses wave planning (how nonlinear and recursive actions can be planned) in planning for complexity and chaos			P	C	L
6.6.5	Uses discovery planning (how uncertainty in scope can be reduced) to reduce uncertainty in scope and as a means of driving congruence among the stakeholders	D	D	P	C	L
6.6.6	Uses views (looking at an issue using multiple different perspectives, paradigms, metaphors) broadly to develop a better understanding	P	P	P	C	L
6.6.7	Uses montaging (how multiple views can be brought together) to develop an holistic understanding			D	C	L
6.6.8	Classifies sub projects into types, according to their individual level of uncertainty			D	C	L
6.6.9	Breaks the overall project up into smaller pieces to facilitate understanding (human scale pieces that can be holistically understood)	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Projects classified by their level of uncertainty as part of business planning process
- Stakeholder maturity assessment
- Documented contingency approach applied to project strategy and project delivery methodology selection based on uncertainty and stakeholder maturity
- Wave planning used in project
- Discovery planning used to reduce uncertainty
- Multiple views used to increase understanding
- Montaging used to reduce uncertainty and to create an holistic understanding

VIEW 6: Systems Thinking and Integration

ELEMENT 6.7: Planning for a project which exhibits characteristics of complexity and chaos

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
6.7.1	Bases planning system and methodologies on recursive and non linear behaviours				C	L
6.7.2	Incorporates ongoing double loop learning in planning system				C	L
6.7.3	Focuses the planning system on delivering outcomes using an emergent pathway				C	L
6.7.4	Incorporates problem solving, innovation, and creativity, as pathways to deliver desired outcomes				C	L

Evidence Guide

Generic Supporting evidence may include:

- Planning system and methodologies
- Examples of innovative problem solving to deliver desired outcomes
- Equifinality

View 6 Underpinning Knowledge for Systems Thinking and Integration

Knowledge Area	Specific Knowledge and Theories	Project Manager	Snr Project Manager	Program Manager	Member and Fellow
Types of Systems Thinking and System Thinking tool sets	SD – System dynamics	2	2	3	3
	VSD – Variable systems dynamics	2	2	3	3
	SAST – Strategic assumption surfacing and testing	2	2	3	3
	IP – interactive planning	2	2	3	3
	SSM – Soft system methodology	2	2	3	3
	CSH – Critical system heuristics	2	2	3	3
	Views and NGPM	2	2	3	3
	Systems integration	2	2	3	3
Views and Next Generation Project Management	Anti positivism			2	3
	Views	1	1	2	4
	Metaphors			2	3
	Wave planning	1	1	2	3
	Montaging	1	1	2	3

	Rich pictures	1	1	2	3
	New Kaizen tools	2	2	3	3
	Process governance	2	2	3	3
	Governance contracting	2	2	3	3
Philosophy of Science	Falsification				2
	Normal science				2
	Anomalies and revolutionary science				2
	Punctuated equilibrium				2
	Quantitative versus qualitative research				2
	Grounded and action research				2
Complexity Theory	Definition of complexity				3
	Structural complexity				3
	Impact of maturity – uncertainty is not absolute				3
	Inherent complexity			2	3
	Working at a human scale. Breaking projects and programs down to human scale				3
	Cognition and number of variables humans can deal with simultaneously				3
	Managing complexity				3
Chaos Theory	Definition and characteristics of chaos. Chaos in nature, society, and organisations				3
	The nature of chaos – recursive and non-linear				3
	The butterfly effect				3

	Strange attractors				3
	Patterns within chaos				3
	Strategies to manage chaos				3

View 7 Leadership

View Description: Good Leadership is the most important competence of a Project Manager

This view specifies the competencies required to lead complex projects. Leadership is a key variable in organisational architecture, and greatly impacts the project culture, philosophy, and the ability of the project to develop an emergent strategy and to deliver a successful outcome.

Elements of Competency

7.1 Understanding

7.2 Sculpturing

7.3 Mobilising

7.4 Inspiring

7.5 Situational Leadership

Underpinning Knowledge for Elements of Competency 7.1 to 7.5 inclusive

View 7 **Leadership**

ELEMENT 7.1 **Understanding**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
7.1.1	Understands what drives and motivates the project team, and their capabilities and is aware of cultural differences	P	P	C	C	L
7.1.2	Understands themselves and the individuals in the project team, what drives and motivates them personally, and their individual capabilities	P	P	C	C	L
7.1.3	Actively seeks many external views to help them gain understanding	D	D	C	C	L
7.1.4	Is able to effectively deal and understand views opposing their own views and is open to criticism and learning	P	P	C	C	L
7.1.5	Uses their understanding of individuals and teams to make the project strategy tangible to individuals and teams	P	P	C	C	L
7.1.6	Understands how individuals and teams contribute and create synergy					
7.1.7	Takes time to understand how individuals and teams are performing and working together to deliver the project outcomes	P	P	C	C	L
7.1.8	Analyses and reviews how the individuals and teams are working together. Strives to understand both the present emotions and explicit content of communications from stakeholders	P	P	C	C	L
7.1.9	Accepts responsibility and admits failures or shortcomings	P	P	C	C	L
7.1.10	Learns from own mistakes	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- A discovery process to understand people, stakeholders and politics – uses views
- Values, vision and philosophy statements
- Symbolism are created to reinforce values
- Workshops are used to get to deeper issues
- Responds calmly - feels strong emotions, such as anger or extreme frustration, but controls these emotions and calmly continues discussions or other processes
- Stress-management techniques are used to control response, prevent burnout, and deal with ongoing stress, thus managing stress effectively

- Sees self as causal agent, prime mover, catalyst, or originator, stating confidence in one's own judgment
- Rules or procedures are applied flexibly depending on the individual situation. Adapts actions to accomplish organisation's larger objectives
- Adapts tactics to situation or to other's response, changing own behaviour or approach to suit the situation
- Respects personal, ethnic, and cultural differences in order to ensure a collaborative project environment

View 7 **Leadership**

ELEMENT 7.2 **Sculpturing**

Actions in Workplace

		Project Manager	Traditional Snr Project Manager	Program Manager	Complex Member	Complex Fellow
7.2.1	Communicates the project strategy to the project stakeholders and makes it tangible at a persona level and human scale	P	P	C	C	L
7.2.2	Is viewed as fully committed to a successful project and the project team	P	P	C	C	L
7.2.3	Is focused on the big picture	D	D	C	C	L
7.2.4	Selects key people (competences, political, symbolic, etc) and actively involves them in developing and implementing the project's strategy over the project lifecycle	P	P	C	C	L
7.2.5	Responds flexibly and strategically to ongoing change	P	P	C	C	L
7.2.6	Creates a compelling vision of the project's future that is tangible to the project's stakeholders	P	P	C	C	L
7.2.7	Avoids taking quick decisions based on limited information	P	P	C	C	L
7.2.8	Strives to understand underlying problems, and the reasons for someone's ongoing or long-term feelings, behaviours, or concerns	P	P	C	C	L
7.2.9	Objectively presents a balanced view of someone's specific strengths and weaknesses	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Effectively communicates the vision broadly
- Analysis of personal personality type and bounded rationality
- Deliberately has people with opposite strengths around them
- Does not unduly favour individuals with views similar to his/her own
- Works as a team using complementarity
- Avoids cloning and yes people

View 7 **Leadership**

ELEMENT 7.3 **Mobilising**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
7.3.1	Shows confidence in the project team	P	P	C	C	L
7.3.2	Ensures that timely, reliable, and tangible feedback is provided	P	P	C	C	L
7.3.3	Clearly defines expectations	D	D	C	C	L
7.3.4	Is trusted and respected by the project team	P	P	C	C	L
7.3.4	Proactively uses trust as a competitive advantage to reduce transaction cost	P	P	C	C	L
7.3.5	Motivates the project team both emotionally and professionally	P	P	C	C	L
7.3.6	Is supportive and caring of the project team and its individual members	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- A tangible pathway / process to deliver the vision
- Early succession planning is linked to future and changing project needs
- Succession plan is in place for key individuals
- Makes the vision tangible to people and stakeholders, including:
  - takes time to learn what motivates performance in each project team member
  - rewards performance according to each member's value system

View 7 **Leadership**

ELEMENT 7.4 **Inspiring**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
7.4.1	Generates commitment in individuals and the team	P	P	C	C	L
7.4.2	Creates a fun and energetic environment that promotes creativity	P	P	C	C	L
7.4.3	Recognises individual and team performance, even when things go wrong	D	D	C	C	L
7.4.4	Is focused on bringing out the best in people to achieve their personal stretch goals.	P	P	C	C	L
7.4.5	Empowers and trusts the project team and individuals. Expresses positive expectations of others regarding their abiities or potentials, even in 'difficult' cases. Believes others want to and can learn	P	P	C	C	L
7.4.6	Establishes and leads mentoring and coaching programs	P	P	C	C	L
7.4.7	Invests extra time and effort over an extended period of time to lead the project team	P	P	C	C	L
7.4.8	Takes care of the project team, protecting it and its reputation vis-à-vis the larger organisation or community at large. Ensures that the self-realisation and practical needs of the project team are met	P	P	C	C	L
7.4.9	Uses authority fairly, making a personal effort to treat all team members equitably	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Communication, reward design and systems take into consideration existing organisational values and national values
- Analysis of cultural value set of stakeholders
- Seen to walk the talk and links actions to values
- Symbols / myths are created to support the value set
- Mentoring and coaching programs
- Is mentored themselves
- Coaches are active change agents
- Gives detailed instructions and/or on-the-job demonstrations telling how to do the task or making specific helpful suggestions
- Gives specific positive or mixed feedback for developmental purposes in a timely manner
- Gives reasons or rationale for actions or other support, such as expert advice to project team members as a deliberate training strategy

View 7 **Leadership**

ELEMENT 7.5: **Situational leadership**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
7.5.1	Is able to use a range of leadership styles	P	P	C	C	L
7.5.2	Dominantly uses a consultative / participate style	P	P	C	C	C
7.5.3	Is able to be directive	P	P	C	C	C
7.5.4	Uses empathetic listening	P	P	C	C	L
7.5.5	Treats people with respect					
7.5.6	Links the leadership style to the situation	P	P	C	C	L
7.5.7	Picks up clues to others' feelings or meanings, and uses this understanding to explain others' past behaviours, understand current behaviours, and anticipate future behaviours	P	P	C	C	L
7.5.8	Informs a person affected by a decision about what is happening, ensuring that the group has all of the necessary information	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Is perceived as consultative / participative
- Is respected
- Is perceived as an empathetic listener

View 7 Underpinning Knowledge for Leadership

Knowledge Area	Specific Knowledge and Theories	Project Manager	Snr Project Manager	Program Manager	Member and Fellow
Leadership Styles and Situational Management	Coercive leadership style	2	2	3	3
	Directive leadership style	2	2	3	3
	Participative leadership style	2	2	3	3
	Consultative leadership style	2	2	3	3
	Impact of culture on leadership style	2	2	3	3
	Impact of using one type of leadership style as the dominant style	2	2	3	3
Complementarity	Creative tension	2	2	3	3
	Dialectics in each area	2	2	3	3
Empowerment	Empowerment	2	2	3	3
	Expectancy theory and instrumentality	2	2	3	3
	Impact on supervisors	2	2	3	3
	Team maturity	2	2	3	3
	IPTs - maintaining control and alignment	2	2	3	3
	Impact of matrix reporting lines	2	2	3	3

Values and Trust	National values and their impact on the project	1	1	2	3
	Espoused vs enacted	1	1	2	3
	Walking the talk / visibility	2	2	3	3
	Creating symbols and myths	2	2	3	3
	Measuring trust – open trust vs bounded trust	2	2	3	3
	Hierarchy of values	1	1	2	3
Teams / Perceived Communication Reliability	Trustworthiness of information to teams	2	2	3	3
	Sources of information to teams	2	2	3	3
	Using first line supervisors / team leaders as primary sources of information to teams	2	2	3	3
Issues Resolution	No blame issues resolution	2	2	3	3
	Issues workshop design – impact on trust	2	2	3	3
	Deep issues			2	3
	Escalation processes	2	2	3	3
	Resolved at the lowest level - assist where appropriate in the allocation, resolution and closure of project Issues	2	2	3	3
	Impact of culture and personality profile	1	1	2	3
Language Styles	Language strategies – probing, evaluative, understanding, and supportive	2	2	3	3

	Use of language strategies	2	2	3	3
	Impact of language strategies	2	2	3	3
	Cultural differences in language	2	2	3	3
	Empathetic listening	2	2	3	3

View 8 Culture and Being Human

View Description: This view specifies the competencies required to understand culture, cognition, personality, and human lifecycle, and to use them in the design and operation of the project organisation and its systems.

Being human refers to the physiological realities of being human and its impact on how we think, make decisions, and hold memory and values. It also includes issues such as our personality and aging.

Elements of Competency

8.1 Understand and integrate international cultural differences

8.2 The cultural values (national, organisational, and sub cultures) are used to understand people and are key inputs / drivers in designing the project organisational architecture and change / journey

8.3 Understand the project's people and stakeholders to use in systems / process design

8.4 Personality profiling to understand people and to design the project organisational architecture and change / journey

8.5 Understand human lifecycle stages to understand people

Underpinning Knowledge for Elements of Competency 8.1 to 8.5 inclusive

View 8 Culture and Being Human

ELEMENT 8.1: Understand and integrate international cultural differences

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
8.1.1	Analyses cultural composition of stakeholders and key people	D	D	P	C	L
8.1.2	Designs systems to fit with cultural differences	D	D	P	C	L
8.1.3	Takes cultural differences into account in all process design, communications and meetings strategies	D	D	P	C	L
8.1.4	Builds the project cultures on existing national and organisational cultures	D	D	P	C	L
8.1.5	Takes the culture's hierarchy of values into consideration when making decisions and in the design of organisational processes	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Cultural analysis
- Cultural training
- Different systems / strategies being used to deal with different cultures
- Respect for different cultures

View 8 **Culture and Being Human**

ELEMENT 8.2: **Cultural values (national, organisational, and sub cultures) are used to understand people and are key inputs / drivers in designing the project organisational architecture and change / journey**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
8.2.1	Analyses stakeholder organisational cultures and values	D	D	P	C	L
8.2.2	Uses organisational culture as a key aspect in selection of contractors / consultants	D	D	P	C	L
8.2.3	Uses culture as a key aspect of organisational architecture design	D	D	P	C	L
8.2.4	Recognises and builds in the impact of change/ journey on culture as a key risk / aspect of the strategic plan and how it affects the risk profile of the project	D	D	P	C	L
8.2.5	Understands that the strategic plan is influenced by the scale / rate of change / leadership style	D	D	P	C	L
8.2.6	Designs project systems and process to take into consideration organisational culture in their design. Time and cost contingencies are used to deal with cultural differences and uncertainties	D	D	P	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Stakeholder cultural analysis
- Cultural tests for contractors
- Cultural change / journey are key factors driving the overall strategy

View 8 **Culture and Being Human**

ELEMENT 8.3: **Understand the project's people and stakeholders to use in systems / process design**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
8.3.1	Ensures that key people understand themselves, their strengths and their weaknesses, and implements strategies to overcome their weaknesses	P	P	C	C	L
8.3.2	Ensures strategies are put in place to overcome lack of understanding in key areas	D	D	P	C	C
8.3.3	Uses complementarity and multiple views to reduce the impact of bounded rationality	D	D	P	C	L
8.3.4	Ensures processes are designed to avoid group think and individuals dominating	P	P	C	C	C
8.3.5	Ensures processes are designed to support synergy	D	D	P	C	C

Evidence Guide:

Generic - Supporting evidence may include:

- Use of multiple views
- Snowball type processes used

View 8 **Culture and Being Human**

ELEMENT 8.4: **Personality profiling to understand people and to design the project organisational architecture and change / journey**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
8.4.1	Ensures that key people understand their own personality profile	D	D	P	C	L
8.4.2	Uses profiling of key stakeholders	D	D	P	C	L
8.4.3	Uses profiling in selection of key personnel and in design of teams	D	D	P	C	L
8.4.4	Takes profiling into consideration in designing the project processes and the change / journey implementation strategy	D	D	P	C	L
8.4.5	Takes profiling into consideration in selecting the type of information that is provided, how it is provided, and who provides it	D	D	P	C	L
8.4.6	Establishes development programs to address key individuals and the project's development needs	P	P	C	C	L
8.4.7	Understands and uses the hierarchy of needs and culture in designing the project's reward and communication systems	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Personality profiling used broadly to assist in understanding, in improving communication, staff selection, and avoidance / issues resolution

View 8 **Culture and Being Human**

ELEMENT 8.5: **Understand human lifecycle stages to understand people**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
8.5.1	Understands and takes into consideration a person's lifecycle stage in managing their career	D	D	P	C	C
8.5.2	Understands and takes into consideration their own lifecycle stage, and structures their career to fit	P	P	P	C	C

Evidence Guide:

Generic - Supporting evidence may include:

- Lifecycle stage included in understanding people

View 8 Underpinning Knowledge for Culture and Being Human

Knowledge Area	Specific Knowledge and Theories	Project Manager	Snr Project Manager	Program Manager	Member and Fellow
Cognition	How human cognition works	2	2	3	3
	How memory works	2	2	2	2
	How and where memory is held	2	2	2	2
	Stereotyping – how we make our world simpler. Impact of first impressions and why it is difficult to change them	2	2	3	3
	Cognitive distortions	2	2	3	3
	Learning strategies – different styles of learning	2	2	3	3
	Creativity	1	1	2	3
	IQ and EQ	2	2	2	2
How Cultures are Established	Creating cultures	1	1	2	3
	Hierarchy of values	1	1	2	3
	Symbols, myths and the management of meaning	1	1	2	4
	Causal links	1	1	2	3
	Strength and depth of cultures	1	1	2	3
	The importance of leadership in development of cultures	1	1	2	3

How Cultures Evolve / Change	Building on existing values as a change strategy	1	1	2	3
	Resistance to change	1	1	2	4
	Impact of (using) crisis in overcoming resistance to change			2	3
	Strategies to manage resistance to change			2	4
	Management of meaning / symbolism / myths	1	1	2	4
Population Ecology	Strength and depth of cultures	1	1	2	3
	Loss of causality			2	3
	Resistance to change	1	1	2	4
	Punctuated equilibrium	1	1	2	3
	Population ecology	1	1	2	3
	Using a crisis to drive change			2	3
Personality Profiles	Personality profiling	1	1	2	3
	Jung			2	2
	Demographics	1	1	2	3
	Impact on career choice and effectiveness	1	1	2	2
	Dominant traits, strengths of traits, and developing strengths in recessive traits	1	1	2	3
	Impact of learning	1	1	2	3
	Impact of decision making	2	2	3	3

	Impact on leadership	2	2	3	3
	Impact on problem solving	1	1	2	3
	Emotional Intelligence	1	1	2	3
Lifecycle Stages	Lifecycle stages – early development			2	3
	Lifecycle stages – teen years	2	2	3	3
	Lifecycle stages - adult life			2	3
	Male versus female lifecycle stages			2	3
	Impact if traits not developed in early development			2	2
	Self esteem	2	2	3	3
Bounded Rationality	Bounded rationality (personality, culture, lifecycle, IQ, experience, training, etc), its impact, and strategies to minimise its effects	1	1	2	3
	Understanding yourself	3	3	3	3
	As others see you – using feedback to better understand yourself	2	2	3	3
	Becoming a learning person	2	2	3	3
	Types of cognitive distortions and their impact. Strategies to overcome cognitive distortions	2	2	3	3
	Hierarchy of needs	1	1	2	3
Neuro Linguistic Persuasion and Body Language	Neuro Linguistic Persuasion (NLP)	2	2	2	2
	Personal distance and body language	2	2	2	2

	Mimicking as a communication strategy	2	2	2	2
	Impact of national culture on NLP	2	2	2	2

View 9 Probity and Governance

View Description: This view specifies the competencies required to deliver probity and governance in complex projects.

Elements of Competency

9.1 Establish probity and governance statutory and organisational requirements

9.2 Define project specific probity and governance requirements

9.3 Design probity and governance systems

9.4 Manage ongoing probity and governance

Underpinning Knowledge for Elements of Competency 9.1 to 9.4 inclusive

View 9 **Probity and Governance**

ELEMENT 9.1: **Establish probity and governance statutory and organisational requirements**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
9.1.1	Defines statutory probity and governance requirements	D	D	P	C	C
9.1.2	Defines client probity and governance requirements	D	D	P	C	C
9.1.3	Defines key stakeholder probity and governance requirements	D	D	P	C	C
9.1.4	Defines project ethical standards	P	P	C	C	C

Evidence Guide:

Generic - Supporting evidence may include:

- Documents defining probity and governance requirements
- Documents defining industry policy

View 9 **Probity and Governance**

ELEMENT 9.2: **Define project specific probity and governance requirements**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
9.2.1	Defines project specific probity requirements	P	P	C	C	C
9.2.2	Defines project specific governance requirements	P	P	C	C	C
9.2.3	Uses multiple views to assess risks (across all views) uncertainties and opportunities	P	P	P	C	C
9.2.4	Establishes event based governance reviews	P	P	C	C	C

Evidence Guide:

Generic - Supporting evidence may include:

- Documented project specific probity and governance requirements
- Documented use of multiple views in assessing risks and opportunities

View 9 **Probity and Governance**

ELEMENT 9.3: **Design probity and governance systems**

Actions in Workplace

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
9.3.1	Builds the overall understanding of probity and governance requirements, risks and opportunities system				C	C
9.3.2	Reviews how probity and governance requirements can be used to add value to the project				C	C
9.3.3	Incorporates specific project probity and governance issues			C	C	C
9.3.4	Ensures all stakeholders disclose any possible conflict of interest	C	C	C	C	C
9.3.5	Designs detailed probity and governance system	C	C	C	C	C
9.3.6	Establishes exit strategies in contracts	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Probity and governance system, plan and procedures manual including roles and responsibility statements, processes, documentation, code of conduct, audit, and limits of authority, and incorporate into a probity and governance plan and accompanying procedures manual

View 9 **Probity and Governance**

ELEMENT 9.4: **Manage ongoing probity and governance**

Actions in Workplace

		Traditional		Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
9.4.1	Documents and integrates probity and governance into the business plan and integrates it into the overall project architecture			C	C	C
9.4.2	Proactively manages probity and governance over the project lifecycle			C	C	C
9.4.3	Ensures that transparency is embedded in all contracts and systems			C	C	C
9.4.4	Ensures the responsibility for the ongoing operation and review / change of the probity and governance system is clearly defined			C	C	C
9.4.5	Ensures that ongoing compliance and performance audits are carried out, are carried out by both internal and external audit authorities and audits have full and open access	D	D	C	C	C
9.4.6	Sees audits as opportunities to improve performance and that their recommendations are acted upon	D	D	C	C	C
9.4.7	Uses conflict resolution, no blame, escalation, and alternative dispute resolution techniques	D	D	C	C	C
9.4.8	Operates under a code of ethics	C	C	C	C	L
9.4.9	Conducts non advocate reviews	C	C	C	C	L
9.4.10	Analyses and is aware of project ethical frameworks	C	C	C	C	L
9.4.11	Runs corporate / project boards as chairperson	C	C	C	C	L
9.4.12	Challenges ethical norms and boundaries	C	C	C	C	L
9.4.13	Implements systems to align but maintain separate business system architectures between alliance partners	C	C	C	C	L
9.4.14	Implements check points using external reviewers	C	C	C	C	L
9.4.15	Uses integrated process teams to manage the ongoing operation and review / change of the probity and governance system	P	P	C	C	L

Evidence Guide:

Generic - Supporting evidence may include:

- Reviews and updating of probity and governance plan
- Audit reports and implementation action plans
- Team self-measurement outcomes

View 9 Underpinning Knowledge for Probity and Governance

Knowledge Area	Specific Knowledge and Theories	Project Manager	Snr Project Manager	Program Manager	Member and Fellow
Agency Theory	Designing the organisational architecture (including the contract) to deliver control, probity and governance, while maintaining flexibility, motivation and responsiveness			2	3
	Economics agency theory	1	1	2	3
	The level of transparency			3	3
	Defining project objectives in terms of outcomes and results versus outputs, and how they will be measured			3	3
	Types of coordinating mechanisms	2	2	3	3
	Designing the reward system to fit with the project strategy and that satisfies probity / governance requirements			3	3
	Designing the motivation system to fit with the project strategy and that satisfies probity / governance requirements			3	3
	Designing the empowerment system to fit with the project strategy and probity / governance requirements			3	3
	Trust -the difference between unbounded and bounded trust	2	2	3	3
Legislative Probity and Governance requirements	Understanding and designing project / program governance system to comply with legislative probity and governance requirements	2	2	3	3
	Financial regulations	2	2	3	3
	Audit reports	2	2	3	3

	Central agency requirements and recommended practice	2	2	3	3
	Client specific legislation and requirements	2	2	3	3
	Defining value for money, fit for purpose, and the risk of doing business	2	2	3	3
International Governance – linked to National Constitutions	Takes international governance (linked to national constitutions) as an input in project organisational architecture and contract selection and operation			2	3
	International constitutions and their impact on governance			3	3
	International constitutions and their impact on organisational design			2	3
Contract Law	Advanced contract law – using the contract proactively to deliver project outcomes.	2	2	3	3
	Key legal issues and areas - good faith, equitable estopple, intellectual property, moral rights, employment and industrial relations, insurance, corporate, standing, remedies, and administrative law	2	2	3	3
	Relational contracting – the key principles of relational contracting and their application across project delivery methodologies. The contract as a living document that drives process governance.	2	2	3	3
	Alliance contracts – the structure and operation of alliance contracts. Different approaches to alliance contracts.			3	3
	PPP and PFI contracts	2	2	3	3
	Contracts – traditional, EPC, EPCM, design and construct, design construct and maintain, alliancing, partnering, emergent acquisition, and consultant contracts	2	2	3	3

Contract Management	Client expectations of staff in managing contracts in a way that addresses both government accountability requirements and commercial considerations.	2	2	3	3
	The bidding process for contracts - cost of bidding, timing, tactics, marketing, and promotion strategies.	2	2	3	4
	Negotiating for results - key elements and practice in commercial negotiations, negotiation strategies, negotiation risk, use of commercial language, communication skills, convergence, negotiating for the best results.	3	3	3	4
	Managing contracts effectively and the fundamental importance of scheduling - beyond compliance to performance management and performance improvement.	3	3	3	4
	Expression of Interest design and operation	2	2	3	4
	Request for Proposal design and operation	2	2	3	4
	Procurement procedures manual	2	2	3	4
	No blame and alternative dispute resolution	2	2	3	4

10 Special Attributes

Description: This section specifies the personal attributes that distinguish outstanding individuals

10.1 Wisdom

10.2 Action and Outcome Oriented

10.3 Creates and Leads Innovative Teams

10.4 Focused and Courageous

10.5 Ability to Influence

ELEMENT 10.1: Wisdom

Attributes

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
10.1.1	Has a robust self-esteem	EL	EL	N	M	S
10.1.2	Is a learning person – seeks opportunities to grow and change	EL	EL	N	M	S
10.1.3	Is a thinking person and reflective practitioner	EL	EL	N	M	S
10.1.4	Is not overly defensive -is able to keep their cool, conceal frustration - is willing to admit own mistakes	EL	EL	N	M	S
10.1.5	Recognises that the client may not always be right in their judgement, but they are always the client	EL	EL	N	M	S
10.1.6	Knows how to take time out	EL	EL	N	M	S
10.1.7	Manages their own time	EL	EL	N	M	S
10.1.8	Demonstrates critical inquiry	EL	EL	N	M	S
10.1.9	Constantly questions everything that they are doing -is alert for the first hint of error	EL	EL	N	M	S
10.1.10	Is adept at networking, seeks and is open to diverse perspectives and takes counsel	EL	EL	N	M	S
10.1.11	Mentors key individuals	EL	EL	N	M	S
10.1.12	Mentors potential future complex project managers	EL	EL	N	M	S

Evidence Guide (assessed by Fellows of the College):

- Listens to others and seeks feedback and respects their views on how he/she affects them. Uses feedback to modify own behaviour
- Has a wide behavioural repertoire, makes own behavioural choices with knowledge of a range of alternatives and their situational consequences
- Puts in the effort necessary for thinking
- Trusts their judgement in matters of importance
- Reserves time for themself, unscheduled time to just sit back, relax, and mull over issues
- Takes a step back from the battlefield, review doubts about their strategy, and role plays nagging interpersonal issues
- Budgets their time with the focus on strategy
- Does not fill their calendar, allows contemplation time
- Steers clear of unnecessary detail
- Delegates: has many balls in the air and cannot watch them all
- Has a sense of wonder

- Is inquisitive and investigative
- Has a dialectic within themselves of confidence and doubt
- Calls on or contacts others, who are not personally involved, to get their perspectives, background information, or experience. They have a well developed personal network

ELEMENT 10.2 Action and Outcome Oriented

Attributes

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
10.2.1	Has a taking charge attitude – has an all consuming need to exceed goals and to bring out the best in others	EL	EL	N	M	S
10.2.2	Has an holistic vision – is driven by an holistic vision of the project outcomes	EL	EL	N	M	S
10.2.3	Has high energy - gives energy to those around them	EL	EL	N	M	S
10.2.4	Enjoys the journey	EL	EL	N	M	S
10.2.5	Sees issues as opportunities	EL	EL	N	M	S
10.2.6	Is goal and outcomes driven	EL	EL	N	M	S
10.2.7	Knows that there are no perfect solutions to most problems. Finds good solutions to most problems, failing that, is able to force an acceptable solution so that they can continue the journey towards the desired project outcome	EL	EL	N	M	S
10.2.8	Is perceptive to very faint signals that everything is not right before it is visible to others, and takes action	EL	EL	N	M	S
10.2.9	Gets out personally to see for oneself – is a participant not just a watcher	EL	EL	N	M	S
10.2.10	Is accessible and communicates with all levels in the organisation/project (inclusivity) – people know that they can rely on you	EL	EL	N	M	S
10.2.11	Ensures that the ends are not justifying any means	EL	EL	N	M	S
10.2.12	Sensitivity to time – not letting activities run longer	EL	EL	N	M	S

Evidence Guide (assessed by Fellows of the College):

- The dominant mode of the person is tempered by a high degree of self control and the total rejection of thoughts of self importance – the success of the project is paramount
- The holistic vision provides direction along the emergent journey
- They bring out the best in people, for they are confident that they and their team can work their way through any issue, no matter how serious

- They do not seek perfection. They understand Equifinality – that there are no perfect solutions, that they can get to the same outcome through multiple different journeys, and often the best theoretical strategy is not doable

ELEMENT 10.3: Creates and Leads Innovative Teams

Attributes

		Project Manager	Traditional Snr Project Manager	Program Manager	Complex Member	Complex Fellow
10.3.1	Focuses on innovation	EL	EL	N	M	S
10.3.2	Builds strong relationships	EL	EL	N	M	S
10.3.3	Has a highly visible ability to handle interpersonal relationships with the client, their own team, their management and staff, and external stakeholders	EL	EL	N	M	S
10.3.4	Establishes and leads creative groups	EL	EL	N	M	S
10.3.5	Recognises own limitations. Others recognise that you recognise your own limitations	EL	EL	N	M	S
10.3.6	Attracts and recruits appropriate skills as necessary. Makes sure that the appropriate depth and breadth of skills (domain knowledge) exist in the team at the right levels	EL	EL	N	M	S
10.3.7	Creates strong team identification	EL	EL	N	M	S
10.3.8	Is inquisitive and curious	EL	EL	N	M	S

Evidence Guide (assessed by Fellows of the College):

- Outcomes from previous teams
- Their authority as leader is unquestioned and unchallenged
- As leader they select and develop the members of the group
- Creates dialogue within the central nucleus made up of long informal debates / discussions until there is a body of shared convictions
- The creative group is in the thick of it, not cloistered away. Success is their motivator - they work hard and long and late, they are not supervised or checked on
- There is ongoing feedback and continuous learning
- The leader of the creative group has autonomy
- The leader recognises the more freedom the team is given the more successful it will be

ELEMENT 10.4: Focused and Courageous

Attributes

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
10.4.1	Is an achiever who is outcomes driven – gets results through their ability to plan and organise for execution by and through the total organisation	EL	EL	N	M	S
10.4.2	Is proactive, not reactive. Identifies and recognises a problem in its infancy, recognises the potential for a problem long before its inception, and takes steps to prevent it from happening	EL	EL	N	M	S
10.4.3	Deals successfully with many diverse issues concurrently	EL	EL	N	M	S
10.4.4	Remains focused regardless of setbacks	EL	EL	N	M	S
10.4.5	Is willing to take calculated risks	EL	EL	N	M	S
10.4.6	Takes the hard decisions	EL	EL	N	M	S
10 4.7	Turns threats into opportunities	EL	EL	N	M	S
10.4.8	Is visible and leads from the front, while delegating	EL	EL	N	M	S
10.4.9	Has a sense of ownership of the project	EL	EL	N	M	S
10.4.10	Has a long term perspective	EL	EL	N	M	S
10.4.11	Is assertive and uses situational leadership	EL	EL	N	M	S
10.4.12	Is prepared to lose the occasional battle – concedes unimportant issues gracefully	EL	EL	N	M	S
10.4.13	Defends their position and trusts their judgment on matters of importance	EL	EL	N	M	S
10.4.14	Asks probing questions to get at the root cause of a situation or a problem	EL	EL	N	M	S
10.4.15	Triage – fixes problems, but recognises which things you are going to let die off	EL	EL	N	M	S

Evidence Guide (assessed by Fellows of the College):

ELEMENT 10.5: Ability to Influence

Attributes

		Traditional			Complex	
		Project Manager	Snr Project Manager	Program Manager	Member	Fellow
10.5.1	Is politically astute	EL	EL	N	M	S
10.5.2	Knows that relationship development is not just management	EL	EL	N	M	S
10.5.3	Has environmental sensitivity	EL	EL	N	M	S
10.5.4	Exerts strategic influence	EL	EL	N	M	S
10.5.5	Establishes good relationships and a sense of trust – dedicates significant effort to relationships and ensures every action is consistent with the principles of the relationship	EL	EL	N	M	S
10.5.6	Understands the problems of counterparts – regardless of the circumstances, puts aside problems and displays empathy	EL	EL	N	M	S
10.5.7	Protects their sphere of activities, and respects the sphere of influence of their peer group	EL	EL	N	M	S
10.5.8	Conducts complex negotiations successfully	EL	EL	N	M	S
10.5.9	Mentors and guides project managers in their development	EL	EL	N	M	S
10.5.10	Takes multiple step actions to persuade, including careful preparation of data, and provides different options in a presentation or discussion	EL	EL	N	M	S
10.5.11	Adapts presentations or discussions to better fit the environment or setting of the presentation or meeting	EL	EL	N	M	S
10.5.12	Uses experts or third parties to influence or persuade others to support one's actions, or to have a specific impact on the actions of other stakeholders involved in the situation	EL	EL	N	M	S
10.5.13	Has a personal presence and demeanour	EL	EL	N	M	S
10.5.14	Uses a civil tone and socially acceptable language	EL	EL	N	M	S
10.5.15	Draws out issues and uses advocacy	EL	EL	N	M	S
10.5.16	Keeps the project funded	EL	EL	N	M	S

Evidence Guide (assessed by Fellows of the College):