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# Individual Competence Baseline for Programme Management



Version 4.0

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# Foreword

The profession of project management is changing rapidly. Organisations have evolved their ability to define and implement new areas of work, with more integration across projects and more focus on the long-term benefits. Therefore, project management is established as the preeminent method for implementing change in the world and project, programme and portfolio managers are leading the way. The professionals of tomorrow will work in distributed environments with overlapping and often conflicting stakeholder interests. They will be shaped by real-time data and performance management tools, challenged with too much information and not enough communication and judged by their ability to deliver products or services that align with short and long-term strategies, to deliver benefits. It is into these increasingly demanding challenges that the IPMA Individual Competence Baseline, Version 4.0 (IPMA ICB®) is introduced.

The IPMA ICB is a global standard that defines the competences required by individuals working in the fields of project, programme and portfolio management. The IPMA ICB builds upon the prior editions and presents new insights and directions for a wider range of purposes. It serves a broad range of audiences, including educators, trainers, practitioners, human resource (HR) professionals and assessors. Within the IPMA 4-Level-Certification system, the IPMA ICB serves also as the baseline for assessments.

The IPMA ICB represents a major advancement for successful and modern project, programme and portfolio management. This version describes three domains of expertise extant in business today – project management, programme management and portfolio management. The IPMA ICB describes individuals who work in these domains, while avoiding role-specific terminology because although a role name may change, the underlying concept remains valid.

The IPMA ICB takes the IPMA Eye of Competence (chapter 3, page 25) into the next generation, with a redefinition of the competence elements (CEs) required by the modern project manager.

29 CEs are organised in three competence areas:

- **People.** People CEs define the personal and interpersonal competences required to succeed in projects, programmes and portfolios;
- **Practice.** Practice CEs define the technical aspects of managing projects, programmes and portfolios;
- **Perspective.** Perspective CEs define the contextual competences that must be navigated within and across the broader environment.

The profession of project management has become a global profession. Organisations frequently engage in projects, programmes and portfolios that cross organisational, regional, national and international borders.

The modern manager must work with a wide range of partners outside of their organisation and with a broad array of factors including industry, culture, language, socio-economic status and organisation types. Project management has to be applied taking these contextual facets into consideration and often these broader contexts are seen as the most critical success factor. The IPMA ICB emphasises these challenges.

It took three years to produce this revised version, from defining the business needs, through architectural design, developing the content in a multi-dimensional manner to editing and layout. Four face-to-face workshops a year and a lot of homework took us where we are today. With the IPMA ICB, a new standard is available. But this is far from the end of the journey; in fact it is just the start. The project management community is invited to work with it and provide regular feedback to IPMA so that it can continuously be improved.

We want to thank the project team (Peter Coesmans (The Netherlands), Marco Fuster (Switzerland), Jesper Garde Schreiner (Denmark), Margarida Gonçalves (Portugal), Sven Huynink (The Netherlands), Tim Jaques (United States of America), Vytautas Pugacevskis (Lithuania), Dr. David Thyssen (Germany), Alexander Tovb (Russia), Dr. Mladen Vukomanovic (Croatia), Michael Young (Australia)) and more than 150 experts around the globe - researchers, educators, trainers, HR professionals, certification bodies and many practitioners - who provided valuable feedback during the development, the sounding or the review rounds. To work together across huge distances and multiple time zones - and all on a voluntary basis in addition to individuals' professional and personal lives - is quite an achievement. We are indebted to the effort that all contributors have put into the project and into IPMA.

Thanks, too, for the deep friendship created through our deep debates.

The IPMA ICB will help us to achieve a world in which all projects succeed.

Reinhard Wagner  
IPMA President



Martin Sedlmayer  
IPMA ICB Project Manager



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# 1. Introduction



# 1. Introduction

The IPMA Individual Competence Baseline (IPMA ICB®) is the global standard for individual competence in project, programme and portfolio management.

The IPMA ICB supports the development of individual competence through the presentation of a complete inventory of competence elements across projects, programmes and portfolios.

IPMA's goals with IPMA ICB are simple – to enrich and improve the individual's competence in project, portfolio and programme management and to provide an inventory of competences that, if fully realised, represent complete mastery of these management domains. Projects, programmes and portfolios are at the forefront of change in the world today. Projects drive the development of new products and services, investments and expansion, capabilities, the implementation of new strategies and a new generation of infrastructure. We recognise that projects begin and end with people and that competent execution is at the heart of every successful project.

The burden has never been higher for project, programme and portfolio managers to produce measurable results on time, on budget, within scope and while meeting the quality criteria. The IPMA ICB competence standard is intended to support the growth of individuals and also of organisations as they grapple with increasingly competitive project environments. The IPMA ICB describes a comprehensive inventory of competences that an individual needs to have or to develop to successfully master the work package, the project, the programme or the portfolio that the individual is tasked to manage.

However, the IPMA ICB is not a 'how to' guide or a cookbook for managing projects, programmes or portfolios. Therefore, it does not describe the processes or steps involved in project, programme or portfolio management. While it offers more in competence development of individuals involved in project, programme and portfolio management, it can be used alongside other global process-oriented standards.

To everyone who uses the IPMA ICB, we wish you a successful journey!



## **2. Purposes and intended users**





## 2. Purposes and intended users

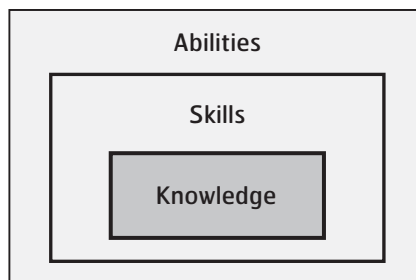
### 2.1. Definition of competence

There are many definitions of the term ‘competence’ around the world. The IPMA Individual Competence Baseline (IPMA ICB®) presents a plain English definition that is widely accepted by professionals and is intended to be recognisable and readily understood. This definition is not intended to minimise or supersede any other definition, but rather to provide guidance to the individual seeking improvement.

**Individual competence is the application of knowledge, skills and abilities in order to achieve the desired results.**

- **Knowledge** is the collection of information and experience that an individual possesses. For example, understanding the concept of a Gantt chart might be considered knowledge.
- **Skills** are specific technical capabilities that enable an individual to perform a task. For example, being able to build a Gantt chart might be considered a skill.
- **Ability** is the effective delivery of knowledge and skills in a given context. For example, being able to devise and successfully manage a project schedule might be considered ability.

These three terms are related in that having a skill presupposes some relevant knowledge. Having ability presupposes relevant skills and knowledge, but adds to that the use of these in practice, in the right manner and at the right time.



## **What about experience?**

Experience plays a significant, though indirect, role in competence.

Without experience, competence can neither be demonstrated nor improved. Experience is a key success factor to the growth of the individual. To successfully perform assigned roles, individuals need to accumulate sufficient experience and thus complement the potential for their competences.

Therefore, state of the art certification and assessment systems do not assess knowledge alone, but focus on competence together with experience gained. The IPMA ICB addresses - as a standard for competence - those factors that are directly correlated with competence.



## 2.2. Audiences and uses

The IPMA ICB is intended to support a wide range of audiences across many uses. It was developed and written with these audiences in mind. The following table describes the audiences and possible uses of the IPMA ICB. This list (in alphabetical order) is by no means exhaustive.

Audience	Possible uses
Assessors, certification boards, IPMA member associations	<ul style="list-style-type: none"> <li>• A baseline for assessment and certification</li> <li>• A new global standard to promote the member association and attract new members</li> <li>• New assessment and educational offerings with project, programme and portfolio domains</li> </ul>
Coaches, consultants	<ul style="list-style-type: none"> <li>• Accessible, individual standard to be applied to clients</li> <li>• Platform for the development of additional services and products</li> </ul>
Corporations, governments, business, not-for-profit organisations	<ul style="list-style-type: none"> <li>• One standard for running projects worldwide</li> <li>• Business does not have to reinvent a set of competence standards</li> <li>• International basis for staff development</li> <li>• A path to competent project managers and project success</li> </ul>
Educators, trainers	<ul style="list-style-type: none"> <li>• Updating the curriculum</li> <li>• Guidelines for teaching project, programme and portfolio management</li> <li>• Opportunity for better training, tailored to more specific roles</li> </ul>
Practitioners	<ul style="list-style-type: none"> <li>• Baseline for professional development</li> <li>• Basis on which to be assessed and certified</li> <li>• A common language for communities of practice</li> <li>• Competence development for a team</li> <li>• Easily readable baseline</li> <li>• Self-assessments</li> </ul>
Researchers	<ul style="list-style-type: none"> <li>• New standard for research development</li> <li>• Basis for papers and conferences</li> <li>• Platform for team-based research</li> </ul>

## 2.3. Individual competence development

### 2.3.1. Overview

The development of competences is both an individual journey and a societal need. IPMA recognises competence today as a function of the individual, the team and the organisation.

- **Individual competences** address the knowledge, skills and abilities through experience;
- **Team competences** address the collective performance of individuals joined toward a purpose;
- **Organisational competences** address the strategic capabilities of a self-sustaining unit of people.

Motivation theory and current research results show that individuals strive to develop their competences in order to perform better in their current position, to get more and more interesting tasks and to enhance their career opportunities. Project, programme or portfolio related work is based on collaboration with team members from all kinds of disciplines, internal and external parties (such as clients and suppliers), and therefore competence development happens in such collective settings. Project experience adds to the competence of every individual and also to the teams and organisations as social systems.

The focus of the IPMA ICB is the individual. Therefore, this document elaborates on developing individual competences. But there is no single way of developing competences. In fact, there are many approaches which could interact with each other. The interactions between individual, collective and organisational competence development offer different approaches to the development of individual competences together with stakeholders, prerequisites and requirements.

The IPMA ICB is neither a cookbook nor a textbook in the field of project, programme and portfolio management. It is a standard, defining the competences needed by an individual acting in a certain domain and performing the desired result. The target readership and stakeholders shall better understand the competences needed and derive actions on how to acquire, assess and develop such competences.

## 2.3.2. Individual, team and organisational competence development

Competence development is intermingled with the activities in the project, programme and portfolio itself and, of course, its context. Teams are social systems, as are the embedding organisations, as can be seen in the IPMA Organisational Competence Baseline (IPMA OCB®), the IPMA Project Excellence Baseline (IPMA PEB®) etc.

Competence development happens when individuals perform activities according to their specific roles and thus acquire new knowledge, skills and abilities. They interact with others and could share knowledge, could exchange experiences and/or support each other in performing the activities in a project, programme or portfolio. A community of practice is one example of individuals interacting in a formal or an informal way and collectively developing their competences. The individual could use a community of practice to facilitate learning through discussing, experimenting and reflecting on all kinds of practical issues. It is also a means to feed information back to the embedding organisation that could make use of the lessons learned in other projects.

Organisations could also make use of communities of practice on a corporate level and facilitate the development of individual competences through regular events. For example, a best practice in many organisations is to offer a project managers' round table. Project managers come together on a regular basis, exchange experiences from finished or actual projects and collect lessons learned to be used in future projects. More information on organisational learning and competence development is provided in the IPMA OCB.

### 2.3.3. Approaches to the development of individual competences

There are various approaches to the development of individual competences. Typically, it depends on the preferences of the individual or the organisation, the situation and the availability of resources, which one fits best and is chosen.

- **Self-development**, (e.g. reading books, standards, case studies and articles) helps to gain knowledge, reflect on the application in practical situations and derive learnings from that. Other ways of self-development are studying, experimenting, trying things out or learning by doing. The latter helps to gain experience in a certain context or to develop certain skills.
- **Peer-development**, (e.g. reflecting with colleagues on how things are going, asking for feedback on their own performance and ways to improve it). Learning partners from different disciplines could help to see a situation from a different angle and apply the development to the benefit of both peers (e.g. one through the questions asked and the other through the insights provided).
- **Education and training**, (e.g. attending a seminar, lectures and training sessions, where the trainer delivers specific know-how). This could be done through a presentation, interactions between the participants and the trainer as well as using case studies, group exercises and simulation games. The development of individual competences may depend on the number of participants, the mix of methods used or the duration of the sessions.
- **Coaching and mentoring**, (e.g. getting feedback, advice and support by a coach, leader or mentor whilst performing certain activities or striving to develop specific competences). Typically, a coach, leader or mentor is an experienced person that does not deliver direct answers, but challenges the individual through questions that draw the attention to certain aspects and requires finding an adequate answer.
- **Simulation and gaming**, (e.g. developing competences through case-based simulation games (board or computer games), reflecting on interactions and behaviours of individuals shown in such a setting). Often simulation games and other forms of game-based learning are a mix of approaches e.g. enabling self-development combined with peer-development and coaching in a training environment. It could also be helpful to combine these approaches based on previous experiences, the stage of development an individual is at or the possibilities of the organisation.

## 2.3.4. Competence development stakeholders

There are many stakeholders to consider for the development of individual competences, including but not limited to the following:

- **Teachers, educators and trainers:** their role is primarily to start the development during school, vocational and professional training as well as during graduate and postgraduate studies.
- **Top management, senior executives and heads of functional departments in organisations:** their primary role is to set goals for the development, to provide necessary resources and to support the individuals during their development (e.g. showing a good example and giving guidance).
- **Human resource (HR) department:** the role of this department is to define standards, (e.g. a competence model and competence profiles for project-related roles). The HR department plans and controls all activities regarding the recruitment of individuals with an adequate profile. It organises the process of competence assessments and all development activities.
- **The project management department or the project management office:** it defines the strategy and the goals for all project management-related development activities, supports the development through coaching, mentoring or training and enables the collective and organisational competence development through joint activities of all individuals involved in projects and programmes. External experts such as consultants and coaches could be involved to make the most out of existing experiences.
- **Standard-setting bodies, accreditation centres and certification bodies:** they set standards for the individual competences, the way in which competences are assessed against the standards, how trainers, coaches and assessors shall operate and which competences they require in order to act in a professional manner.
- **Assessors:** they assess individuals based on a standard, identifying the strengths, the gaps to a defined threshold and ways to develop the individual competences within defined rules.

### **2.3.5. Prerequisites for effective competence development**

Before starting with competence development, several prerequisites should be considered and if possible fulfilled. Firstly, the actual situation and the target state of the individual competences should be known and communicated to all stakeholders. Secondly, there should be access to expertise (e.g. know-how, experts) and sufficient resources (e.g. budget, time). It is important to create a culture in which the development of competences is perceived to have added value and moved an organisation forward. This added value could be proclaimed through a corporate culture, backed by the examples that leaders demonstrate and so contribute to the atmosphere in which the development activities take place.

Top management, together with the HR and project management department or project management office should define their vision and goals for the development of individual competences by defining the standards, processes and structures for the development of individual competences. This may include, but is not limited to, the assessment of the competences, the analysis of potential gaps to defined roles or profiles and the ways in which development activities are defined, agreed on between the stakeholders, planned, conducted, documented, monitored and controlled. Evaluations of all development activities should ensure effectiveness, efficiency and a continuous improvement. Individuals developing their competences on their own or in a peer setting should follow a similar path to fulfil the above-mentioned requirements.

The IPMA Competence Baseline is a comprehensive inventory of competences an individual needs to have or to develop to successfully realise projects, programmes or portfolios. The generic model is applicable to all sectors and industries although the importance of the various competences differs between types of projects (e.g. IT, production, research and development) and industries (e.g. construction, business services and government). Nevertheless, in every project, all competences are relevant.

The IPMA Individual Competence Baseline can be a faithful companion on the journey of lifelong individual progression, from self- or external assessment of actual competence level, through the definition of desired development steps to the evaluation of achievements.

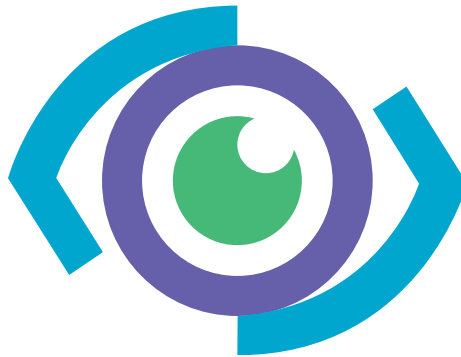
All the way – with you.

# **3. The individual competence baseline**









The Eye of Competence represents the universe of competences for project, programme and portfolio management. Competences are divided into three areas: Perspective, People and Practice. Areas provide focus for the aspects of competence and together create the whole, balanced individual.



## 3. The IPMA Individual Competence Baseline

### 3.1. Framework of the IPMA ICB

The IPMA Individual Competence Baseline (IPMA ICB®) attempts to codify the many faces of competence. It was built around several key concepts, including:

- **Domains.** The IPMA ICB does not discuss competences in terms of specific roles (e.g. project manager), but rather in terms of domain (e.g. individuals working in project management). The rationale is that roles and role titles vary greatly by language, industry and focus. Therefore, the IPMA ICB presents competences important for project management, programme management, and portfolio management. Each of these domains may contain roles and titles that fit into the overall competence domain.
- **Competence areas.** The IPMA ICB contains three areas of competence that form the IPMA Eye of Competence. These areas apply equally to all three domains (project, programme and portfolio management).
- **The three competence areas are as follows:**
  - **People competences:** these consist of the personal and interpersonal competences required to successfully participate in or lead a project, programme or portfolio;
  - **Practice competences:** these are the specific methods, tools and techniques used in projects, programmes or portfolios to realise their success;
  - **Perspective competences:** under this heading come the methods, tools and techniques through which individuals interact with the environment, as well as the rationale that leads people, organisations and societies to start and support projects, programmes and portfolios.
- **KCIs and measures.** Within each competence area there are generic competence elements (CEs) that apply to all domains. CEs contain lists of the pieces of knowledge and skills required to master the CE. Key competence indicators (KCIs) provide the definitive indicators of successful project, programme and portfolio management for one, two or all three domains. Measures exist that describe highly detailed performance points within each KCI.

- **Project, programme, portfolio.**
  - **A project** is a unique, temporary, multi-disciplinary and organised endeavour to realise agreed deliverables within predefined requirements and constraints. Project management typically involves personnel from project management associates up to senior project managers.
  - **A programme** is set up to achieve a strategic goal. A programme is a temporary organisation of interrelated programme components managed in a coordinated way to enable the implementation of change and the realisation of benefits. Programme management typically involves senior project managers or project directors.
  - **A portfolio** is a set of projects and/or programmes, which are not necessarily related, brought together to provide optimum use of the organisation's resources and to achieve the organisation's strategic goals while minimising portfolio risk. Important issues on a portfolio level are reported to the senior management of the organisation by the portfolio manager, together with options to resolve the issues.

## 3.2. Structure of the IPMA ICB

Competence in the programme domain is broken down into 29 competence elements with one to many key competence indicators each.

- **Perspective competences** (5 elements);
- **People competences** (10 elements);
- **Practice competences** (14 elements).

The CEs presented in ICB4 have been structured as follows:



### Perspective competences

Every programme is started, driven, supported and governed by external drivers. People, organisations and societies demand things, varying extraordinary. Somewhere along that line, realising what people want gets so complicated that a programme is considered. It is rare that any programme is executed in a vacuum – they are influenced by their organisational, societal and political context. The drivers for every programme can be roughly divided into the formal and explicit goals and needs of the organisation and/or society, and more informal and implicit motives and interests.

A clear example of a set of formal, explicit and present drivers of programmes is the strategy of an organisation. The **Strategy (Perspective 1)** generally has clear goals and objectives and, programmes contribute to these goals and objectives, while programme are prioritised according to these goals and objectives.

Organisational and external **Governance, structures and processes (Perspective 2)** create the formal context of a programme. The amount and interdependency of the programme interfaces with this context defines an important part of the complexity. It may mean that a programme has to deal with legacy processes or structures that served clear goals when they were established but are cumbersome to use in the present situation.

**Compliance, standards and regulations (Perspective 3)** also contain relevant perspectives and drivers. They comprise the relevant laws, regulations, standards and tools that reflect priorities, best practices and demands of the organisation, industry, society and professional regulatory bodies.

The informal **Power and interest (Perspective 4)** of people within an organisation can have a huge influence on the success of any programme. This is the informal and implicit counterpart of the organisation's strategy. People are not just driven by the formal rules and objectives of an organisation; they also have personal goals and objectives.

The **Culture and values (Perspective 5)** of an organisation (or society) are by definition for the most part informal and implicit. Of course, an organisation may try to influence the informal culture by formal and explicit mission statements and corporate values. Yet the majority of cultural values remain implicit and informal, although they influence all other perspective elements – admissible strategies, rules and regulations, etc. Understanding the mores, customs, conventions and practices of an organisation or society is therefore an essential requisite for the success of any programme.



## People competences

This competence area describes the personal and social competences an individual working in a programme needs to possess to be able to realise success.

All personal competence starts with the ability to self-reflect. In the end, an individual's competence is proven by realising the agreed tasks successfully, that is, to the satisfaction of the stakeholders. Between these extremes eight other competence elements are defined.

Basic personal attributes are discussed in **Self-reflection and self-management (People 1)** and **Personal integrity and reliability (People 2)**.

Communicating with others is described in **Personal communication (People 3)**, and building relations in **Relations and engagement (People 4)**.

Programmes increasingly rely on **Leadership (People 5)**. And two specific aspects of leadership are also presented: **Teamwork (People 6)** and how to handle **Conflict and crisis (People 7)**.

**Resourcefulness (People 8)** describes ways of thinking (conceptual and holistic) and sets of techniques (analytic and creative), but above all focuses on the ability to create an open and creative team environment, where each can work and contribute optimally. **Negotiation (People 9)** describes how to reach results that are both in the interest of the programme and acceptable to other parties; and **Results orientation (People 10)** describes the ways an individual can stimulate and steer his team to realise optimal results.



## Practice competences

All contextual influences and demands come together when the organisation initiates a new programme. The individual working in programme management has to take into account all these influences and demands.

The individual prioritises and translates these into a **Programme design (Practice 1)**. The programme design is a 'charcoal sketch' or a blueprint that defines the high-level choices for this programme (e.g. make or buy, linear or iterative, possible funding or resourcing options, how to manage the programme). In the other technical competence elements, each of these basic decisions will be specified, implemented and managed.

**Benefits and objectives (Practice 2)** include the various demands and expectations regarding the outcomes and the objectives, and how these are prioritised. **Scope (Practice 3)** describes the specific boundaries of the programme.

**Time (Practice 4)** focuses on the order and planning of the delivery; **Organisation and information (Practice 5)** deals with the organisation of the programme and its internal information and communication flows; and **Quality (Practice 6)** describes the demands and organisation of both process and product quality and its controls.

Of course, programmes are dependent on the input of people, material and money. These input constraints include money, **Finance (Practice 7)** and (human and other) **Resources (Practice 8)**. Often, acquiring resources requires **Procurement and Partnership (Practice 9)**.

Integration and control of all activities is described in the competence element **Plan and control (Practice 10)**. Apart from that, the individual has to identify, prioritise and mitigate the main **Risk and opportunity (Practice 11)** and to assess, and engage with, **Stakeholders (Practice 12)**.

Another output is **Change and transformation (Practice 13)** – changes in the organisation necessary for, or part of, realising the benefits. And finally, the competence **Select and balance (Practice 14)** describes the selecting and balancing of components of programmes.

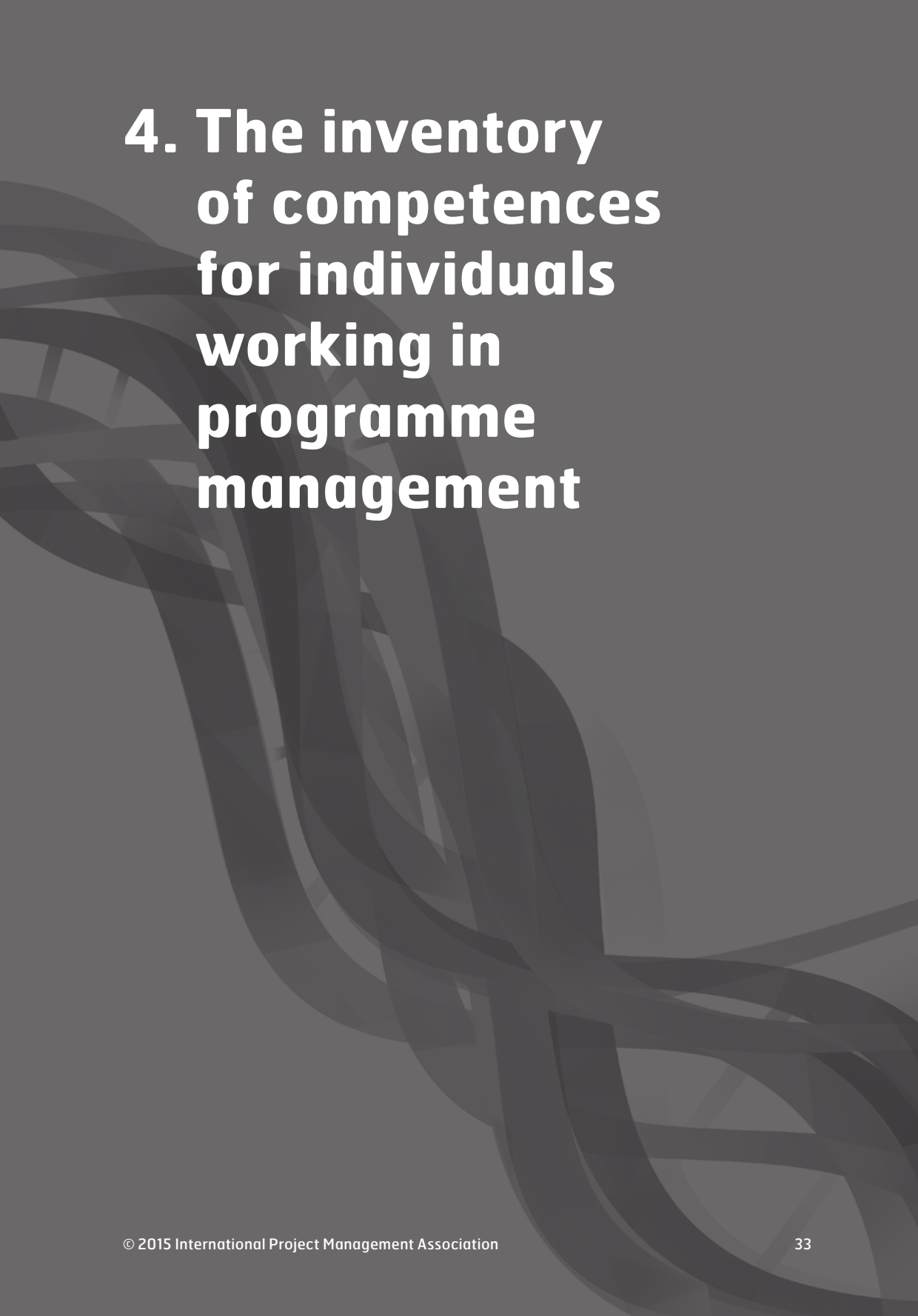
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# **4. The inventory of competences for individuals working in programme management**



## 4. The inventory of competences

The IPMA Individual Competence Baseline (IPMA ICB®) is a comprehensive inventory of competences that an individual needs to have or to develop to successfully realise programmes. The generic model is applicable in all sectors and industries. However, it does not recommend or include specific methodologies, methods or tools. Appropriate methods and tools may be defined by the organisation and the individual should choose from a wide range of available methodologies, methods and tools for a particular situation.

Of course, the weight of the various competences needed to successfully realise programmes differs between types of programmes (e.g. IT, production, research and development) and industries (e.g. construction, business services and government). Nevertheless, in every programme, all competences are relevant.

## 4.1. Managing programmes

Programmes are organised to achieve change. Changes can be fully or predominantly plannable (e.g. the market entry of a new product), a transition to a new situation (e.g. a fundamental organisational change) or a full transformation (e.g. the transformation to a zero-emission city). The first kind can be tackled as a project or as a programme (depending on complexity and other considerations); the second and especially the third only as a programme. Programmes are far better suited to dealing with uncertainty, volatility and vagueness than projects.

Programmes are responsible for either realising benefits directly or for the delivery of outcomes or capabilities that help organisations to achieve benefits.

A programme may be undertaken by or within one organisation, by co-operating organisations or by a network of organisations (referred to as 'coordinating organisations'). Having more than one organisation working together in a programme provides additional complexity. But quite often the reason for setting up a programme is exactly that – to have an effective management mechanism for programmes that run in different organisations.

Programme components can be sub-programmes, projects, activities and processes or even teams or departments and referred to as 'components'.

A programme is defined as a temporary organisation of interrelated programme components managed in a coordinated way to enable the implementation of change and the realisation of benefits.

Programme management is coordinated management of all components in order to implement change and realise benefits. Each component has its own management; programme management adds the alignment of these separate components focusing on benefits realisation.

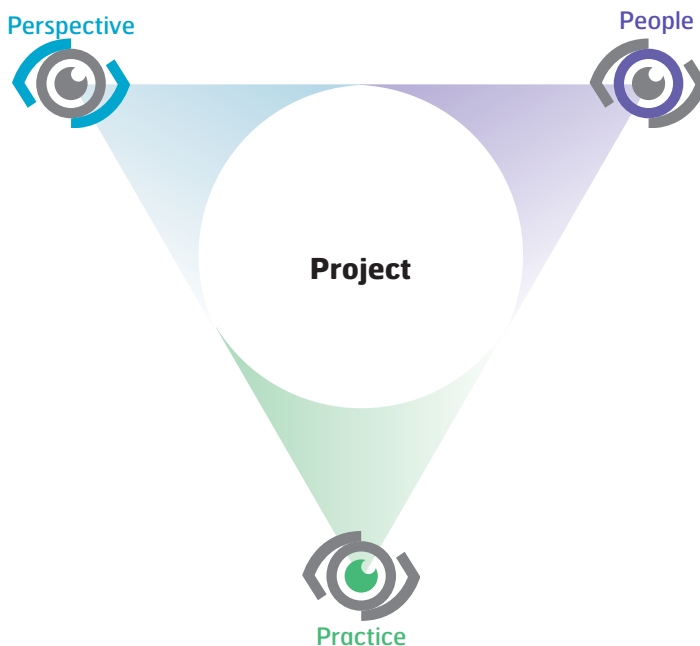
Programme management is concerned with the application of methods, tools, techniques and competences to a programme. It is performed through processes and includes the integration of the various phases of the programme lifecycle.

Programme management differs from project management in several ways. Apart from those that follow from the definition of programmes (change, benefits orientation, link to multiple organisations etc), programmes often exhibit more complexity than projects in terms of interrelatedness and interdependence of elements (projects and other components, objectives, stakeholders, risks, changes etc). A common vision and joint values are more important for success than in project management. A collaborative approach, where objectives are defined by co-creation and strong leadership become more important.

Effective programme management has a number of benefits for the organisation and stakeholders. It provides a greater likelihood of achieving the goals and ensures efficient use of resources, satisfying the differing needs of the programme's stakeholders.

## 4.2. Competences overview

The IPMA Eye of Competence is applicable for the three management domains of project management, programme management and portfolio management. Based on the generic model every individual has to have a specific set of competences to act successfully in a programme. The individual has to have perspective competences that address the contexts of programmes (i.e. the components), people competences that address personal and social topics and practice competences that address the specific technical competences for managing programmes.



#### 4 The inventory of competences

## **4.3. Perspective**

**The competence area ‘perspective’ deals with the context of a programme.**

**It defines five competence elements:**

- **Strategy**
- **Governance, structure and processes**
- **Compliance, standards and regulations**
- **Power and interests**
- **Culture and values**

## 4.3.1. Strategy

### Definition

The strategy competence describes how strategies are understood and transformed into manageable elements using programmes. This competence is therefore defining a performance management system in which programmes are seen and managed in light of their alignment with the strategy and the vision and ensuring it is highly correlated with the mission and the sustainability of the organisation.

### Purpose

The purpose of this competence element is to understand the strategy and its strategic processes, thus enabling a certain management domain (project, programme or portfolio) to manage their programme within the contextual aspects.

### Description

This competence element describes the formal justification of the programme goals as well as the realisation of benefit for the organisation's long-term goals. This encompasses the discipline of strategic performance management in which an organisation breaks up its strategic goals into manageable elements in order to:

- Achieve beneficial changes in the organisational culture, business systems and processes;
- Establish and pursue agreed strategic targets;
- Allocate and rank resources;
- Inform management of the need to change strategic objectives;
- Stimulate continuous improvement.

Strategic plans encompass long-term visions and mid- or short-term strategies and should be aligned with the mission, quality policy and corporate values of organisations. The strategy competence also includes the process of understanding the organisational environment, developing the desired state of benefits and making the right selection of projects and/or programmes within a portfolio. Strategy alignment should therefore convey the organisation's vision and strategy into project goals or programme benefits.

Throughout the strategic alignment processes, individuals may apply different models for disseminating and managing the strategic goals (e.g. the balanced scorecard, performance matrix, environmental analyses, etc). Thus the individual sets a performance management system usually run by critical performance variables, i.e. critical success factors (CSFs) and key performance indicators (KPIs).



Hence, each, programme is controlled through a set of CSFs and KPIs to assure the sustainability of an organisation.

### Knowledge

- Benefits realisation management;
- Critical success factors;
- Key performance indicators;
- Organisational mission;
- Organisational vision;
- Difference between tactic and strategy;
- Diagnostic and interactive control management systems;
- Strategic performance management;
- Benchmarking;
- Management control systems;
- Strategic schools of thought.

### Skills and abilities

- Analysis and synthesis;
- Entrepreneurship;
- Reflection of the organisation's goals;
- Strategic thinking;
- Sustainable thinking;
- Contextual awareness;
- Result orientation.

### Related competence elements

- All other perspective CEs;
- People 5: Leadership;
- People 9: Negotiation;
- People 10: Results orientation;
- Practice 1: Programme design;
- Practice 2: Benefits and objectives;
- Practice 11: Risk and opportunity;
- Practice 12: Stakeholders.

## Key competence indicators

### 4.3.1.1. Align with organisational mission and vision

#### Description

The individual knows, understands and can translate the missions, visions and strategies of the coordinating organisations into the programme. The individual always needs to ensure that the programme goals are in sync with the mission, policies and values of the coordinating organisations. If the relationship between the programme's benefits and organisational purpose is vague, the individual still needs to perform periodic checking of the benefits against the purpose written in formal strategic documents. The alignment is usually done by utilising diagnostic management control systems and formal tools (e.g. critical success factors, success criteria, key performance indicators, etc).

#### Measures

- Knows the mission and vision of the organisation(s);
- Aligns the programme's goals with mission, vision and strategy by using diagnostic control management systems (top-down approach and pre-set goals);
- Controls whether the programme's objectives and benefits are in sync with the mission, vision and strategy;
- Develops and implements measures of strategic alignment (e.g. critical success factors, key performance indicators, etc);
- Checks whether the programme is helping the organisations to realise the benefits.

### 4.3.1.2. Identify and exploit opportunities to influence organisational strategy

#### Description

The individual knows the strategy development and implementation process, often done in a 'top-down' fashion by the executive board/management board of an organisation. However, intended strategies are often not realised as the context changes and, while pursuing a certain path, new opportunities and risks are emerging. Therefore, the individual not only needs to understand the pre-set strategic goals, but also the tools and methods of questioning these goals and influencing the board to make the necessary improvements. These influences are managed through interactive control systems and by applying a bottom-up approach.

## Measures

- Knows the strategy development and implementation process;
- Identifies new risks and opportunities which could alter the strategy;
- Engages co-workers in questioning the organisational strategy by implementing interactive control management systems (bottom-up approach and stretch goals);
- Identifies strategic improvements;
- Influences the strategy development and implementation process by suggesting changes to strategy.

### 4.3.1.3. Develop and ensure the ongoing validity of the business/organisational justification

#### Description

The individual is able to provide a formal document which states the official reasons for the programme, including the business or organisational benefits that the programme has to help realise. This justification should also explain integration aspects with new components in the programme and should be the basis for the success criteria and benefits that the programme should help to realise (the scope). The individual can create or facilitate, understand, interpret, update and sometimes realise the business justification or at least parts of it. This should not be a static document, but should be periodically updated throughout the life of the programme and re-assessed for validity. Furthermore, the individual monitors or controls constantly, to see whether the programme has redundant or strategically obsolete elements and perform the proper alignment, even if this might mean terminating or re-scoping the programme.

#### Measures

- Understands and defines the business and/or organisational justification;
- Identifies objectives needed in the programme to generate the planned benefits;
- Validates and sells the business and/or organisation justification to the sponsors and/or owners of the programme or its components;
- Re-assesses and validates the justification within the higher context;
- Scans to determine whether there is a need to terminate or change the programme or its components because of redundancy or obsolete strategic importance.

#### 4.3.1.4. Determine, assess and review critical success factors

##### Description

The individual is able to discern, define, interpret and prioritise critical success factors (CSFs) which directly relate to the programme. CSFs are directly connected with the organisational objectives and business objectives of the programme. Therefore by achieving the programme's benefits, the organisation fulfils strategic goals, tactical and operational objectives and ultimately organisational success. The individual can grasp both the formal and informal context

of the factors and understand their influence on the final outcome of the programme. The relative importance of the success factors may change, due to both contextual factors and the dynamics of the programme itself. Personnel changes, both programme-internal and programme-external, may have influence, too. Therefore the individual should periodically be checking and assessing the actuality and relative importance of the CSFs and – when necessary – making changes in order to sustain success, even if this means the premature end of the programme.

An example of a CSF in a programme to develop a national park which stretches over several towns and provinces, is 'alignment of the programme's objectives and timing with the objectives and timings in the government of the towns and provinces'.

##### Measures

- Derives and/or develops a set of critical success factors (CSFs) for the strategic objectives;
- Uses formal CSFs for strategic alignment, but also understands their informal context;
- Involves subordinates to question the organisation strategy while developing CSFs (interactive management control);
- Uses the CSFs for strategic alignment of or within the programme
- Uses the CSFs for informing stakeholders;
- Uses the CSFs for developing incentives/rewards for the component;
- Re-assesses CSF realisation within the strategic context.

#### 4.3.1.5. Determine, assess and review key performance indicators

##### Description

The individual is able to manage related key performance indicators (KPIs) for each CSF. KPIs are the core of many strategic performance management

systems and are used for measuring or indicating the fulfilment of the CSF and achieving success. Usually KPIs are either pre-set by the organisation or developed by the individual using best practices or models such as the balanced scorecard. KPIs can be used as leading measures (preceding a strategic event or milestone), lagging measures (following a strategic event or milestone) or real-time dashboards. Throughout the programme, KPIs may change due to both contextual factors and the dynamics of the programme itself. Personnel changes, both internal and external to the programme, may also influence KPIs. Therefore the individual should periodically be checking and assessing the actuality and relative importance of the KPIs and – when necessary – making the required changes in order to sustain success. KPIs should also involve soft aspects, such as motivation, communication within the team, personal development of team members, etc, which reflect the strategic objective, i.e. the benefit one wants to achieve. Moreover, KPIs should cover a broad range of other aspects, varying from adhering to certain governance and support processes (e.g. on decision-making, reporting, acquiring resources and administrative processes), meeting standards and regulations, to complying with cultural norms and values both of the organisation and of the wider society.

An example of a KPI for the CSF mentioned above is: ‘The objective and timing of the programme is signed off by a majority of governments of the cities and provinces.’

### Measures

- Derives and/or develops a KPI or set of KPIs for each critical success factor;
- Knows the use of leading, lagging and real-time measures when developing KPIs;
- Uses KPIs for managing strategic performance;
- Uses KPIs to influence stakeholders;
- Uses KPIs for developing personal development plans;
- Uses KPIs for developing an incentive/reward system;
- Re-assesses programme configuration by employing KPIs and performing benefits realisation management.

## 4.3.2. Governance, structures and processes

### Definition

The governance, structures and processes competence element defines the understanding of and the alignment with the established structures, systems and processes of the organisation that provide support for programmes and influences the way they are organised, implemented and managed. The governance, structures and processes of an organisation may comprise both temporary systems such as programmes and permanent systems such as portfolio management systems, financial/administrative systems, supporting systems, reporting systems, and decision-making and auditing systems). Sometimes these systems form the strategic reason for the programme, for example, when a project or programme is initiated for the purpose of improving business processes or establishing new systems.

### Purpose

The purpose of this competence element is to enable the individual to effectively participate in, and manage the impact of, governance, structures and processes on programmes.

### Description

Structures and processes are an essential part of the governance system of any organisation. Alignment with structures and processes means the ability to use roles and responsibilities, processes and policies to ensure that programmes achieve their objectives and strategic corporate goals. To manage programmes in line with the established organisational structures and processes requires a basic understanding of the various types of initiatives and how a project-oriented organisation works, as well as the benefits associated with management by projects. It includes the alignment with permanent processes related to the management of projects, programmes and portfolios. Most project-oriented organisations have various types of supporting structures and processes for projects, programmes and portfolios. In the domain of programme management, the individual may be called upon to provide programme metrics that track directly to long-term benefits realisation and to incorporate structures and processes across the projects and non-project activities inside the programme.

Examples of supporting structures and processes are line functions such as human resources (HR), finance and control and information technology (IT). Mature project organisations may also provide more dedicated support to project and programme management through a project management office (PMO).

To be competent in structures and processes also means the ability to review and apply feedback and lessons learned from previous projects and programmes.

A key challenge is to balance the use of compulsory and optional structures and processes for optimal effect and benefit to the programme.

### Knowledge

- Basic principles and characteristics of management by projects;
- Basics of portfolio management;
- Basics of organisational design and development;
- Formal organisation and informal interrelationships of project, programme and portfolio management (staff, line, etc) in the organisation;
- Organisation and business theories.

### Skills and abilities

- Leadership;
- Reporting, monitoring and control;
- Communication planning and executing;
- Design thinking.

### Related competence elements

- All other perspective CEs;
- Practice 1: Programme design;
- Practice 5: Organisation and information;
- Practice 7: Finance;
- Practice 8: Resources;
- Practice 9: Procurement and partnership;
- Practice 10: Plan and control;
- Practice 12: Stakeholders.

## Key competence indicators

### 4.3.2.1. Know the principles of programme management and the way they are implemented and apply

#### Description

The individual knows the programme management concept and the way it is implemented within the coordinating organisations. The individual knows the programme goals/benefits, required programme inputs, outputs and outcomes and understands the benefits expected from the programme in regard to the portfolio(s). Therefore the individual knows required inputs and outputs and understands how the programme impacts on the key performance indicators (KPIs), which are indicators for the portfolio output. The individual knows how

to handle the interfaces and dependencies between the different components within the programme and between the programme and neighbouring projects or programmes and takes these dependencies into consideration in order to balance the programme. The individual also knows the vertical (e.g. with the portfolio manager or board committee) and horizontal (e.g. with other programmes) lines of communication as part of the overall coordination process within a portfolio. When a portfolio setting is lacking, the individual is able to set up a decision-making structure that is fit for purpose for the programme.

### Measures

- Defines a programme and has a deep understanding of programme management;
- Explains characteristics of a programme (goals, inputs, outputs, outcomes, benefits) and identifies its dependencies to a respective portfolio;
- Is able to distinguish different ways to organise a programme's governance, and is able to discuss the impact of these different ways;
- Explains the concept of programme management (dependencies between projects included in the programme; programme organisation structures; vertical and horizontal communication links);
- Identifies a respective portfolio and has general understanding of portfolio management processes;
- Knows variables of aligning with a portfolio – critical success factors (CSFs) and key performance indicators (KPIs) ;
- Filters/funnels communication within a respective portfolio in order to successfully manage a programme.

### 4.3.2.2. Know and apply the principles of project management and the way they are implemented

#### Description

The individual understands the concepts of projects and of management by projects and can explain the difference between different types of organisation settings (e.g. functional, matrix and project-oriented organisation) and knows how to optimally align performance with the current organisational setting. The individual can explain the characteristics and principles on which management by projects is based and can set up a project-oriented environment. Furthermore, the individual is aware of the maturity concept of project-oriented organisations covering organisational competences, project and programme competences and finally individual competences.



## Measures

- Defines and recognises a project in practice and has a deep understanding of project management principles;
- Explains characteristics of a functional, project and matrix oriented organisation and recognises one in practice;
- Explains and practises the concept of management by projects;
- Perceives and sets up management by projects concepts within the organisation;
- Explains and identifies the current maturity level of an organisation.

### 4.3.2.3. Know the principles of portfolio management and the way they are implemented

#### Description

The individual understands general portfolio management and the way it is implemented. Therefore the individual knows the portfolio criteria, the required inputs and outputs and understands how the programme impacts on the portfolio. The individual is able to discover different constraints within the portfolio and can take these constraints into account to harmonise resource utilisation of the programme. The individual is able to filter and/or funnel the communication channels with the respective portfolio in order to positively influence the programme performance. If a portfolio structure is lacking, the individual knows the risks and is able to handle them. If a programme is related to different portfolios, the individual is capable of handling the risks related to this.

#### Measures

- Defines and identifies a portfolio and has a general understanding of portfolio management processes;
- Knows characteristics of a portfolio – critical success factors (CSFs) and Key Performance Indicators (KPIs);
- Knows in general the concept of managing a portfolio (organisational structures and processes);
- Knows the risks when a portfolio management system is lacking, and is able to mitigate these risks;
- Is able to manage information streams and decision-making if a programme is in different portfolios, either in one organisation or a network of organisations;
- Filters/funnels communication within a respective portfolio in order to successfully manage a programme.

#### 4.3.2.4. Align the programme with supporting functions

##### Description

The programme supporting function (being a project or programme office, a programme management office or the like) provides multi-faceted support to the programme and the individual managing the programme in relation to organisation, planning, reporting, meeting management, documentation, etc. Understanding the programme-supporting processes and functions, and using and integrating them into the daily work, is essential for the individual. To ensure the necessary support from the programme-supporting function, the individual requires a basic understanding of relevant contact people within the programme-supporting function and how to establish and maintain good relationships with them.

##### Measures

- Knows the programme supporting function of the parent organisation(s);
- Uses the programme supporting function of the parent organisation(s) for efficient support of the programme;
- Knows the boundaries of the programme-supporting function, and the consequences for the programme;
- Establishes and maintains relationships with the programme-supporting function;
- Applies programme-supporting processes required by the coordinating organisation(s).

#### 4.3.2.5. Align the programme with the organisation's decision-making and reporting structures and quality requirements

##### Description

The success of a programme is dependent on the right decisions made on the right level of the coordinating organisations at the right time. Every decision should be prepared, presented, accepted, recorded, communicated and finally implemented. Formal and informal routines and special rules for decision-making beyond the individual's competence and responsibility exist in each organisation. Therefore, the individual requires a deep understanding of the decision-making structure and processes and the ability to structure and manage the programme and the related projects accordingly. Periodic reporting of the actual status is essential for trust by its stakeholders and to assure traceability of the progress. Different programme stakeholders have different reporting needs (e.g. information requirements, method of delivery, reporting frequency)

which the individual must understand and take into account. The coordinating organisations will have different forms of quality assurance which relate to projects and programmes (e.g. system assurance, project assurance, finance assurance, technical assurance, security assurance, etc). The individual has to take these into account in devising a quality assurance plan for the programme and its component projects, to understand which project areas could become quality assurance objects and to know who should be involved in assurance activities.

### Measures

- Identifies the coordinating organisation's routines and special rules for decision-making in cases beyond his or her competence and responsibility;
- Aligns the communication in the programme with the needs of the coordinating organisations (what kind of information and how detailed, to whom and how often);
- Applies the reporting standards of the coordinating organisations to the programme, using specific tools and methods, when applicable;
- Knows the coordinating organisation's forms of quality assurance when setting up a reporting system to superior levels in the coordinating organisations.

## 4.3.2.6. Align the programme with human resource processes and functions

### Description

The human resource function provides multifaceted support to the programme in relation to team member contracts, temporary employment, training, salaries, incentives, stress, wellbeing, ethics, and team entries and withdrawals. Understanding the human resource processes and functions may increase the influence on resource availability and quality in terms of adequate competences. To ensure the necessary support from the human resource function, the individual needs to establish and maintain relationships with relevant people.

### Measures

- Uses the human resource function for acquiring staff with the required competences;
- Knows the boundaries between the temporary organisation and the human resource function;
- Establishes and maintains relationships with the human resource function;
- Applies human resource processes to provide training and other competence development programmes.

### 4.3.2.7. Align the programme with finance and control processes and functions

#### Description

The finance and control function of an organisation is often established as a line function providing mandatory rules, procedures and guidelines. Understanding these rules and how to utilise them effectively and efficiently is crucial for the individual for successful funding, monitoring and/or reporting on financial topics. The finance and control function of an organisation often serves as a support function, offering a variety of utility functions for the individual such as how to apply for, justify, manage and report on financial resources and how to administer, distribute, monitor and manage finances. The individual needs to know various financial models for funding (e.g. public, private, public-private partnerships, subsidies, commercial, etc) endorsed by the coordinating organisations. To ensure the necessary support from the finance and control function, the individual can benefit from establishing and maintaining relationships with the relevant contact people within the finance and control function.

#### Measures

- Knows the characteristics of a finance and control function;
- Distinguishes between the compulsory and optional utilities of the finance and control function;
- Monitors and controls whether rules, guidelines and other financial utilities are effectively and efficiently used in projects to the benefit of the programme;
- Communicates and reports the status and trends of financial tasks clearly and objectively.

### 4.3.3. Compliance, standards and regulations

#### Definition

The compliance, standards and regulations competence element describes how the individual interprets and balances the external and internal restrictions in a given area such as country, company or industry. Compliance is the process of ensuring adequate adherence to a given set of norms. Compliance requirements operate on a spectrum from voluntary and informal, to mandatory and formal. Standards and regulations influence and define the way programmes and the components should be organised and managed to be feasible and successful. Standards and regulations address compliance with requirements that include legislation and regulations, contracts and agreements, intellectual property and patents, health, safety, security and environmental protection and professional standards.

#### Purpose

The purpose of this competence element is to enable the individual to influence and manage the alignment of the relevant standards and regulations within the permanent organisation, the relevant sources of legislation and the standards and norms of both the organisation and the wider society and to improve the organisation's approach to these areas.

#### Description

Programmes face different restrictions and requirements for developing a product or service beside the effect of the production and project management processes. These restrictions correspond to the geographical, social and professional specifics of the programme and its external environment in the form of laws, standards and regulations. Before starting a programme, the individual needs to analyse the scope and configuration of the programme and seek out the relevant standards and regulations that will have a direct or indirect influence on it. The relevant standards and regulations should be considered potential risks and opportunities, which need management attention. Compliance with relevant standards and regulations may affect the organisational structures, processes and culture. In the domain of programme management, the individual may be called upon to institute processes that directly address standards and regulations across multiple projects and non-project work tracks.

This competence element includes benchmarking and improving the organisational project management competences. Developing programme management competence is a constant process, a part of an organisation's continuous improvement strategy and the duty of every individual. It involves learning and improving strategies for influencing the project management cultures in

organisations. The individual should use this competence to demonstrate how all parts and layers of the management system might be improved. By increasing the project, programme or portfolio management competence, the organisation increases its ability to choose and perform successful projects, programmes and portfolios and thus achieve sustainability of an organisation.

### Knowledge

- Law regulation systems involved;
- Autonomous professional regulation;
- Professional standards and norms, e.g. IPMA standards;
- ISO standards (e.g. ISO21500 guidance on project management or other standards of ISO/TC258);
- Sustainability principles;
- Benchmarking theory;
- Benchmarking tools and methods;
- Knowledge management;
- Codes of ethics;
- Codes of business conduct;
- Law theories and the differences.

### Skills and abilities

- Critical thinking;
- Benchmarking;
- Adapting standards to specific organisations;
- Communicating standards and regulations;
- Leading by example.

### Related competence elements

- All other perspective CEs;
- People 5: Leadership;
- People 9: Negotiation;
- Practice 1: Programme design;
- Practice 2: Benefits and objectives;
- Practice 5: Organisation and information;
- Practice 6: Quality;
- Practice 11: Risk and opportunity.

## Key competence indicators

### 4.3.3.1. Identify and ensure that the programme and each component within it complies with all relevant legislation

#### Description

The individual knows the legal policies of an organisation and is able to implement them in a programme. Furthermore the individual knows which parts of law regulations (e.g. civil, criminal, labour, intellectual property, etc) and common good practices are relevant to the programme. The individual has to ensure that programme organisation operates within the law and is able to recognise or to find out which projects/activities have special legal requirements and what law principles apply to the programme. The individual is also able to recognise the unknown legal issues which need to be considered and therefore should know how to support in the formal procedures for obtaining specialist advice when necessary. Furthermore, the individual knows which requirements of regulatory agencies concerned with the programme scope are relevant to the programme and which inspection procedures should be applied. This is especially important in programmes running across different cultures and different legal systems. If a programme is being run globally, the individual needs to integrate all of the regulatory requirements across the whole programme.

#### Measures

- Acknowledges the legal context and its applications;
- Filters out and uses the relevant law regulation;
- Identifies risks in the regulations in relation to the programme and consults the experts;
- Acknowledges and manages the regulatory agencies as stakeholders;
- Controls whether procurement routes of a programme are aligned with the regulations;
- Monitors and controls whether the programme organisation is performing according to legislative context and can do proper adjustments.

### 4.3.3.2. Identify and ensure that the programme and each component complies with all relevant health, safety, security and environmental regulations (HSSE)

#### Description

The individual knows which of the health, safety, security and environmental (HSSE) regulations are relevant to a programme. Further, the individual is able

to recognise any potential HSSE issues in which special consulting is needed. The individual is able to determine how programme activities or programme products can affect the team members and stakeholders who will have use of the benefits and how to control whether HSSE protective measures have been applied. The individual understands how to guarantee balance of economic, social and environmental aspects of the programme to meet the requirements for sustainable development.

Moreover the individual is able to detect the safety and security risks to the programme, check whether they have been managed and choose and use relevant tools to increase the safety and security levels of the programme organisation. Finally it is very important that the individual understands that HSSE regulations often vary in different countries/cultures.

### Measures

- Controls whether HSSE regulations have been implemented;
- Controls whether HSSE context has been implemented in the project/ programme goals;
- Controls risks arising from implementing HSSE measures to the programme organisation;
- Controls a safe, secure and healthy environment for the programme organisation;
- Uses HSSE for programme sustainability;
- Monitors and controls whether the programme organisation is performing according to HSSE context.

#### **4.3.3.3. Identify and ensure that the programme and each component within it complies with all relevant codes of conduct and professional regulations**

### Description

The individual is able to assure the programme integrity by identifying relevant professional regulations for the context in which the programme operates and checking whether the programme organisation conforms to them. Each context has a specific code of conduct (ethical norms written down in a formal document) and trading customs which the individual needs to understand before making a health check of the programme organisation. Sometimes the business conduct and the trading customs are prescribed by law. Moreover they are often directly tied with procurement procedures and, if not understood, could pose a high risk for specific projects in the programme. Therefore, by identifying and integrating different codes of business conduct, the individual assures the programme organisation runs with integrity within legitimate boundaries.



## Measures

- Sustains programme professional integrity;
- Controls the integration of appropriate code of business conduct for the particular context (e.g. public administration, civil engineering, information technology, telecommunication etc) within the programme organisation;
- Controls the integration of ethical principles within the programme organisation;
- Identifies and controls the integration of the tacit trading laws not set by the code;
- Identifies and controls the integration of different procurement routes with the code of business conduct;
- Works to prevent violation of the code by the project team members.

### 4.3.3.4. Identify and ensure that the programme complies with relevant sustainability principles and objectives

#### Description

The individual is able to assess the impact of the programme on the environment and society. Realising his or her responsibility, the individual researches, recommends and applies measures to limit or compensate negative consequences. The individual follows (or even exceeds) guidelines and rules on sustainable development coming from within the organisation and from the wider society. He or she is able to realise a workable balance between the demands of society, impacts to the eco-environment and the economy.

The individual understands that sustainability aspects, measures and attitudes often vary in different countries and cultures.

#### Measures

- Identifies the social and environmental consequences of the programme;
- Defines and communicates the sustainability targets for the programme and its outcomes;
- Aligns objectives with organisational strategy for sustainability;
- Balances the demands of society, the environment and the economy (people, planet, profit) with programme processes and products;
- Encourages the development and diffusion of environmentally friendly technologies.

#### **4.3.3.5. Assess, use and develop professional standards and tools for the programme**

##### **Description**

The individual is able to comply with and utilise top professional standards which relate to programme projects/activities. In doing so, the individual understands the peculiarities of the programme and its nature of business and take them into account to while checking whether projects are applying the appropriate tools, methods and concepts (e.g. programme lifecycle, stakeholder management, strategic risk management, etc). Moreover, the individual understands that usually the good practices in programme and project management come from a combination of the world-leading standards and personally-developed tools and methods. Therefore the individual always tries to find the best recipe for managing the programme by utilising top professional standards and adding and developing further improvements to the programme and project design.

##### **Measures**

- Identifies and controls whether the relevant professional standards are being used within the programme;
- Identifies the specifics and manages the risks arising from standards applied across the programme;
- Compares and assesses best practice with the current status quo in the programme organisation;
- Develops and implements custom-made standards;
- Disseminates the acquired know-how throughout the organisation;
- Controls whether new improvements are being practised within the programme organisation.

#### **4.3.3.6. Assess, benchmark and improve the organisational programme management competence**

##### **Description**

The benchmarking programme management competence is a process of continuous improvement by comparing the organisation's programme management processes with those which are identified as good practice. The good practices can often be identified as those that apply in world-class organisations. Usually these organisations are promoted as top programme management performers and have won internationally recognised programme management awards. The purpose of the benchmarking process is to improve organisational performance by acquiring the know-how of a superior organisation. Organisational benchmarks often follow a staged maturity model of organisations defining what

structures, processes, methods and individual skills an organisation has to fulfil to reach a certain maturity level. Benchmarking can be conducted on an internal basis, such as against different projects within an organisation; on a competitive basis, such as with a direct competitor; and on a functional or generic basis, such as with an organisation not competing on the same market or within the same industry. The Individual always tries to improve the ability to manage programmes and projects in a way that contributes to the organisation's strategic goals. Sometimes there can be little correlation of the benefits with strategy. Nevertheless, the individual needs to advise the management board about possible improvements in the strategy. Finally, improvements made should be disseminated throughout both the programme and permanent organisation by disseminating the newly acquired know-how.

### Measures

- Identifies and assesses the relevant deficient areas of organisational competence in programme management;
- Sets relevant benchmarks for the deficient areas;
- Identifies the benchmarking basis and best practice;
- Benchmarks against the best practice;
- Identifies and integrates measures for the needed improvements;
- Monitors and controls implementation of the identified measures and assesses the benefits gained;
- Disseminates the acquired know-how throughout the organisation;
- Controls whether benchmarked improvements are being practised within the programme organisation.

## 4.3.4. Power and interest

### Definition

The power and interest competence element describes how the individual recognises and understands informal personal and group interests and the resulting politics and use of power. This competence element defines how individuals participating in programmes should recognise how informal influences resulting from personal and group ambitions and interests and modified by personal and group relationships relate with the programme context. These informal influences differ from formal interests (for instance, as formalised in a business justification) that derive from the organisation's strategy or from standards, regulations, etc.

### Purpose

The purpose of this competence element is to enable the individual to use power and interest techniques to achieve stakeholder satisfaction and deliver the agreed outcomes within the constraints of time and budget.

### Description

Power is the ability to influence the behaviour of others. A substantial part of influence comes from informal power that is that part of power which is not 'solidified' into formal roles, structures or processes. This informal aspect of power is often motivated by personal ambitions and interests. Stakeholders usually also have personal ambitions and interests and they will often try to use their influence to suit the processes and/or outcomes of the programme to their interests. These actions may help or thwart the programme. Understanding and being able to influence and use these informal personal interests, and the resulting politics, is essential to ensure programme success.

Apart from cultural aspects and values, each person has his or her own style and personality. Individual approach will influence the way power is exercised. In the domain of programme management, the individual may be called upon to develop and maintain strong leadership capabilities in order to exert significant influence over the projects and the permanent organisation.

Interest is an attraction to a specific topic or desired outcome, for instance a certain desire toward or away from an object, situation, position, outcome or opinion. People often try to realise their interests by exercising their influence. Interest is often pursued through formal and informal relationships, which can result in group influence. Groups may consist of informal groups of colleagues or friends, or formal structures such as departments, councils and boards. In formal groups, care should be taken to distinguish the formal role or power from the informal influence, which may come from other power sources. Examples of the informal power include referent or expert power.

## Knowledge

- Formal organisation (staff, line, etc) versus informal structures;
- Informal decision-making processes;
- Formal and informal power and influence;
- Difference between power and authority;
- Reach of influence;
- Sources of interests;
- Conformity;
- Bases of power;
- Project psychology;
- Organisational culture and decision-making;
- Power theories.

## Skills and abilities

- Observing and analysing psychological processes;
- Recognising and using influence;
- Using power when appropriate;
- Discovering values;
- Revealing stakeholders' interests.

## Related competence elements

- All other perspective CEs;
- People 2: Personal integrity and reliability;
- People 3: Personal communication;
- People 4: Relationships and engagement;
- People 5: Leadership;
- People 9: Negotiation;
- Practice 1: Programme design;
- Practice 12: Stakeholders.

## Key competence indicators

### 4.3.4.1. Assess the personal ambitions and interests of others and the potential impact of these on the programme

#### Description

People have goals and ambitions, for example career goals or a desire to improve society or improve themselves. They also have interests that are related to these ambitions and influence the interests they have in the programme and its success. Part of their ambitions and interests will often be congruent with their present formal position, that is, performing the tasks that they are formally required to

do may help realise their ambitions and interests. Then again, their ambitions and interests may go beyond, or even be partly at odds with, the formal interests of their formal position. Being able to identify the ambitions and personal interests of people (stakeholders, team members or colleagues) is often necessary in order to work with them in an efficient and effective way.

### Measures

- Acknowledges and assesses the personal ambitions and interests of relevant people or groups;
- Acknowledges and assesses the differences between personal and organisational interests and goals;
- Is able to assess the impact of personal ambitions and interests on the programme;
- Is able to steer and use personal ambitions and interests to the benefit of the programme.

#### **4.3.4.2. Assess the informal influence of individuals and groups and its potential impact on the programme**

### Description

Informal influence has to be distinguished from the formal influences as laid down in organisational documents and processes. People may have influence for many reasons and through many different means. Apart from the formally agreed legitimate power (e.g. of department heads, executives, judges and school teachers) there are many other bases of power, for instance coercive, reward, referent and expert power. Relationships are a strong base of power, too. Influencing decisions through use of personal relationships is a common and often effective way. There is often a marked difference in the ability of people or groups to influence certain kinds of decisions, or decisions taken in a specific knowledge area or part of the organisation ('reach' of influence). Every person and group influence has its own reach, and it is important to know this reach.

### Measures

- Acknowledges and can estimate the influence, power and reach of certain individuals in various settings;
- Is able to discern group affiliations and relationships relevant to the programme;
- Is able to assess the impact of informal relationships and influences on the programme;
- Is able to steer and use informal relationships and influences to the benefit of the programme.

### 4.3.4.3. Assess the personalities and working styles of others and employ them to the benefit of the programme

#### Description

Everybody is unique and will act and operate in his or her specific way. Style is also influenced by cultural factors, as discussed in 'Culture and values'. Different people may have the same ambitions and/or interests, yet may use a different style in using their influence. Other people may display the same behaviour or style, yet differ in ambitions and/or interests. The individual has to acknowledge the differences while working with individuals and groups in an efficient and effective way.

#### Measures

- Acknowledges the differences between behavioural style and personality;
- Acknowledges the differences between cultural aspects and personality;
- Is able to assess the impact of others' personal working styles on the programme;
- Is able to steer and use others' personal working styles to the benefit of the programme.

## 4.3.5. Culture and values

### Definition

The culture and values competence element describes the individual's approach to influence on the organisation's culture and values and the wider society in which the programme is situated. It also includes the acknowledgement by the individual participating in or leading a programme of the consequences of these cultural influences for the programme and how to incorporate this knowledge in its management. Culture may be defined as a set of related behaviours within a community and the importance that individuals within the community attach to it. Values may be defined as a set of concepts on which the individuals in the community base their actions. Explicit definitions of values might include codes of ethics. Many organisations also describe corporate values explicitly in their strategy.

### Purpose

The purpose of this competence element is to enable the individual to recognise and integrate the influence of internal and external cultural aspects on the programme approach, objectives, processes, sustainability of the outcomes and agreed outcomes.

### Description

Organisations are social systems, where personal behaviour is embedded in a social context of shared values, visions, norms, symbols, beliefs, habits, goals, etc – in short, a culture. This culture has formal, explicit origins and aspects such as the organisation's explicit mission and corporate values, as well as informal, more implicit aspects such as beliefs, common practices, etc. Moreover, every organisation operates in a society which also has a specific culture (and possibly subcultures, including values, norms, symbols, beliefs, habits, etc. All these cultural aspects affect the way that the people within that society, organisation and programme interact with each other and all other internal and external stakeholders. Programmes are often integral parts of the parent organisation and, at the same time, programmes are temporary organisations, which need their internal culture to be aligned with external cultures (external adaptation and internal integration). In the domain of programme management, the individual may be called upon to establish visible demonstrations that recognise and celebrate the extant culture and values in order to maintain a cohesive set of behavioural norms within the programme.

Culture and value alignment is even more crucial for programmes that extend across different societies, organisations or groups, thereby forming a



multi-cultural environment. Before starting a programme, and periodically after that, the individual needs to acknowledge the relevant culture(s) within the internal and external context of the programme and the organisation. The individual has to align, and periodically re-align, the programme's culture to these in order to reach the goals and objectives in the most effective and efficient way. If available, results of researches, internal or external standards, regulations or guidelines (e.g. governance principles, codes of conduct) for aligning the cultures may be used. Programmes are sometimes explicitly set up to change organisational culture and value sets. Lessons learned at the end of a programme could be used to improve the culture alignment in future projects and programmes.

### Knowledge

- Relevant cultural traits, values, norms and admissible behaviour;
- Organisational mission and vision;
- Mission statements;
- Corporate values and policies;
- Quality policies;
- Ethics;
- Corporate social responsibility (CSR);
- Green project management;
- Theories about culture.

### Skills and abilities

- Values awareness;
- Cultural awareness;
- Respect for other cultures and values;
- Aligning to and working within different cultural environments;
- Dealing with issues related to cultural aspects;
- Bridging different cultures and values to achieve the programme objectives.

### Related competence elements

- All other perspective CEs;
- People 2: Personal integrity and reliability;
- People 3: Personal communication;
- People 4: Relationships and engagement;
- Practice 1: Programme design;
- Practice 6: Quality.

## Key competence indicators

### 4.3.5.1. Assess the culture and values of society and their implications for the programme

#### Description

All programmes are embedded in a society and frequently even in more than one. The society's values and unwritten rules can deeply influence the way in which communication is executed and decisions are made. It can also influence how transgressions from the common norm are judged and dealt with. It can define or influence working hours and how, when, where and with whom information, office space and meals can be shared, etc. The individual needs a working knowledge of the cultural basis, values and norms of the society or societies in which the programme takes place. The individual should be able to discern the relevant implications of these cultural aspects for the programme, take these into account in the approach and periodically review them.

#### Measures

- Acknowledges the cultural values, norms and demands of the relevant context of the programme;
- Acknowledges the implications of cultural values, norms and demands for the programme;
- Works according to cultural demands and values without compromising personal values;
- Recognises ways in which it is required to deviate from the culture and values of the society, in order to achieve the required benefits.

### 4.3.5.2. Align the programme with the formal culture and corporate values of the coordinating organisations

#### Description

All programmes need to be aligned with the values of the organisations and have to follow the formal cultural rules and demands of related functional departments or support units and the culture of superordinate initiatives and strategic decision-making bodies. Sometimes the espoused values are written down in one or more documents (e.g. mission statement, quality policy, corporate values). The individual should be able to discern the relevant implications of these cultural aspects for the programme and take these into account in the approach. More-over, the individual needs to be sure that the programme supports the sustainable development of the organisation, which also includes corporate social responsibility (CSR). CSR is a lever of control in complying with legal and non-governmental regulations,

professional standards and other ethical and international norms. Through CSR, an organisation encourages a positive impact through its activities on the environment, consumers, employees, communities, stakeholders and all other members of the society.

### Measures

- Acknowledges and respects the organisation's formal norms and demands;
- Knows the organisation's corporate values and mission;
- Knows the quality policy of an organisation;
- Acknowledges the implications of formal norms, demands, corporate values and mission and quality policy for the programme;
- Recognises in which ways it is required to deviate from the culture and values of the organisation, in order to achieve the required benefits;
- Acts sustainably by practising corporate social responsibility.

#### 4.3.5.3. Assess the implications of informal culture and values of the coordinating organisations

### Description

All programmes are linked to an organisation (or more than one) with its own informal culture. While the formal aspects of the organisational culture can have a significant influence, many more aspects also influence an organisation's culture or subcultures. These include its architecture, furniture, dress codes, office jokes, etc. Assumptions are deeply embedded, usually unconscious behaviours, such as the way people address and treat each other (including subordinates and managers), how problems and challenges are dealt with and the tolerance for mistakes or irregular behaviour, all resulting from the history and cultural background of the organisation, its employees and its management. The individual should analyse the cultural basis of the organisation(s) for and in which the programme takes place. The individual should be able to discern the relevant implications of these cultural aspects for the programme and take these into account in his or her approach.

### Measures

- Acknowledges, analyses and respects the informal culture and values of the organisation(s);
- Acknowledges the implications of the organisation's informal culture and values for the programme;
- Works in conformity with the organisation's informal values and norms;
- Recognises how it may be required to deviate from the informal culture; and values of the organisation, in order to achieve the required benefit.

#### 4 The inventory of competences

## **4.4. People**

**The competence area ‘people’ deals with the personal and social competences of the individual.**

**It defines ten competence elements:**

- **Self-reflection and self-management**
- **Personal integrity and reliability**
- **Personal communication**
- **Relationships and engagement**
- **Leadership**
- **Teamwork**
- **Conflict and crisis**
- **Resourcefulness**
- **Negotiation**
- **Results orientation**

## 4.4.1. Self-reflection and self-management

### Definition

Self-reflection is the ability to acknowledge, reflect on and understand one's own emotions, behaviours, preferences and values and to understand their impact. Self-management is the ability to set personal goals, to check and adjust progress and to cope with daily work in a systematic way. It includes managing changing conditions and dealing successfully with stressful situations.

### Purpose

The purpose of this competence element is to enable the individual to control and direct his or her behaviour by acknowledging the influence of his or her personal set of emotions, preferences and values. This enables effective and efficient use of the individual's resources and leads to positive work energy and a balance between inside and outside work.

### Description

An intrinsic set of emotions, preferences and values guides all our decisions and actions. Being aware of and reflecting on this set and its impacts on behaviour offers you the opportunity to lead yourself. Reflecting on personal values and behaviour, seeking feedback and being aware of the individual natural primary reactions opens up the possibility of changing and improving behaviour. Being able to control primary reactions supports consistent behaviour, decision-making, communication and the leading of others. Adopting a systematic and disciplined approach to coping with daily work means managing how to spend time in order to accomplish prioritised objectives. Increasing the work efficiency does not mean working harder, but enables the individual to achieve results to a higher level of satisfaction and motivation. The individual works autonomously and independently from external influences, using opportunities to apply lessons learned.

### Knowledge

- Reflection and self-analysis techniques;
- Stress management of self and others;
- Relaxation techniques and methods;
- Pace of work;
- Feedback rules and techniques;
- Prioritisation techniques;
- Personal time management;
- Checks of progress;
- Formulation of objectives (e.g. SMART-method);
- Effectiveness theories.



## Skills and abilities

- Awareness of own work styles and preferences;
- Awareness of instances that lead to personal distractions;
- Self-reflection and self-analysis;
- Controlling emotions and focusing on tasks, even when provoked;
- Self-motivation;
- Delegating tasks;
- Setting meaningful and authentic individual goals;
- Carrying out regular checks of progress and results;
- Dealing with mistakes and failures.

## Related competence elements

- All other people CEs;
- Perspective 4: Power and interest;
- Perspective 5: Culture and values.

## Key competence indicators

### 4.4.1.1. Identify and reflect on the ways in which own values and experiences affect the work

#### Description

To identify and reflect personal values and passions, the individual has to acknowledge and reflect on his/her intrinsic set of opinions, standpoints, ideals and ethical values. This is the basis for consistent decisions and actions.

Personal experience has a strong influence on how the individual makes sense of situations and people. His or her personal experience of how the world works and how people behave influences the way the individual thinks and acts. By understanding the personal sense-making processes, the individual can identify why his or her interpretation might differ from someone else's, and so reduce the effect of bias. The opposite is to neglect the influence of experience and expect that everyone sees the 'reality' as the individual does.

#### Measures

- Reflects on own values;
- Uses own values and ideals to shape decisions;
- Communicates own principles and personal demands;
- Expresses and discusses own experience;
- Puts own experience in perspective;
- Uses own experience to build hypotheses about people and situations.

### **4.4.1.2. Build self-confidence on the basis of personal strengths and weaknesses**

#### **Description**

Being self-aware includes reflection on personal strengths and weaknesses. The individual is aware of what the individual is good at and passionate about and which tasks should be delegated or left to others. Knowing his or her personal talents and accepting limitations creates a feeling of personal worth. The individual demonstrates self-confidence by relying on personal capacities and capabilities. The opposite is to remain troubled about your person or personality, continuing to doubt your talents and potential and overreacting if others impose on your personal weaknesses.

#### **Measures**

- Identifies own strengths, talents, limits and weaknesses;
- Leverages strengths, talents and passions;
- Identifies solutions to overcoming personal weaknesses and limitations;
- Maintains eye contact even in stressful situations;
- Accepts setbacks without losing confidence.

### **4.4.1.3. Identify and reflect on personal motivations to set personal goals and keep focus**

#### **Description**

Knowing one's personal motivations enables the individual to set personal goals that give direction and release energy. The individual knows what drives him or her and can transform this into personal goals. The individual has control over his or her emotions, even when provoked. The opposite is to 'go with the flow', live life as it comes and refrain from giving a direction. Once the goals are set, the individual has a diligent approach to staying focused on the tasks. The individual is able to focus on tasks despite interruptions and is aware of the instances that lead to distraction. The individual avoids procrastination and postponement, which causes stress to the individual as well as to teams. This also includes the application of prioritisation techniques. Keeping focus includes the ability to cope with daily work as well as communications and relationships.

#### **Measures**

- Demonstrates knowledge of own motivations;
- Sets personal and professional goals and priorities;
- Selects actions that contribute to the personal goal;
- Names personal distractors;





- Regularly reflects in order to maintain focus on the goal;
- Delivers personal commitments on time;
- Focuses on tasks despite numerous distractions or interruptions;
- Provides own direction or seeks clarification in uncertain situations.

#### **4.4.1.4. Organise personal work depending on the situation and own resources**

##### **Description**

No two situations are the same. What works in one situation may not work in another. The individual therefore strives to 'read' situations and people and adapts behaviour to the specific circumstances in order to realise the intended results and reach his or her goals. By choosing a personal organisation and managing his or her own resources, the individual shows the ability to prioritise and balance the various tasks in an effective and efficient way. Time-, money- and energy-wasting is avoided by prioritising responsibilities and performing value-adding tasks. The individual arranges his or her workload to avoid too much stress and includes relaxation when possible and necessary.

##### **Measures**

- Keeps record of own time planning;
- Prioritises competing demands;
- Says no when appropriate;
- Engages resources to maximise delivery;
- Adapts language;
- Develops tactics appropriate to the situation.

#### **4.4.1.5. Take responsibility for personal learning and development**

##### **Description**

The individual is focused on continuous learning and always strives to improve the quality of his or her work, actions and decisions. Accepting feedback and seeking consultation enables personal development and learning. If the individual understands and utilises the perceptions and views of others, including critical observations or remarks, personal positions and behaviour can be questioned and improved. The opposite is to remain unchanging, seeing all feedback as criticism, never accepting criticism and refusing to alter his or her ways. The individual strives to develop by using all criticism and feedback as opportunities for growth.

### Measures

- Uses mistakes or bad results as an impulse for learning activities;
- Uses feedback as a chance for personal development;
- Seeks consultation;
- Measures own performance;
- Focuses on continuous improvement of own work and capacities.



## 4.4.2. Personal integrity and reliability

### Definition

The delivery of programme benefits involves making many individual commitments to get things done. Individuals must demonstrate personal integrity and reliability because a lack of these qualities may lead to a failure of the intended results. Personal integrity means the individual is acting in accordance with his or her own moral and ethical values and principles. Reliability is acting dependably, according to expectations and/or agreed behaviour.

### Purpose

The purpose of this competence is to enable the individual to make consistent decisions, take consistent actions and behave consistently in programmes. Maintaining personal integrity supports an environment built on trust that makes others feel secure and confident. It enables the individual to support others.

### Description

Integrity and reliability are built on consistency of values, emotions, actions and outcomes, by saying what you do, doing what you say. By using ethical standards and moral principles as a basis for actions and decisions, and by taking responsibility for individual actions and decisions, confidence is enabled and promoted. The individual is a person to rely on.

### Knowledge

- Codes of ethics/codes of practice;
- Social equity and sustainability principles;
- Personal values and moral standards;
- Ethical systems;
- Universal rights;
- Sustainability.

### Skills and abilities

- Development of confidence and building of relationships;
- Following own standards under pressure and against resistance;
- Correcting and adjusting personal behaviour.

### Related competence elements

- All other people CEs;
- Perspective 3: Compliance, standards and regulations;
- Perspective 4: Power and interest;
- Perspective 5: Culture and values.

## Key competence indicators

### 4.4.2.1. Acknowledge and apply ethical values to all decisions and actions

#### Description

The individual should acknowledge his or her own values, as these values are the foundation for consistent decisions and actions. Understanding values includes being able to express opinions and positions on a variety of topics. The individual communicates his or her principles, thereby demonstrating what they stand for. The individual makes others feel secure by being predictable in decisions and actions. The individual is able to identify inconsistencies and to articulate reasons for discord between statements and actions.

#### Measures

- Knows and reflects own values;
- Uses own values and ideals to shape decisions;
- Communicates own principles.

### 4.4.2.2. Promote the sustainability of outputs and outcomes

#### Description

Promoting sustainability means focusing on the endurance of solutions even when engaged in time-limited tasks. Sustainability is not only about social equity, environment protection or economic results. It is the consideration of the long-term outcomes and effects of behaviour. The individual has the ability to keep the bigger picture in mind and act accordingly.

#### Measures

- Proactively addresses sustainability issues in solutions;
- Considers and incorporates long-term outcomes into the solution.

### 4.4.2.3. Take responsibility for own decisions and actions

#### Description

To take responsibility means the individual takes decisions and acts while keeping in mind that the individual is fully liable for the consequences – in both a positive and negative way. The individual sticks by decisions and agreements established with others. The individual feels responsible for the team success on behalf of all the interested parties.

### Measures

- Assumes full responsibility for own decisions and actions;
- Demonstrates ownership of both positive and negative results;
- Takes decisions and sticks to agreements established with others;
- Addresses personal and professional shortcomings that get in the way of professional success.

#### 4.4.2.4. Act, take decisions and communicate in a consistent way

##### Description

Consistency means that the individual makes sure that words, behaviour and actions match. By applying the same guiding principles throughout your actions, decisions and communication your behaviour is predictable and repeatable in a positive sense.

Being consistent does not exclude flexibility in revising plans, if the need for changes is indicated or to adapt to special situations.

##### Measures

- Demonstrates alignment between words and actions;
- Uses similar approaches to solve similar problems;
- Adjusts personal behaviour to the context of the situation.

#### 4.4.2.5. Complete tasks thoroughly in order to build confidence with others

##### Description

The individual completes tasks in a thorough and careful way. This inspires others to be confident and make promises and agreements. The individual is recognised as someone on whom others rely. Work results would be characterised by others as consistently good quality.

##### Measures

- Completes work assignments thoroughly and carefully;
- Earns confidence through the delivery of complete and accurate work.

## 4.4.3. Personal communication

### Definition

Personal communication includes the exchange of proper information, delivered accurately and consistently to all relevant parties.

### Purpose

The purpose of this competence element is to enable the individual to communicate efficiently and effectively in a variety of situations, to different audiences and across different cultures.

### Description

Personal communication describes the essential aspects of effective communication. Both the content and the means of communication (tone of voice, channel and amount of information) have to be clear and appropriate for the target audience. The individual has to verify the understanding of messages by actively listening to the target audience and seeking feedback. The individual promotes open and sincere communication and is able to use various means for communication (e.g. presentations, meetings, written forms, etc) and acknowledges their value and limitations.

### Knowledge

- Differences between information and message;
- Different methods of communicating;
- Different questioning techniques;
- Feedback rules;
- Facilitation;
- Presentation techniques;
- Communication channels and styles;
- Rhetoric;
- Characteristics of body language;
- Communication technologies.

### Skills and abilities

- Use different ways of communicating and different styles for effective communication;
- Active listening;
- Questioning techniques;
- Empathy;
- Presentation and moderation techniques;
- Effective use of body language.



### Related competence elements

- All other people CEs;
- Perspective 4: Power and interest;
- Perspective 5: Culture and values;
- Practice 5: Organisation and information;
- Practice 12: Stakeholders.

## Key competence indicators

### 4.4.3.1. Provide clear and structured information to others and verify their understanding

#### Description

To give clear information means to structure and translate information in such a way that the receiver can understand and use it. The individual must utilise a logical and structured way of communicating in order to verify understanding. The individual must obtain confirmation that the receiver of information has understood the message as intended. That means focusing on the receiver, not on the information itself, and asking for validation when needed.

#### Measures

- Structures information logically depending on the audience and the situation;
- Considers using story-telling when appropriate;
- Uses language that is easy to understand;
- Leverages public speaking and presentations;
- Coaches and gives training;
- Leads and facilitates meetings;
- Uses visualisation, body language and intonation to support and emphasise messages.

### 4.4.3.2. Facilitate and promote open communication

#### Description

To facilitate and promote open communication means actively inviting others to give their input and opinions on relevant topics. This requires an atmosphere of confidence, so that people can express their ideas and opinions without being rebuffed, punished or ridiculed. It should be made clear when and how others are free and/or invited to propose ideas, emotions and/or opinions, and when the time is less appropriate. In the latter situations, people and their input should still be treated with respect.

To listen and give feedback is to seize opportunities for the exploration and exchange of opinions. The individual has a genuine interest in others' views and creates open and informal frameworks for feedback. The individual makes people feel they and their opinions are valued.

### Measures

- Creates an open and respectful atmosphere;
- Listens actively and patiently by confirming what has been heard, re-stating or paraphrasing the speaker's own words and confirming the understanding;
- Does not interrupt or start talking while others are talking;
- Is open and shows true interest in new ideas;
- Confirms message/information is understood or, when needed, asks for clarification, examples and/or details;
- Makes clear when, where and how ideas, emotions and opinions are welcome;
- Makes clear how ideas and opinions will be treated.

#### **4.4.3.3. Choose communication styles and channels to meet the needs of the audience, situation and management level**

### Description

The individual chooses the appropriate way of communicating for the target audience. The individual is able to communicate on different levels and through different channels. Formal or informal, neutral or emotional communication should all be considered, as well as whether written, oral or visual communication is most appropriate.

### Measures

- Selects appropriate communication channels and style depending on the target audience;
- Communicates via selected channels according to the selected style;
- Monitors and controls communication;
- Changes the communication channels and style depending on the situation.

#### **4.4.3.4. Communicate effectively with virtual teams**

### Description

A virtual team consists of individuals who work across time zones, space and/or organisational boundaries. Communication within virtual teams is a challenge, as not all are located in the same environment and/or organisation and they may be distributed over several organisations, cities, countries or continents.



Communication between virtual team members is often asynchronous and not face-to-face, and has to use modern communication technology. The communication procedures have to consider aspects such as language, channel, content and time zones.

### Measures

- Uses modern communication technology, e.g. webinars, teleconferences, chat, cloud computing;
- Defines and maintains clear communication processes and procedures;
- Promotes cohesion and team building.

#### 4.4.3.5. Employ humour and sense of perspective when appropriate

### Description

Work in programmes can often be stressful. Being capable of viewing situations, problems and even your own work from different viewpoints is an important asset. Humour enables individuals to acquire a sense of perspective – a way of judging how good, bad or important something is compared with other things. The release of tension through humour often facilitates cooperation and decision-making. Humour is a powerful tool to decrease tension in situations where conflicts threaten to arise. Provided it is used in the right way, at the right time and with respect, humour can also facilitate communication.

### Measures

- Changes communication perspectives;
- Decreases tension by use of humour.

## 4.4.4. Relationships and engagement

### Definition

Personal relationships build the foundation for the productive collaboration, personal engagement and commitment of others. This includes one-to-one relationships as well as setting up a whole network of relationships. Time and attention have to be invested in establishing durable and robust relationships with individuals. The ability to form strong relationships is primarily driven by social competences such as empathy, trust, confidence and communication skills. Sharing visions and goals with individuals and the team drives others to engage in tasks and to commit to the common goals.

### Purpose

The purpose of this competence element is to enable the individual to build and maintain personal relationships and to understand that the ability to engage with others is a precondition for collaboration, commitment and ultimately performance.

### Description

Personal relationships are initiated by genuine interest in people. Building up relationships is twofold. It is about establishing one-to-one relationships, as well as creating and supporting social networks. In both situations, the individual has to be able to interact openly with others. Once established, the relationships have to be maintained and improved by establishing and showing confidence, respectful interaction and open communication. Cultural differences can enhance interest and attractiveness as well as chances for misunderstandings that might endanger the quality of relationships. When personal relationships are established it is much easier to engage others when your own visions, goals and tasks are communicated in an enthusiastic way. Another way to engage others and get their commitment is to actively involve them in discussions, decisions and actions. In general, people tend to commit to goals and tasks more easily when asked in advance.

### Knowledge

- Intrinsic motivation;
- Motivation theories;
- Handling resistance;
- Values, traditions, individual requirements of different cultures;
- Network theory.

### Skills and abilities

- Use of humour as icebreaker;
- Appropriate ways of communicating;
- Respectful communication;
- Respecting others and being aware of ethnical and cultural diversity;
- Trusting own intuition.

### Related competence elements

- All other people CEs;
- Perspective 4: Power and interest;
- Perspective 5: Culture and values;
- Practice 5: Organisation and information;
- Practice 12: Stakeholders.

## Key competence indicators

### 4.4.4.1. Initiate and develop personal and professional relationships

#### Description

To initiate and develop personal relationships is to seek and make use of chances to establish contact with other people. The individual demonstrates interest in people and is ready to engage with them. The individual utilises possibilities and situations to create and maintain personal and professional contacts. The individual is present, available, open for dialogue and actively staying in contact. The individual is visible and accessible for team members, clients, customers or other stakeholders. The individual acts attentively, acknowledges others and keeps them informed.

#### Measures

- Actively seeks possibilities and situations to make new contacts;
- Demonstrates interest in meeting new people;
- Uses humour as an icebreaker;
- Is present, available and open for dialogue;
- Stays actively in contact, establishes a routine for bilateral meetings;
- Keeps others informed.

#### 4.4.4.2. Build, facilitate and contribute to social networks

##### Description

Building, facilitating and contributing to social networks has various levels. On the lowest level, the individual joins and contributes to networks with interesting and/or useful others. By doing so, new relationships are established. On the second level, the individual creates new networks and circles of his or her own, and so opens up new communication flows between others. The individual thus acts as a facilitator or communication hub. The next level of social networking is to make one's own relationships available for others. This means enabling, enforcing and establishing relationships between others that are sustained even without the individual being engaged.

##### Measures

- Joins and contributes to social networks;
- Creates and facilitates social networks;
- Organises events for networking;
- Facilitates support for networking.

#### 4.4.4.3. Demonstrate empathy through listening, understanding and support

##### Description

To demonstrate empathy means to show real interest and involvement with others and their well-being. The individual listens attentively to others and ensures understanding by asking questions for clarification or detail. The individual recognises emotions expressed or possibly just experienced by others. The individual relates and reacts to these emotions in a sympathetic or compassionate way. The individual offers support, even when it is not asked for.

##### Measures

- Listens actively;
- Makes others feel heard;
- Asks questions for clarification;
- Relates to the problems of others and offers help;
- Familiarises with the values and standards of others;
- Responds to communication within a reasonable time.

#### 4.4.4.4. Show confidence and respect by encouraging others to share their opinions or concerns

##### Description

Having confidence in someone means having belief in their future actions or decisions and being convinced of their positive intentions. The individual does not have a hidden agenda but shares information with others. The individual also accepts that showing confidence is an investment with an insecure outcome. The individual takes others, their talents and opinions seriously, and recognises that success also depends on their actions and commitment. To get the optimal team performance it is crucial to understand the motivation of the team members. To get there, the individual has to spend time with people in order to understand who they are and what makes them tick. The individual should keep in mind that the values, experiences and goals of others might be very different from his or her own. Acting respectfully means treating others in a respectful way, as you would like to be treated yourself. The individual takes others seriously by cherishing their opinions, their work and their person, regardless of gender, race, social status or background. Cultural diversity is respected. The individual considers codes of conduct as guidelines for decisions and behaviour.

##### Measures

- Relies on a given word;
- Assigns tasks to team members based on confidence;
- Expects others to act according to common values and agreements;
- Delegates work without monitoring and controlling every single step;
- Asks others for their ideas, wishes and concerns;
- Notices and respects differences between people;
- Embraces the importance of professional and personal variety.

#### 4.4.4.5. Share own vision and goals in order to gain the engagement and commitment of others

##### Description

To share a vision and goals implies acknowledging and demonstrating a positive and enthusiastic attitude towards a certain task, process or goal while showing a realistic optimism. To inspire others requires an ambitious yet clear vision, realistic objectives and the ability to achieve 'commitment' from the people concerned. Self-commitment is an important requirement for that.

Inspiration is often achieved through a shared vision – a view of the future that people can believe in and want to be part of. This vision can either be explicit (even written down) or implicit. The vision serves as a motivator for change.

To engage people and get their commitment means making them feel personally responsible for a good outcome. This can be done by various means – by asking their advice, by making them responsible for a task or by involving them in decisions.

The individual should make optimal use of the skills and experience of his or her co-workers. This means that people should be involved in decisions on the basis of what they can add to the existing knowledge. The same goes for sharing information, as this can enhance commitment. However, the individual must also be aware of the dangers of information overload. As every team member has their own tasks, in some cases it is better to share information on a 'need to know' basis.

### Measures

- Acts positively;
- Clearly communicates vision, goals and outcomes;
- Invites debate and critique of the vision, goals and outcomes;
- Involves people in planning and decision-making;
- Asks for commitment on specific tasks;
- Takes individual contributions seriously;
- Emphasises the commitment of all to realise success.

## 4.4.5. Leadership

### Definition

Leadership means providing direction and guidance to individuals and groups. It involves the ability to choose and apply appropriate styles of management in different situations. Besides displaying leadership with his or her team, the individual needs to be seen as a leader in representing the programme to senior management and other interested parties.

### Purpose

The purpose of this competence element is to enable the individual to lead, provide direction and motivate others in order to enhance individual and team performance.

### Description

A leader has to be aware of different leadership styles and decide which is appropriate for his or her nature, for the programme, for the team being managed and for other interested parties, in all types of situations. The leadership style adopted includes patterns of behaviour, communication methods, attitudes towards conflicts, ways of controlling team members' behaviours, decisionmaking processes and the amount and type of delegation. Leadership is important throughout the full life of the programme and becomes especially important when change is required or when there is uncertainty about a course of action.

### Knowledge

- Leadership models;
- Individual learning;
- Communication techniques;
- Coaching;
- Sense-making and sense-giving;
- Decision taking (consensus, democratic/majority, compromise, authority, etc).

### Skills and abilities

- Personal self-awareness;
- Listening skills;
- Emotional strength;
- Capacity to express a set of values;
- Dealing with mistakes and failure;

- Sharing values;
- Creating team spirit;
- Methods and techniques for communication and leadership;
- Management of virtual teams.

### Related competence elements

- All other people CEs;
- All practice CEs;
- Perspective 4: Power and interest;
- Perspective 5: Culture and values.

## Key competence indicators

### 4.4.5.1. Initiate actions and proactively offer help and advice

#### Description

To take the initiative means having the tendency and ability to start an unrequested action, including coming up with a proposal or advice, taking the lead and/or giving or helping without first being invited to do so. Taking the initiative requires the ability to think ahead, both of possible situations and possible solutions.

Taking the initiative adds to one's influence and heightens one's visibility. On the other hand, if the initiative is not welcomed or turns out badly, there is a risk of losing influence or status. So every initiative should always be guided by a careful weighing of pros and cons.

#### Measures

- Proposes or exerts actions;
- Offers unrequested help or advice;
- Thinks and acts with a future orientation (i.e. one step ahead);
- Balances initiative and risk.

### 4.4.5.2. Take ownership and show commitment

#### Description

To take ownership means demonstrating personal buy-in. This commitment to the objectives of the programme makes people believe in its value. The individual acts as an entrepreneur by taking full responsibility for the process and by spotting opportunities for improvement. The individual constantly monitors processes and results to spot the right occasions for intervention and improvement and opens up possibilities for learning.



## Measures

- Demonstrates ownership and commitment in behaviour, speech and attitudes;
- Talks about the programme in positive terms;
- Rallies and generates enthusiasm for the programme;
- Sets up measures and performance indicators;
- Looks for ways to improve the programme processes;
- Drives learning.

### 4.4.5.3. Provide direction, coaching and mentoring to guide and improve the work of individuals and teams

#### Description

To give direction, coaching and mentoring means to give guidance and support to people and teams and establish conditions that engage people with their assignments. Coaching and mentoring is focused on improving the abilities and self-reliance of team members. Direction is guiding them in their activities. The individual creates and communicates personal and common objectives and acts from these. The individual creates and shares a vision that leads the programme.

To give direction, coaching and mentoring requires the ability to keep a cool head in demanding and unclear situations. It also requires that the individual knows when and in what direction coaching or mentoring are needed and what form they should take. Sometimes it may be better to withhold a proposal or decision for a while to promote the self-reliance or creativity of teams or individuals.

#### Measures

- Provides direction for people and teams;
- Coaches and mentors team members to improve their capabilities;
- Establishes a vision and values and leads according to these principles;
- Aligns individual objectives with common objectives and describes the way to achieve them.

### 4.4.5.4. Exert appropriate power and influence over others to achieve the goals

#### Description

To exert power and influence means being visible as a leader and opening up the possibility for others to follow. Therefore one needs to understand the demands of colleagues, subordinates, clients and other interested parties, to respond to them and influence their expectations and opinions. To exert influence also

means directing other people's actions, whether or not one is in command. A leader actively shapes views and creates the perception of situations, results and relationships through words and actions. Sometimes the use of power is necessary to realise results or resolve deadlock; in other situations, a simple, well-placed word may be even more effective. The open use of power may create resentment or invite counter-power, so a leader should know when to use what means of power and in what way. The use and effectiveness of power and influence is always tightly linked to communication. A leader should know the possibilities and limits of each communication means and channel.

### Measures

- Uses various means of exerting influence and power;
- Demonstrates timely use of influence and/or power;
- Perceived by stakeholders as the leader of the programme or team.

## 4.4.5.5. Make, enforce and review decisions

### Description

Making decisions means being able to select a course of action based on several possible alternative paths. Often decisions are made with incomplete or even contradictory information and with uncertain consequences. Making decisions entails consciously selecting from alternatives and choosing the one that is most consistent and aligned with the objectives. Decisions should be taken based upon analysis of the facts and incorporating the views and opinions of others.

Sometimes the information quality is so poor that decisions are based on intuition. Reviewing and being prepared to change prior decisions based on new information is an essential part of the ability to take decisions. Decisions often have to be taken by others (for instance by line managers, steering committees, etc). The leader exerts his or her influence to have these others take the right decisions at the right time.

### Measures

- Deals with uncertainty;
- Invites opinion and discussion prior to decision-making in a timely and appropriate fashion;
- Explains the rationale for decisions;
- Influences decisions of stakeholders by offering analyses and interpretations;
- Communicates the decision and intent clearly;
- Reviews decisions and changes decisions according to new facts;
- Reflects on past situations to improve decision processes.

## 4.4.6. Teamwork

### Definition

Teamwork is about bringing people together to realise a common objective. Teams are groups of people working together to realise specific objectives. Programme teams are commonly multi-disciplinary; specialists in different disciplines work together to realise complex outcomes. Teamwork is about building a productive team by forming, supporting and leading the team. Team communication and team relationships are among the most important aspects of successful teamwork.

### Purpose

The purpose of this competence element is to enable the individual to select the right team members, promote a team orientation and effectively manage a team.

### Description

Teamwork covers the complete lifecycle of teams. It starts with the initial phase of selecting the right team members. After that, the team has to be built, supported and steered. During the various phases of the programme, as the team members and the team as a whole acquire more maturity in their respective tasks, they can perform these tasks more independently and consequently are given more responsibility.

Team building is often done by the use of meetings, workshops and seminars that may include the individual leading the programme, team members and sometimes other interested parties. Team spirit (i.e. getting people to work well together) can be achieved through individual motivation, team goal-setting, social events and supporting strategies and other means.

Problems may arise due to technical or economic difficulties or other kinds of stressful situations. Issues may also arise due to cultural and educational differences, different interests and/or ways of working, or members being located great distances apart. The individual leading the team needs to continually develop the team and its members throughout the life of the programme. During their time working for the programme, the performance of team members should be regularly reviewed by the individual leading the team in consultation with the line manager, to assess and respond to development, coaching and training needs. Where the performance of a team member is below the required standard, remedial action may be necessary.

Throughout the life of a team, personal involvement should be encouraged, networking stimulated, a productive work environment facilitated and communication and relationships supported.

### Knowledge

- Basics of project and portfolio organisation;
- Team role models;
- Team lifecycle models.

### Skills and abilities

- Recruiting and personnel selection skills;
- Interview techniques;
- Building and maintaining relationships;
- Facilitation skills.

### Related competence elements

- All other people CEs;
- Perspective 4: Power and interest;
- Perspective 5: Culture and values;
- Practice 5: Organisation and information;
- Practice 8: Resources;
- Practice 10: Plan and control.

## Key competence indicators

### 4.4.6.1. Select and build the team

#### Description

To ensure successful teamwork, the right resources for the team have to be selected. Apart from ensuring that they have the necessary knowledge and skills, the individual leading the team also has to take care that the selected team members have the right 'chemistry' to be able to work together as a team. Before the chosen team can start performing, the individuals have to generate an understanding of themselves as a team. The role of the individual leading the team is to translate individual motivation into team performance. The members have to be enabled to learn about each other and the tasks they are facing. Team building is a continuous task, but as the team matures the necessary activities for the individual leading the team change accordingly.

#### Measures

- Considers individual competences, strengths, weaknesses and motivation when deciding on team inclusion, roles and tasks;
- Clarifies objectives and creates a common vision;
- Sets the team objectives, agenda, and completion criteria;

- Negotiates common team norms and rules;
- Motivates individuals and builds team awareness.

#### **4.4.6.2. Promote cooperation and networking between team members**

##### **Description**

Stimulating cooperation means actively influencing team participants to work together and contribute with their experience, knowledge, opinions, ideas and concerns, for the sake of the agreed objectives. Discussions and disagreements are an unavoidable consequence of this, but as long as the individual leading the team makes sure that a productive and respectful atmosphere is maintained, team members can expect that conflict will lead to better performance. Whenever individual team members set out to disrupt cooperation by playing a divisive or counter-productive role, the individual leading the team needs to address this by correcting and, in extreme cases, replacing the team member. The team leader can stimulate networking through physical and virtual activities where team members share their knowledge and motivate and inspire each other.

##### **Measures**

- Creates opportunities for team member discussions;
- Asks for opinions, suggestions and concerns from team members in order to improve performance;
- Shares successes with the team(s);
- Promotes cooperation with people both within and outside the team;
- Takes appropriate action when team cooperation is threatened;
- Uses tools for collaboration.

#### **4.4.6.3. Support, facilitate and review the development of the team and its members**

##### **Description**

Team development involves continuously developing the team, encouraging members to gain new knowledge and skills. The role of the individual leading the team is to support, enable and review these learning efforts as well as creating opportunities to share knowledge between team members, other teams and the organisation outside the programme.

## Measures

- Promotes continuous learning and knowledge sharing;
- Uses techniques to engage in development e.g. on-the-job training;
- Provides opportunities for seminars and workshops (on- and off-the-job);
- Plans and promotes 'lessons learned' sessions;
- Provides time and opportunity for self-development of team members.

### 4.4.6.4. Empower teams by delegating tasks and responsibilities

#### Description

Responsibility creates involvement. The individual leading the team increases involvement – and individual and collective empowerment – by delegating tasks and problems to teams or team members. Dependent on their team maturity, delegated tasks can be big, challenging and important. The output of delegated tasks to individuals and teams should be measured, with feedback cycles for the team to ensure learning occurs.

#### Measures

- Delegates tasks when and where appropriate;
- Empowers people and teams by delegating responsibility;
- Clarifies performance criteria and expectations;
- Provides reporting structures at team level;
- Provides individual and team feedback sessions.

### 4.4.6.5. Recognise errors to facilitate learning from mistakes

#### Description

The individual leading the team makes sure that the effect of errors and mistakes on the outcomes, processes and success of the programme are kept to a minimum. The individual is aware that mistakes can always happen and understands and accepts that people make errors. The individual analyses mistakes and facilitates learning from mistakes. Errors and mistakes are used as a platform for change and improvement so that there is less chance of future errors.

In some cases, the individual leading the team can even promote behaviour that increases the chance of errors, if the programme needs innovative ways to overcome problems and difficulties. Even then, the individual leading the team ensures that the final outcomes, processes and programme success are not affected negatively. The individual seeks root causes for mistakes and takes effective action to ensure that the same mistakes do not occur again.

## Measures

- As far as possible, avoids negative effects of errors on programme success;
- Realises that mistakes happen and accept that people make errors;
- Shows tolerance for mistakes;
- Analyses and discusses mistakes to determine improvements in processes;
- Helps team members to learn from their mistakes.

## 4.4.7. Conflict and crisis

### Definition

Conflict and crisis includes moderating or solving conflicts and crises by being observant of the environment and by noticing and delivering a remedy for disagreements. Conflicts and crises may include events and situations, character conflicts, stress levels and other potential dangers. The individual must handle these scenarios appropriately and stimulate a learning process for future conflicts and crises.

### Purpose

The purpose of this competence element is to enable the individual to take effective action when a crisis or clash of opposing interests/incompatible personalities occurs.

### Description

Conflicts may occur between two or more people and/or parties. Very often, a conflict erodes a good working environment and may result in a negative effect for the parties involved. A crisis may be the outgrowth of a conflict, or it may be the result of a sudden, abrupt or decisive change in a situation that threatens to thwart the realisation of the goals of the programme, either directly or indirectly. At such times, a rapid response is required and skilled judgment needs to be applied to assess the crisis, define scenarios to solve the crisis and secure the programme and to decide whether to escalate the issue and how high this needs to go in the organisation.

The ability to identify potential conflicts and crises and to react accordingly needs an understanding of the fundamental mechanisms. The individual can use a variety of means for reacting to potential or actual conflict and crisis – for example collaboration, compromise, prevention, persuasion, escalation or the use of power. Each depends on achieving a balance between interests. Transparency and integrity shown by the individual, acting as an intermediary between parties in conflict, will help in finding acceptable solutions. However, sometimes conflicts cannot be solved from within the team or the programme but only by calling in independent mediating or deciding parties.

### Knowledge

- De-escalation techniques;
- Creativity techniques;
- Moderation techniques;
- Scenario techniques;
- Conflict stage models;
- Value of conflicts in team building;





- Crisis plan;
- Worst case scenarios.

### Skills and abilities

- Diplomatic skills;
- Negotiation skills, finding a compromise;
- Moderation skills;
- Persuasiveness;
- Rhetorical skills;
- Analytical skills;
- Stress resistance.

### Related competence elements

- All other people CEs;
- Perspective 4: Power and interest;
- Perspective 5: Culture and values;
- Practice 8: Resources;
- Practice 10: Plan and control;
- Practice 11: Risk and opportunity.

## Key competence indicators

### 4.4.7.1. Anticipate and possibly prevent conflicts and crises

#### Description

To be aware of potential conflicts and crises means being alert to and observant of situations that might lead to disagreements. Possible conflicts are ideally identified and prevented or tackled at an early stage, before they expand. Prevention includes pre-empting conflict topics, keeping team members with conflicting characters or interests in separate teams and/or delegating conflict-sensitive items to specific people. Stress is a very likely factor in potential conflicts or crises, as people tend to get irritable under pressure. The individual leading the team should therefore be able to recognise, assess and reduce individual stress levels.

#### Measures

- Analyses potentially stressful situations;
- Keeps conflicting characters or interests in separate tasks/teams;
- Delegates conflict-sensitive items to specific people;
- Implements preventive measures;
- Takes stress-reducing measures;
- Reflects on stressful situations in a team.

### 4.4.7.2. Analyse the causes and consequences of conflicts and crises and select appropriate response(s)

#### Description

Conflicts pass through various stages. These stages can be summarised in three broad categories:

- **Latent** (potential, slumbering, but not yet visible or acknowledged). This exists whenever individuals or groups have differences that bother one or the other, but the differences are not great enough to cause one side to act to alter the situation.
- **Emergent** (visible but still rational). This may happen when a 'triggering event' happens, for instance an open disagreement on a topic. This topic is either the real cause of the conflict, or a pretext for another conflict of interest or character. When the conflict is emergent, the involved parties are still on speaking terms and can discuss rational solutions.
- **Escalated** (open conflict). In this phase the parties are openly and emotionally at odds with each other and are not able or willing any more to discuss solutions calmly and rationally. Other people are tending to take sides, or they are or urged to. In some situations legal steps may be taken or considered.

Crises, by contrast, jump immediately to the third level without acknowledged intermediary steps. However, they are often not the result of conflict situations, but may arise because of a sudden or suddenly discovered issue – a major risk occurring, an outside event with great impact, etc.

The art of conflict and crisis management is to assess causes and consequences and obtain additional information for use in the decision-making process to define possible solutions.

Conflicts and crises can have very different causes, varying from factual disagreements to character conflicts, and they may have origins that are external to the programme, or even the organisation. Depending on the causes, different solutions may be possible.

Crises can also be differentiated by their potential impacts. Depending on the specific stage, different approaches to soothe, solve or escalate the conflict or crisis can be chosen.

#### Measures

- Assesses conflict stage;
- Analyses causes of a conflict or crisis;
- Analyses potential impact of a conflict or crisis;
- Has different conflict or crisis approaches available to choose from.

### 4.4.7.3. Mediate and resolve conflicts and crises and/or their impact

#### Description

Often conflict or crisis management has to be performed against a background of individuals and/or groups who are angry or in panic mode. In a minimum amount of time, the individual has to pull the information together, weigh the options, aim for a positive and preferably synergistic solution and, most important, stay calm and in control. In these circumstances, relaxation and balanced judgment are important qualities. In situations of crisis the ability to act decisively is most important.

The potential means of resolving conflicts involve collaboration, compromise, prevention or use of power. Each depends on achieving a balance between one's own and others' interests. Cooperative conflict management requires willingness to compromise among all parties. At early stages of conflicts the individual can act as a moderator/mediator – at least when the individual is not directly involved. The individual brings the conflicting parties together and enables communication without being too judgmental. In later stages the options may include use of power, escalation to higher management, professional mediation and/or legal measures.

#### Measures

- Addresses issues openly;
- Creates an atmosphere of constructive debate;
- Selects and uses the right method to solve the conflict or crisis;
- Takes disciplinary or legal measures when appropriate.

### 4.4.7.4. Identify and share learning from conflicts and crises in order to improve future practice

#### Description

Once a conflict has been resolved, it is important to restore a sense of harmony and equilibrium to the environment. Stimulating learning from conflicts and crises means the individual leading the team of the programme can question the origins and causes of a conflict on a meta-level. Furthermore the individual can differentiate between environmental coincidences and true causes of a conflict or crisis, learn from them and encourage the team to do the same, so that they cope better with similar situations in the future.

### Measures

- Restores the team environment;
- Motivates the team to acknowledge and learn from their own part in the conflict;
- Uses conflicts in a positive way to progress;
- Strengthens the team cohesion and solidity with regard; to potential future conflicts and crises.



## 4.4.8. Resourcefulness

### Definition

Resourcefulness is the ability to apply various techniques and ways of thinking to defining, analysing, prioritising, finding alternatives for and dealing with or solving challenges and problems. It often requires thinking and acting in original and imaginative ways and stimulating the creativity of individuals and the collective creativity of the team. Resourcefulness is useful when risks, opportunities, problems and difficult situations arise.

### Purpose

The purpose of this competence element is to enable the individual to effectively handle uncertainty, problems, changes, limitations and stressful situations by systematically and continuously searching for new, better and more effective approaches and/or solutions.

### Description

Resourcefulness is about making optimal use of what to work with. It is not just about creating something new; it also applies to making existing things work better, faster or cheaper. The individual acquires capable resources and fosters an attitude of resourcefulness within the team to stimulate, evaluate and act upon ideas that can benefit the process, results or goals. Ideas must often be 'sold' to the team before they are accepted. A team atmosphere that is open to creativity and innovation is a prerequisite for acceptance. Others in the team will then often champion the idea and refine it so that it gains greater acceptance.

Resourcefulness is one of the prime competences for programme success. Resourcefulness helps to overcome problems and motivates the team to work together in developing the idea into a workable solution. Creativity must be used with care in the programme team, so that the focus on realising the agreed results of the programme is not lost. Conceptual and analytic techniques are also of utmost importance to deal with the information overflow that many programmes and organisations face. Being able to extract, present or report the right information in a timely manner is crucial for success.

### Knowledge

- Techniques to solicit views of others;
- Conceptual thinking;
- Abstraction techniques;
- Strategic thinking methods;
- Analytic techniques;

- Convergent and divergent thinking;
- Creativity methods;
- Innovation processes and techniques;
- Coping methods;
- Lateral thinking;
- Systems thinking;
- Synergy and holistic thinking;
- Scenario analysis;
- SWOT technique;
- PESTLE analysis;
- Creativity theories;
- Brainstorming techniques, (e.g. lateral thinking);
- Converging techniques (comparative analysis, interview techniques).

### Skills and abilities

- Analytical skills;
- Facilitating discussions and group working sessions;
- Choosing appropriate methods and techniques to communicate information;
- Thinking ‘outside the box’ – new ways of doing things;
- Imagining an unknown future state;
- Being resilient;
- Dealing with mistakes and failure;
- Identifying and seeing different perspectives.

### Related competence elements

- All other people CEs;
- Practice 1: Programme design;
- Practice 2: Benefits and objectives;
- Practice 10: Plan and control;
- Practice 11: Risk and opportunity.

## Key competence indicators

### 4.4.8.1. Stimulate and support an open and creative environment

#### Description

The individual creates a work environment that encourages people to share their knowledge and contribute their ideas and opinions. To stimulate and support creativity and innovation, the individual needs to be open to original and imaginative ways to overcome obstacles. These ways may include new products,

processes or procedures or could involve revising specific tasks or roles and responsibilities. The individual can make others feel they are welcome to express themselves, so that the programme can benefit from their input, suggestions, ideas and concerns. This is necessary as a means of benefiting from others' knowledge and experience. Since in every programme professionals with various backgrounds and abilities have to work together, openness is important. Most of the team members have an area of expertise where they are more knowledgeable than the individual. The relationships in the team are built on mutual respect, trust and reliability. So the individual should regularly ask people for their input and show willingness to understand and possibly adopt their ideas. Of course there is a time and place for everything, so the individual should also make clear when there is time for creative input and when not.

### Measures

- Encourages people to share their knowledge and contribute their opinions;
- Stimulates and supports creativity when appropriate;
- Uses and stimulates original and imaginative ways to overcome obstacles;
- Seeks input from others and shows willingness to consider and/or adopt their ideas;
- Considers the perspectives of others.

## 4.4.8.2. Apply conceptual thinking to define situations and strategies

### Description

Every programme is a unique effort to create something new. This requires the abilities of abstraction and conceptualisation, that is, of breaking down or reducing the subject in question (be it an outcome, plan, requirement, risk, situation or problem) into smaller parts and integrating these into new and useable ideas. The individual must apply conceptual thinking and also leverage able team members. Conceptual thinking also means bearing in mind that problems regularly have multiple causes that relate to each other within a general context, and that different ways of solving problems have different effects on other parts, both in and outside the programme.

### Measures

- Uses or promotes conceptual thinking when appropriate;
- Knows that problems often have multiple causes and that solutions often have multiple effects;
- Applies systemic thinking.

### **4.4.8.3. Apply analytic techniques to analysing situations, financial and organisational data and trends**

#### **Description**

The individual is able to analyse (or delegate the analysis of) complex situations or problems and find solutions and alternatives. The individual can also analyse and derive useful information and trends from complex sets of data and present or report the findings clearly. Analytical dexterity means having different methods at disposal for detecting a problem's actual causes and implementing or proposing the correct measures to solve it.

#### **Measures**

- Applies various analytic techniques;
- Analyses problems to detect causes and possible solutions;
- Analyses complex sets of data and extracts relevant information;
- Clearly reports and presents data conclusions, summaries and trends.

### **4.4.8.4. Promote and apply creative techniques to find alternatives and solutions**

#### **Description**

Creative techniques should be used to identify solutions. These techniques can be divided into 'diverging' techniques and 'converging' techniques. When problems arise, the individual leading the team of the programme needs to judge whether a creative approach is appropriate or not. Where a creative approach is appropriate, the individual needs to decide which methods to use.

After the problem or issue is defined (possibly by using conceptual thinking and/or analytic techniques) there follows a diverging creative stage to gather possible solutions. A brainstorming session may be appropriate, where members of the team and others in the organisation who might be able to contribute meet to have their ideas captured. Other much-used techniques include mind mapping, storyboarding, visualising, etc. Whatever method is used in finding a creative solution, it involves looking at the issue from different perspectives, combining tools, knowledge, common sense, intuition and experience and applying them.

In the following, more analytic, converging stage, possible solutions and their effect on the problem or issue in question are analysed. Converging techniques include weighted selection, force-field analysis, etc. The most promising ideas are then further refined and finally the best concepts/solutions are chosen.



## Measures

- Uses creative techniques when appropriate;
- Applies diverging techniques;
- Applies converging techniques;
- Engages multiple views and skills;
- Identifies interdependencies.

### 4.4.8.5. Promote a holistic view of the programme and its context to improve decision-making

#### Description

To promote holistic views means considering a current situation in relation to the full context of the programme, such as the enterprise strategies, concurrent activities and/or projects or programmes. The individual leading the team of the programme uses multiple perspectives to judge and deal with situations. The individual recognises the significance of details and can separate the details from the bigger picture. The individual understands the connection between the situation and its context and can make or promote decisions based on understanding of a wide array of influences, interests and possibilities. The individual is also able to explain these holistic views to others, both inside and outside the programme.

#### Measures

- Demonstrates holistic thinking and can explain the bigger picture;
- Uses multiple perspectives to analyse and deal with the current situation;
- Makes connections between the programme and the larger context and takes appropriate action.

## 4.4.9. Negotiation

### Definition

Negotiation is the process between two or more parties that aims to balance different interests, needs and expectations in order to reach a common agreement and commitment while maintaining a positive working relationship. Negotiation includes both formal and informal processes such as buying, hiring or selling or regarding requirements, budget and resources in programmes.

### Purpose

The purpose of this competence element is to enable the individual to reach satisfactory agreements with others by using negotiation techniques.

### Description

Agreements are based on positions that will satisfy the interests, needs and expectations of all parties. Negotiations can be political or commercial, and can often entail reaching compromises that do not leave all parties very satisfied. Interests, needs and expectations often involve emotions and feelings as well as facts, and the full picture may not be easy to identify. The negotiating process is often influenced by the relative power of the parties and by situational factors that may be called 'leverage'.

Negotiators need to research these issues and, when full information is not available, make assumptions about them. Successful negotiation is facilitated by developing a number of options, each of which has the potential to satisfy different interests, needs and expectations. Negotiation may involve the use of different techniques, tactics and strategies.

### Knowledge

- Negotiation theories;
- Negotiation techniques;
- Negotiation tactics;
- Phases in negotiations;
- BATNA (best alternative to a negotiated agreement);
- Contract templates and types;
- Legal and regulatory provisions associated with contracts and agreements;
- Analysis of cultural aspects and tactics.

### Skills and abilities

- Identification of the desired outcomes;
- Assertiveness and drive to reach desired outcomes;
- Empathy;

- Patience;
- Persuasion;
- Establishing and maintaining trust and positive working relationships.

### Related competence elements

- All other people CEs;
- Practice 1: Programme design;
- Practice 2: Benefits and objectives;
- Practice 9: Procurement and partnership;
- Practice 10: Plan and control.

## Key competence indicators

### 4.4.9.1. Identify and analyse the interests of all parties involved in the negotiation

#### Description

Understanding the priorities of the parties to the negotiation is a prerequisite to generating a successful outcome. The individual leading or participating in the negotiations should begin by gathering hard and soft information about interests, needs and expectations of all parties by whatever means are available. Analysis of this information should reveal both priorities and gaps for further research. Priorities of other parties may often have to be assumed.

#### Measures

- Knows and reflects own interests, needs and constraints;
- Gathers and documents relevant hard and soft information about interests, needs and expectations of all parties involved;
- Analyses and documents available information to identify own priorities and likely priorities for other parties.

### 4.4.9.2. Develop and evaluate options and alternatives with the potential to meet the needs of all parties

#### Description

The individual identifies trade-offs, options and alternative negotiation solutions. They are developed during the preparation for negotiation and may be modified during the negotiations as opportunities emerge and the situation changes. The trade-offs, options and alternatives should be tuned to the interests of the

negotiating parties, to be useable during the negotiation process. A best alternative to a negotiated agreement (BATNA) should also be identified.

### Measures

- Identifies trade-offs, options and alternative solutions based on the analysis of interests, needs and priorities of all parties;
- Proposes the right option at the right time in the right way.

#### **4.4.9.3. Define a negotiation strategy in line with own objectives that is acceptable to all parties involved**

### Description

The negotiation strategy focuses on what the individual thinks is essential for a successful outcome. Before starting the negotiation, the individual must select the strategy, techniques and tactics that will enable him or her to reach an optimal outcome for the programme. The strategy may depend upon factors such as the power balance between the parties, the stakes involved, budgetary conditions, politics, cultural aspects and the capability of the negotiators. The selected strategy should be appropriate to the interests of the programme and not detrimental to relationships with the stakeholders involved. The individual should also consider secondary strategies that cover 'what if' scenarios.

The strategy also includes who the negotiators will be and what will be their mandate (negotiation scope, freedom, roles and responsibilities). In some cases a choice is also possible about the other party and/or negotiation scope (with whom to negotiate over what). This option should be carefully considered, as this choice might have negative or positive repercussions later on.

### Measures

- Identifies possible negotiation strategies in order to achieve the desired outcome;
- Identifies secondary strategies and alternative options to address 'what if' scenarios;
- Selects a negotiation strategy and can explain why it has been chosen;
- Analyses and selects negotiation techniques and tactics to support the desired negotiation strategy;
- Identifies key parties to participate in the negotiation and clearly articulates their mandate.

#### 4.4.9.4. Reach negotiated agreements with other parties that are in line with own objectives

##### Description

An agreement is reached through negotiation using the identified strategies, tools and tactics without alienating the other parties involved. Negotiation may occur over an extended timeframe and may proceed in phases. A satisfactory agreement is one in which all parties are reasonably satisfied with the result, will honour their commitments, think that the other parties negotiated fairly, feel respected and will negotiate again. If an agreement is not achievable or the possible outcomes are not acceptable, the BATNA is implemented.

The best possible solution is often one that is sustainable and provides the best long-term results for all parties. There may be specific situations where this is not possible or preferable and a compromise may be required to meet one's desired outcome. In many situations, the agreed outcomes are documented for future reference.

##### Measures

- Negotiates using techniques and tactics appropriate to the circumstances to achieve the desired outcome;
- Negotiates to achieve a sustainable agreement;
- Demonstrates patience and drive to realise a sustainable agreement;
- Implements BATNA if a sustainable outcome is not possible;
- Documents the outcomes of the negotiation.

#### 4.4.9.5. Detect and exploit additional selling and acquisition possibilities

##### Description

The individual is constantly striving to realise the processes and agreed outcomes faster, better and/or cheaper. This means that the individual has to have a keen eye for opportunities to realise this aim. Depending on the situation, this may, for instance, mean searching for new suppliers or renegotiating old agreements, looking for ways to offer services to new clients, negotiating better conditions with stakeholders or inviting teams or team members to realise tasks sooner, better and/or cheaper.

Negotiating will occur after the new opportunities are identified. The desired state should be seen in the light of the best interests of the programme and the organisation. Is the organisation best served with the present situation or with efforts to improve it? In considering this, the individual is aware that negotiations

also take up time and effort and that present relationships with negotiation partners may be affected.

### Measures

- Seeks ways to deliver the agreed outcomes sooner, better and/or cheaper;
- Weighs alternatives to the current situation and agreements;
- Considers the impact of alternatives on current relationships.

## 4.4.10. Results orientation

### Definition

Results orientation is the critical focus maintained by the individual on the outcomes of the programme. The individual prioritises the means and resources to overcome problems, challenges and obstacles in order to obtain the optimum outcome for all the parties involved. The results are continuously placed at the forefront of the discussion and the team drives toward these outcomes. One critical aspect of results orientation is productivity, which is measured as a combination of effectiveness and efficiency. The individual needs to plan and deploy resources efficiently to realise the agreed results and be effective.

### Purpose

The purpose of this competence element is to enable the individual to focus on the agreed outcomes and drive towards making the programme a success.

### Description

Most of the work in the life of a programmes deals with the definition and management of tasks and the resolution of smaller or bigger problems. In this definition, choices have to be made repeatedly, about priorities, allocation, to-be-used techniques, etc. Results orientation eases these choices by defining a basic criterion: Will the present work realise the desired results or make the process faster, cheaper and/or better?

Results orientation means focusing the attention of the individual and the team on key objectives to obtain the optimum outcome for all the parties involved. The individual has to ensure that the agreed outcomes satisfy the relevant stakeholders. This also applies to any changes agreed during the life of the programme. While focusing his or her attention on the outcomes, the individual still needs to maintain an awareness of and react to any ethical, legal or environmental issues that affect the programme. Results orientation also includes focusing the team and relevant stakeholders on delivering the requested outcomes, including identifying problems, using techniques to locate their causes and to find and implement solutions.

To deliver the outcomes required by and agreed with the relevant stakeholders, the individual must find out what the different participants in the programme would like to get out of it for themselves. The individual must manage the deployment and development of the team members taking their expectations into account.

### Knowledge

- Organisation theories;
- Efficiency principles;
- Effectiveness principles;
- Productivity principles.

### Skills and abilities

- Delegation;
- Efficiency, effectiveness and productivity;
- Entrepreneurship;
- Integration of social, technical and environmental aspects;
- Sensitivity to organisational do's and don'ts ;
- Management of expectations;
- Identifying and assessing alternative options;
- Combining helicopter view and attention to essential details;
- Total benefit analysis.

### Related competence elements

- All other people CEs;
- Perspective 1: Strategy;
- Practice 1: Programme design;
- Practice 2: Benefits and objectives;
- Practice 6: Quality;
- Practice 10: Plan and control;
- Practice 11: Risk and opportunity;
- Practice 12: Stakeholders.

## Key competence indicators

### **4.4.10.1. Evaluate all decisions and actions against their impact on programme success and the objectives of the organisation**

#### Description

In everything the individual does, the individual is guided by the goal of the programme, which is to achieve success. This goal underpins all of the individual's decisions and actions. Every choice may have negative or positive repercussions later on, so it needs to be carefully considered. The individual will judge new developments by the following criteria: Will this realise (or threaten) the objective or result, or make the process faster, cheaper and/or better, and so more of a success?



## Measures

- Considers the objectives and agreed outcomes of the programme as leading all actions;
- Formulates own goals based on the objectives and outcomes;
- Derives the strategy of the programme from the goals;
- Judges all decisions and actions by their impact on the success of the programme.

### 4.4.10.2. Balance needs and means to optimise outcomes and success

#### Description

Every choice entails allocating or denying means (resources, money, time, attention) to certain actions (e.g. tasks, decisions, questions, problems, etc), based on perceived needs. In order to optimise means allocation the individual must have a clear picture of the priorities of the programme. Based on that, the individual must prioritise the various needs and balance the allocation of means based on the priorities. This may mean giving no attention or means at this stage to perceived challenges or problems, as the individual judges other needs to have more priority.

#### Measures

- Assesses and prioritises various needs;
- Explains why certain actions get more priority;
- Uses the results orientation as a means to say 'no' and explain why.

### 4.4.10.3. Create and maintain a healthy, safe and productive working environment

#### Description

Ensuring a healthy, safe and productive working environment means providing the team with all required means and limiting distractions so that the team can focus on working efficiently. The individual acts as a filter and a buffer between the environment and the team members to absorb uncertainties and ambiguities that could disturb the progress and their results orientation. In addition, the individual facilitates the team with the necessary infrastructure and resources.

#### Measures

- Shields the team from outside interference;
- Creates healthy, safe and stable working conditions;

- Provides a clear set of work on which team members can operate;
- Provides the necessary resources and infrastructure.

#### **4.4.10.4. Promote and 'sell' the programme, its processes and outcomes**

##### **Description**

The individual leading a programme often has to act as an ambassador and advocate for the programme, explaining the why, how and what (its objectives, approach, processes and agreed outcomes) to all concerned parties. The promotion reinforces the results orientation by making the outcomes clear and the need for the outcomes. This can be done by regular reporting and stakeholder engagement, but at least as often is achieved by formal and informal communication and marketing, varying from coffee-corner talks with team members to formal presentations. This marketing or 'selling' the programme is part and parcel of every communication made by the individual leading it. The individual preferably also invites team members, the programme owner and others to join in the marketing effort.

##### **Measures**

- Defends and promotes the objectives, approach, processes and agreed outcomes;
- Seeks openings and venues to promote the programme;
- Invites others to join in with marketing the programme.

#### **4.4.10.5. Deliver results and get acceptance**

##### **Description**

The litmus test of every individual is whether they can deliver, or realise what was promised, to get results. This quality requires a clear resource plan, planned outcomes, a strong belief in personal capacity and that of the team to overcome obstacles and problems, plus the overarching desire to deliver.

The individual knows that being effective is not the same as being efficient. Effectiveness is realising the planned goals (e.g. realising the agreed outcomes within agreed deadlines, budget, quality, etc), while efficiency is doing so with the least necessary cost and time (measured, for instance, by comparing the planned number of people against the actual number). Therefore the individual needs to constantly search for means to realise the agreed results faster, cheaper or better. Finally, the individual needs to be able to rally people to the cause while keeping to the planned level of productivity, knows what the individual can and

cannot do (and get away with) in a specific situation and organisation and what is politically appropriate.

### Measures

- Differentiates the concepts of efficiency, effectiveness and productivity;
- Plans and sustains planned levels of efficiency, effectiveness and productivity;
- Demonstrates the ability to get things done;
- Focuses on and shows continuous improvement;
- Thinks in solutions, not in problems;
- Overcomes resistance;
- Recognises limitations to getting results and addresses these shortcomings.



## 4.5. Practice

The competence area 'practice' deals with the core programme competences.

It defines fourteen competence elements:

- Programme design
- Benefits and objectives
- Scope
- Time
- Organisation and information
- Quality
- Finance
- Resources
- Procurement and partnerships
- Plan and control
- Risk and opportunities
- Stakeholder
- Change and transformation
- Select and balance

## 4.5.1. Programme design

### Definition

Design describes how the demands, wishes and influences of the organisation(s) are interpreted and weighed by the individual and translated into a high-level design of the programme to ensure the highest probability of success. Derived from this outer context, design drafts a ‘charcol sketch’ - a blueprint or overall architecture of how the programme should be set up, laid out and managed. This considers resources, funds, stakeholders’ objectives, benefits and organisational change, risks and opportunities, governance, delivery, priorities and urgency. Because all outer factors and success criteria (and/or the perceived relevance of these) often change over time, this design needs to be evaluated periodically and, if necessary, adjusted.

### Purpose

The purpose of this competence element is to enable the individual to successfully integrate all contextual and social aspects and derive the most advantageous approach for a programme lifecycle to ensure buy-in and success.

### Description

Design addresses the development, implementation and maintenance of an approach that best serves the organisational objectives and takes into account all formal and informal factors that help or hinder the goals and the success or failure of the specific programme. Design includes taking into account the intent, governance, structures and processes, relevant standards and regulations, cultural aspects and personal and group interests in the organisation (or organisations) and the wider society. In selecting the choice for the approach, lessons learned from other projects or programmes within the organisation, the industry or from outside and the specifics of this programme also play an important role.

Design addresses a broad range of aspects, including governance and decision-making, reporting and resources, as well as meeting standards and regulations and complying with cultural norms and values (within the organisation and the wider society). Aspects such as perceived benefits, motivation, team and stakeholder communication, etc have also to be taken into account. Defining these objectives, factors and criteria distinctly and clearly is a major requirement from the outset and during the execution of the programme. This activity results in a high-level architecture that will later be translated into specific components that should lead to success for the programme.

The chosen approach also includes the management and control philosophy. The architecture reflects rhythm, balance and commitment and provides guidance to the underlying components and their place in the programme.



The programme design activities have to be performed before jumping into planning, organising and executing the programme. Furthermore, during the programme's lifecycle this chosen approach should be regularly re-thought and challenged, as circumstances change both from within the programme and from the larger context.

### Knowledge

- Critical success factors;
- Success criteria;
- Lessons learned;
- Benchmarking;
- Complexity;
- Project, programme and portfolio success;
- Project, programme and portfolio management success;
- Project, programme and portfolio management tools;
- Leadership styles;
- Strategy;
- Triple constraint (iron triangle);
- Programme vision;
- Blueprint;
- Performance management;
- Chunking, balancing correlated components;
- Organisation programme design rules and methodologies;
- Specific methodologies related to line of business and context;
- Organisational models, e.g. contingency theory;
- Theory of change.

### Skills and abilities

- Contextual awareness;
- Systems thinking;
- Result orientation;
- Improvements by/incorporation of lessons learned;
- Structure decomposition;
- Analysis and synthesis.

### Related competence elements

- All other practice CEs;
- All perspective CEs;
- People 5: Leadership;
- People 8: Resourcefulness;
- People 9: Negotiation;
- People 10: Results orientation.

## Key competence indicators

### 4.5.1.1. Acknowledge, prioritise and review success criteria

#### Description

Success criteria are measures that stakeholders use to rate and judge the success of the programme. These criteria can be both formal and informal. Formal criteria address the stated outcomes of the programme. To achieve them within the agreed constraints (e.g. strategic goals, tactical and operational objectives) is one – but just one – part of programme success. Informal criteria by which interested parties evaluate the outcome are also important. These factors may include the true reasons why a programme is started, supported, thwarted or ended. Success criteria also address the interaction with the larger context – personal or group interests that are influenced by the programme or its result, depending on how a programme supports or conflicts with other initiatives, activities, goals, resources.

The individual collects, acknowledges, prioritises and completes both formal and informal success criteria for the programme and its components. Not only the formal criteria, but also the informal ones, need to be taken seriously by the individual, as they will significantly influence the willingness of interested parties to support and cooperate with the programme and so directly influence its success. The success criteria play a crucial role in defining the approach. For instance, the approach differs significantly depending on whether the main criterion is the changing of an organisation, or the quality of the end product, or time (speed of delivery), or budget. Success factors are elements that individuals can incorporate into their programme to increase the likelihood of meeting the success criteria and achieving a successful outcome for the programme. These factors may come from very different sources and take different shapes. They vary from using (or avoiding) specific tools, methods or techniques to selecting specific resources, organisation setup, stages, reporting and communication means and styles, quality methods, etc. During the course of a programme, the relative importance of success factors and criteria may change, due to contextual or social aspects or the dynamics of the programme itself. Therefore the individual periodically checks and assesses the actuality and relative importance of the success criteria and – when necessary – makes due changes in the approach in order to attain success. These changes may even include advising the organisation to prematurely end the programme.

#### Measures

- Identifies values and prioritises influences from each of the five perspective aspects relevant for success;
- Recognises and assesses both formal and informal influencing elements;





- Values and prioritises success criteria from each of the five perspective aspects;
- Acknowledges and assesses both formal and informal success criteria;
- Acknowledges and uses relevant success factors;
- Performs periodic re-assessments of the relevance of success criteria;
- Performs periodic re-assessments of the relevance of success factors.

#### **4.5.1.2. Review, apply and exchange lessons learned from and with other programmes and components**

##### **Description**

At the start of the programme, the individual gathers lessons learned from projects and other programmes (both from his or her own organisation and from the wider community, including research and benchmarks) and applies relevant lessons in the present programme. In addition, the individual makes sure that relevant lessons learned are applied in the components. Periodically and at the end of components, the individual (with the team and relevant stakeholders) evaluates the approach and gathers lessons learned from the current components. They shall be shared within the organisation and within the programme itself. The individual knows and uses the different methods and tools for distributing lessons learned in the organisation (e.g. strategic project office, knowledge base, internal social network, etc).

##### **Measures**

- Acknowledges and gathers lessons learned (using different tools and techniques) from previous projects and programmes;
- Acknowledges and gathers lessons from the professional community;
- Applies relevant lessons learned;
- Knows and uses different tools and techniques for sharing lessons learned;
- Acknowledges and uses research and benchmarking methods for improving the performance of the programme;
- Identifies and shares lessons learned from this programme with the organisation.

#### **4.5.1.3. Determine complexity and its consequences for the approach**

##### **Description**

To properly select an appropriate approach, the individual has to take into account the specific complexity of the programme – the complexity of the

change and of the programme processes required. The complexity may have many causes and sources. It may be that outcomes or necessary internal processes of the programme are innovative, technically complex or strongly intertwined. It may be that the programme involves many teams, people, suppliers, dependencies, etc. It may be that the context of the programme is very complex, for instance many stakeholders with varying interests, many interfaces with other processes, initiatives, etc. Complicating factors might include short time lines, limited budgets, etc. All these internal and external factors have to be taken into account because they play an important role in defining the approach for the programme.

### Measures

- Identifies the level of complexity of the programme by applying appropriate methods;
- Acknowledges complexity-enhancing aspects;
- Identifies and defines the impact on complexity of the programme of specific processes, constraints or outcomes;
- Identifies and assesses the impact on complexity of the programme of specific external and internal parameters;
- Assesses and applies complexity-diminishing measures.

## 4.5.1.4. Create a programme vision

### Description

Based on the vision of what the stakeholders want to achieve and other external drivers, a programme vision is created. The vision describes why the programme is set up and what changes it wants to accomplish. This vision is needed to 'sell' the programme to stakeholders both inside and outside the programme. From this vision, communication pay-offs may arise (e.g. 'from A to Better' for an infra-structural change including using more sustainable transport). The vision encompasses what the programme sets out to achieve and may also include the way in which the programme is organised.

### Measures

- Knows the importance of a programme vision;
- Can transform stakeholders' visions and other external drivers into a consistent programme vision;
- Is able to organise a programme vision to which internal and external stakeholders can relate;
- Is able to sell the programme.



#### 4.5.1.5. Create and adapt a change strategy

##### Description

A programme is organised to induce a change. Change might be plannable, or it might be emergent. Change might be improving a situation (from  $A \rightarrow A$ ), might be transitioning to a new situation ( $A \rightarrow B$ ), or might even be transforming to a new situation which is different but not completely specified ( $A \rightarrow ?$ ). The programme design needs to incorporate a change (or transition or transformation) strategy, based upon a sound change. For simplicity, this strategy is called change strategy for the remainder of the document. The change strategy needs to be reviewed and adapted frequently. The change strategy needs to be based upon a sound change diagnosis.

##### Measures

- Knows the difference between change, transition and transformation;
- Undertakes a change diagnosis to assess change and impact;
- Defines an appropriate change strategy;
- Defines a way of measuring the effectiveness of the change strategy;
- Defines and executes effective adaptations to the change strategy.

#### 4.5.1.6. Select and tailor the overall programme management approach

##### Description

The individual chooses an approach that has the highest probability of success, given the constraints of contextual influences and demands, complexity of the programme, lessons learned, known success criteria and available success factors. The approach will probably contain a vision, principles and a first-cut governance structure. This approach may include a high-level definition or modification of scope, quality aspects, organisation, communication, documentation, planning and stakeholder approach, choice of resources, risk tolerance, management and performance criteria, etc. Based upon general or defined standards, the individual will tailor the approach to the current need. The individual reviews the approach periodically, because many of the contextual and social influences change over the lifecycle of the programme.

##### Measures

- Assesses and appraises various possible approaches;
- Selects an approach for the programme that has the highest chance of leading to success;
- Tailors the approach to the current needs;

- Explains and defends the chosen approach and its relation to the success of the programme;
- Explains the main effects of the chosen approach on the organisation of the programme;
- Explains the main effects of the chosen approach on impacted stakeholders;
- Periodically re-evaluates the chosen approach based on contextual and internal developments;
- Makes necessary changes to the approach and explains why these were made;
- Assesses and appraises various possible approaches;
- Ensures balance and rhythm in the approach.

#### **4.5.1.7. Design the programme execution architecture**

##### **Description**

Based on the selected approach, the individual draws the programme execution architecture. This high-level plan will be detailed via formalised plans, but the basic design only considers the essential choices and the consequences of each choice for success. Possible choices are defined by the individual and ultimately chosen and scheduled, or abandoned, based on expected success and expected contribution. Choices made by the individual also include the best way to lead the programme and the related projects. Programme management success is an essential part of, and prerequisite for, programme success. This may include the choice of the person who acts as the programme manager and may change over time because of the stage the programme has reached. In the course of the programme, the individual periodically evaluates aspects of the design, taking into consideration the development and progress of the programme, changing contextual influences and demands, known success criteria and available success factors. This often leads to major changes in the chosen execution architecture.

##### **Measures**

- Establishes the programme architecture with outcomes;
- Defines a high-level plan, including possible components, taking running components into account;
- Defines the business rules and control philosophy;
- Monitors the programme against the architecture components;
- Updates the architecture based on changes to the programme.



### 4.5.1.8. Design a programme delivery strategy

#### Description

Programmes deliver outcomes, which in turn generate possible capabilities which may enable specific changes or contribute to specific organisational benefits. A staged, tranced or levelled approach to obtain rhythm, balance and focus and to ensure successful implementation of change and benefits is created. The individual stipulates in the programme delivery strategy how, when and by whom the benefits that come from using these capabilities are to be expected and how they are measured. This includes intermediate benefits. In the delivery strategy, the individual also defines which outcomes need to be delivered earlier and which can be postponed, based on priorities. The delivery strategy should be flexible enough so that it can deal with opportunities or risks that arise while running the programme, but tight enough to provide guidance to the whole programme.

#### Measures

- Establishes the programme delivery strategy;
- Identifies key timing of outcomes and benefits;
- Designs a staged, or tranced, communicable approach;
- Maps programme delivery strategy to risks and opportunities and adjusts accordingly.

## 4.5.2. Benefits and objectives

### Definition

Every programme is undertaken because internal and external stakeholders want to achieve something. This competence element describes the 'why' of the programme – which goals are to be achieved, which benefits are to be realised, which objectives are to be reached and which stakeholders' requirements are to be fulfilled. They are derived from needs, expectations, requirements and strategic organisational goals from the stakeholders.

### Purpose

The purpose of this competence element is to enable the individual to establish the relationship between what stakeholders want to achieve and what the programme and its components are going to accomplish.

### Description

The individual will come across many definitions regarding requirements, objectives, benefits, effects, deliverables, value, requirements, output and outcome and how they relate to each other. They all present different views (and sometimes different levels) of the bridge between what stakeholders want to achieve and what a programme is going to deliver. The individual is aware of this and will clearly define, for the purpose of the programme, what is needed in order to answer the 'why-how-what-when-who-where-for whom' questions. The individual will embark on a process with all stakeholders to come to a good definition of what the programme is going to achieve for them. These then have to be transformed into clearly defined outcomes and outputs of the programme, which again are communicated back to stakeholders in order to define and manage expectations. This process is conducted iteratively. Changes to both the stakeholders' views and the programme's outputs and outcomes will occur, requiring regular updates. This process is therefore executed initially and will be repeated on a regular basis. In order to achieve balance between stakeholders, the use of workshops instead of one-on-one interviews is very common. Stakeholders' needs and requirements need to be elicited and prioritised, clearly defining what the programme will have to realise and for what reasons.

In the case of programmes, stakeholders' needs and requirements are translated into projected improvements, called benefits. Benefits realisation is the fundamental objective of programme management. Components such as projects produce outputs and deliverables (capabilities), but they are not usually responsible for the delivery of benefits.

Benefits may be quantified as either financial or non-financial. Non-financial benefits are all the benefits that cannot be easily expressed as a monetary value.



This might include improvements in customer satisfaction, increased consumer awareness or improved health.

Benefits may also be considered as tangible or non-tangible. Benefits are often tangible business improvements that support an organisation's strategic objective and are often measured at an operational level. Non-tangible benefits do not exist physically and cannot be easily measured. What constitutes benefits with positive value for some might constitute benefits with negative value (sometimes called dis-benefits) for others. Balancing these so that the programme is beneficial for all stakeholders is one of the key aspects in programme management. A programme often delivers multiple benefits, with each deliverable or output from components contributing. As a result, the development of a benefits map or chain, sometimes called a benefits breakdown structure (WBS) is often required, showing how each component contributes to achievement of the overall benefit detailed at the programme level. This map can be used for tracking benefits achievement throughout the life of the programme.

### Knowledge

- Temporary and permanent organisation;
- Expectations, needs and requirements;
- Programme charter;
- Programme sponsor (owner);
- Fit for use, fit for purpose;
- Value management;
- Acceptance criteria;
- Benefits, outcomes, outputs, goals and their relationships;
- Benefits mapping;
- Benefits management;
- Goal analysis;
- Strategy setting.

### Skills and abilities

- Corporate strategy;
- Stakeholder relationships;
- Knowledge elicitation;
- Workshop facilitation;
- Interviewing;
- Formulation of objectives (e.g. SMART-method);
- Synthesis and prioritisation.

### Related competence elements

- All other practice CEs;
- Perspective 1: Strategy;
- Perspective 2: Governance, structures and processes;
- Perspective 3: Compliance, standards and regulation;
- People 3: Personal communication;
- People 5: Leadership;
- People 8: Resourcefulness;
- People 9: Negotiation.

## Key competence indicators

### 4.5.2.1. Define and develop the goals and benefits hierarchy

#### Description

Every programme is started because of needs and goals of the coordinating organisations which set up the programme. From these organisational goals the programme's goals are derived –high-level statements that provide the rationale and overall context for what the programme is trying to achieve. From these programme goals, the projected benefits are derived, made explicit, prioritised and spread out over time (if necessary). The goals and benefits hierarchy is influenced and determined both by contextual factors and by elements such as specific stakeholder needs and requirements.

#### Measures

- Establishes the relationship between the organisational and programme goals;
- Defines a goals and benefits hierarchy for the programme, preferably in a graphic form;
- Explains the relevance and content of the goals and benefits hierarchy;
- Regularly adapts the goals and benefits hierarchy.

### 4.5.2.2. Identify and, if possible, quantify the programme benefits

#### Description

The individual develops a benefits map, chain or breakdown structure showing by how much components deliver outcomes that lead to benefits and realise the strategic goals or objectives of stakeholders. For some components, the





benefits may not be realised. A trade-off between cost and specific benefits may be required. This benefits map, chain or breakdown structure is monitored and adapted regularly, as stakeholders' goals and objectives change. It is necessary to have a 'benefits owner' for governance purposes and to make sure benefits are really needed and realised.

### Measures

- Identifies programme benefits;
- Establishes the relationship between the organisational goals and programme benefits;
- Quantifies the programme benefits;
- Communicates benefits with stakeholders;
- Evaluates the benefits;
- Creates benefits map;
- Identifies a benefits owner, or defines why this is not needed.

#### 4.5.2.3. Develop the benefits realisation strategy

##### Description

Taking a top-down approach, the individual identifies intermediate programme outcomes (related to projected benefits) and translates them into outputs for possible components. The outputs are defined at a high level and are used as an input into the objectives, requirements and scope of each component within the programme. Some outputs may be realised by projects and others may be delivered by components taken on in cooperating or impacted organisations. Alternatively, from the bottom-up, the individual may look at components that will be brought into the programme, to analyse how they realise defined benefits. In cases where programmes emerge rather than are constructed, both bottom-up and top-down approaches are applied. A graphic representation of this might be a benefits realisation map, or a benefits components map. These are very powerful when communicating with the stakeholders. Benefits may be delivered gradually or incrementally and they may be progressively defined over the lifespan of the programme. The benefits realisation strategy is plotted on the programme delivery strategy, to show after which tranche which benefits can be expected.

### Measures

- Assesses components for benefits to be realised;
- Conversely, defines components which realise capabilities for the delivery of benefits;
- Assigns benefits realisation to components within organisations;

- Handles top-down or bottom-up approaches in defining the benefits realisation strategy;
- Is able to communicate this strategy, preferably using graphical representations;
- Is able to communicate, based on the staged or tranced execution, when benefits can be expected and why.

#### **4.5.2.4. Define components, their outcomes and their interfaces**

##### **Description**

The components of the programme are defined, so that they can be started when necessary. For projects, these consist of objectives, outcomes, scope, main deliverables and a rough time schedule. For component programmes, they comprise outcomes, benefits, main components and a rough time schedule. There may be interfaces between several outcomes, hence between several components. The interfaces and interdependencies between components are defined and measures are put in place to manage these. Components are usually planned in one specific tranche or stage, to allow for balance and rhythm.

##### **Measures**

- Defines specific components in the programme;
- Identifies interfaces between outcomes;
- Identifies interfaces between components;
- Establishes measures for success.

#### **4.5.2.5. Monitor benefit achievement**

##### **Description**

A measurement approach is developed along with specific measures for each benefit. Actual outputs and deliverables from components are measured and evaluated to determine whether programme outcomes are being achieved. Also, within the impacted actors, a measurement is set up to assess the amount of benefits realised. Such achievements are reported and communicated to key stakeholders. Where required, the benefits realisation may need to be adjusted to either new or modified project outputs or programme benefits.

##### **Measures**

- Develops a measurement approach;
- Performs or organises measurements of benefits;
- Monitors benefits realisation;



- Reports results to key stakeholders;
- Adjusts the benefits realisation strategy to realise new or modified project outputs or programme benefits.

## 4.5.3. Scope

### Definition

Scope defines the specific focus or content of the programme. It describes the outputs, outcomes and benefits and the work required to produce them. It also deals with the counterpart – describing what is not contained in or part of the programme. In essence, scope defines the boundaries of the programme.

### Purpose

The purpose of this competence element is to enable the individual to acquire insight into what the boundaries of the programme scope are, to manage this scope and to understand how scope influences, and is influenced by, decisions regarding the management and execution of the programme.

### Description

Scope covers the process of understanding, defining and managing the specific content of the programme. However, what lies outside the programme's scope also needs to be defined. Scope defines all boundaries – which are often crucial to understanding and making decisions about what is part of the programme and what is not.

In the case of programmes, scope is typically described in terms of outcomes (what is achieved by implementing outputs from programmes in the impacted actor community) and benefits (realised by the impacted actor community by using the outcomes). The outputs required providing the outcomes and benefits, plus the development of solutions for those outputs, are delegated to the level of components. Scope management in programmes is performed on two levels – managing the scope of the programme itself, and setting the scope of components. So, part of programme management is also setting, or influencing, the scope of the components.

### Knowledge

- Configuration management;
- Hierarchical and non-hierarchical structures;
- Planning packages;
- Scope definition (with exclusions);
- Scope gathering methodologies, e.g. use case scenarios, history writing;
- Scope creep;
- Constraints;
- Work breakdown structure (WBS);
- Product breakdown structure (PBS);



- Work packages;
- Agile development.

### Skills and abilities

- Scope configuration;
- Prioritisation.

### Related competence elements

- All other practice CEs;
- Perspective 1: Strategy;
- Perspective 2: Governance, structures and processes;
- Perspective 3: Compliance, standards and regulations;
- People 5: Leadership;
- People 8: Resourcefulness;
- People 9: Negotiation;
- People 10: Results orientation.

## Key competence indicators

### 4.5.3.1. Define the programme scope

#### Description

The programme scope is defined by the projected outcomes. An outcome is the effect achieved by implementing the tangible and intangible outputs of components. Moreover, the programme deliverables are the measurable results by which the programme management success is judged. Sometimes, programme scope will also define the applicability of certain outcomes for certain communities, certain geographical areas, certain organisational entities, etc.

An important part of the scope is also defining which part might be expected by stakeholders, but is not considered to be addressed by the programme. So it is 'outside the scope'. When outcomes are put outside the scope but are crucial to the success of the programme, the individual needs to assure that these are covered in another way.

Defining the scope means taking into consideration what different stakeholders want from the programme and clarifying what exactly they will receive and approximately when. It also means clarifying what they will not receive, or at least not immediately.

### Measures

- Defines the programme outcomes;
- Knows and explains the difference between objectives, benefits and deliverables;
- Negotiates and clarifies what stakeholders will receive and what not, and at what time;
- Balances between stakeholders' wishes and programme performance.

#### 4.5.3.2. Define the scope structure of the programme

##### Description

The scope of the programme is broken down into the proposed scope of the components. In this way, it is possible to assess whether the expected programme scope is indeed organised by its components. Since the programme is developing over time, defining the scope structure is done regularly.

##### Measures

- Defines scope of components;
- Assures that the scope of components covers the scope of the programme;
- Explains the scope structure of the programme;
- Adapts the scope structure of the programme when needed in order to remain effective.

#### 4.5.3.3. Manage the scope of the components

##### Description

During the course of the programme, components might undergo scope changes, or the programme itself might also undergo scope changes. The individual needs to be aware of these changes and be able to address them. This involves re-scoping components, having some components taking over scope from other components, or changing the scope of components. The individual needs to be aware that scope changes usually have a large impact on components, so they should not be made lightly.

The component managers need proper time and resources to adjust to the changed scope. The way in which scope changes are implemented very much depends on the agreed governance structure.



## Measures

- Defines scope of components;
- Assures that the scope of components covers the scope of the programme;
- Assesses the impact of scope changes on an component;
- Implements changes according to the governance structure.

### 4.5.3.4. Establish and maintain scope configuration

#### Description

Scope configuration management helps minimise deficiencies, errors and unintended scope creep. Scope configuration management is meant to ensure that the scope is aligned with the agreed stakeholder needs and requirements and that all resources assigned to the programme are working with the same version of the product. Programmes operate within a dynamic environment whereby changes occur and need to be captured and managed, as opposed to being treated as obstacles and as something hampering programme success. A scope configuration mindset is characteristic of an iterative (e.g. agile) approach to the programme and is value-driven as opposed to plan- or task-driven. Scope configuration management is often a continuous process.

#### Measures

- Manages the scope configuration;
- Defines roles and responsibilities related to scope configuration management;
- Relates the dependency of scope configuration and the overall approach to the programme (sequential or iterative);
- Compares progress and earned value against a baseline plan.

## 4.5.4. Time

### Definition

Time includes the identification and structuring of all components of a programme in time in order to optimise the execution.

### Purpose

The purpose of this competence element is to enable the individual to define, sequence, optimise, monitor and control all components necessary to delivering the agreed outcomes of the programme.

### Description

The aim of time scheduling is to determine what components need to be carried out when, in order to optimise the execution of the programme.

In the case of programmes, the aim of time scheduling is to determine what sub-programmes, projects and other related activities need to be carried out and when, in order to optimise programme execution. The sequencing needs to cater for available resources, change strategy and adaptability to change of the impacted actors. The schedule of a programme is often called a roadmap, to illustrate that its predictability is much less than that of, for example, a project schedule. Within a programme there will be:

- Components that are under way with their own schedules;
- Components that are yet to be initiated (and therefore probably not even thoroughly designed);
- Outcomes of (finished) components that are being transformed into realised benefits;
- Programme management activities.

This whole range of activities must be collected into an effective and manageable, tranced or staged programme roadmap.

Time scheduling includes defining the interfaces between components within a tranche, as well as their duration and timing. A tranche usually has internal consistency and logic. In between subsequent tranches, the programme has a logical checkpoint, sometimes referred to as an 'island of stability' or 'island of reflection', when the progress and setup of the programme can be evaluated and redefined. The upcoming tranche in the roadmap needs to be defined in more detail than the tranches further away in time.

### Knowledge

- Planning types;
- Estimation methods;
- Levelling and balancing;





- Roadmapping;
- Scheduling methods, e.g. Gantt chart, Kanban charts;
- Incremental planning;
- Resource allocation;
- Network analysis;
- Programme baselines;
- Time boxing;
- Phases;
- Milestones;
- Fast modelling and prototyping;
- Spiral/iterative/agile development process;
- Tranching.

### Skills and abilities

- Define dependencies;
- Sequence components;
- Estimate programme activity resources and duration;
- Explain the logic behind the roadmap.

### Related competence elements

- All other practice CEs;
- Perspective 2: Governance, structures and processes;
- Perspective 3: Compliance, standards and regulations;
- People 3: Personal communication;
- People 5: Leadership;
- People 8: Resourcefulness;
- People 9: Negotiation.

## Key competence indicators

### 4.5.4.1. Sequence programme components and create a tranced roadmap

#### Description

Components within a programme are dependent on the availability – or on previous realisation of – other components. Based on these known dependencies and the durations of each component, sequences can be defined and the programme roadmap created. This is done in tranches or stages. Time management of the components is done by the components manager themselves.

Which component goes into which tranche, is influenced by, for example:

- Interdependence between components;
- Rhythm of the programme;
- Balance of resources within the programme;
- Being able to assert meaning to tranches (for example: in order to achieve a 'defined' maturity level), or to explain the programme's timing;
- Early collection of benefits to ensure stakeholder buy-in;
- Risk spreading.

### Measures

- Sequences a series of programme components into tranches;
- Determines dependencies and dependent relationships within tranches;
- Redefines the trached roadmap to adapt to change.

#### 4.5.4.2. Manage the consistency of the tranches

##### Description

A tranche has an internal consistency, defined by the component and their interdependencies. This consistency has to be guarded by the individual. The individual has to assess the pace of the component and to see whether interventions are needed to ensure the consistency. Also, the pace of the component has to be aligned with the activities that take place at programme level, (e.g. programme communication, stakeholder engagement and interface management).

##### Measures

- Knows the relationship between components and their respective outcomes;
- Manages the interrelationship between components, and their relationship to programme activities;
- Can assess the pace of components, and influence the pace in order to achieve the needed outcome to ensure benefits realisation.

#### 4.5.4.3. Manage the transitions of tranches

##### Description

When a tranche has ended, the next tranche can be started. This interim period provides for an 'island of stability', or 'island of reflection', where the effectiveness of the programme can be assessed. The next tranche can be started as planned, or can be adapted if necessary. This needs to be a conscious decision for the programme and the impacted stakeholders, based upon learning from



the performance of the programme so far, on the adaptability to change from the impacted actors and on the current and future situation in the force field of stakeholders.

### Measures

- Captures lessons learned from the past tranches;
- Aligns with the current stakeholder force field;
- Adapts the roadmap to cater for changes;
- Ensures commitment for the new roadmap;
- Organises the new tranche and sets it in motion.

## 4.5.5. Organisation and information

### Definition

Organisation and information includes the definition, implementation and management of the temporary programme organisation. Organisation and information also includes the definitions of required roles and responsibilities as well as effective information exchange for the temporary organisation. This competence element also includes the creation and storage of documentation, reporting structures and the programme internal information flows.

### Purpose

The purpose of this competence element is to enable the individual to create a high performing temporary organisation, which also includes the inseparable link between organisational structure and information processes.

### Description

This competence element describes how the programme is organised. The organisation and information competence embraces both human resources and associated information processes.

The organisation also covers the programme's roles, responsibilities and mandates on the various levels. Usually, it at least distinguishes between the sponsor level, the programme level and the level of components. It describes the formal information flows between these levels, so that each level is able to take the assigned responsibility and base decisions on high quality information. Usually, the sponsor level is accountable for the definition of the benefits and scope of the programme, the project level is accountable for delivering quality outputs and the programme level is responsible for ensuring the outputs all contribute to realising the programme's objectives.

For all levels to achieve high quality decision-making, they should be supported by the right, timely and high quality information. The individual is responsible for information quality, timeliness and flow. Internal information, documentation and communication are closely related to the management of the organisation and encompass identifying the information needs, establishing the required processes and information infrastructures and finally monitoring the internal and external information flow.

### Knowledge

- Organisational models;
- Document management systems;
- Information and documentation systems;
- Information plan;



- Regulatory requirements;
- Information security.

### Skills and abilities

- Involve/convince others;
- Staffing of organisation;
- Task delegation;
- Empowerment;
- Management of interfaces to other parts of the organisation;
- Using software tools in the office;
- Preparation techniques for official documents;
- Information management planning.

### Related competence elements

- All other practice CEs;
- Perspective 2: Governance, structures and processes;
- Perspective 3: Compliance, standards and regulations;
- People 3: Personal communication;
- People 5: Leadership;
- People 6: Teamwork;
- People 8: Resourcefulness;
- People 9: Negotiation.

## Key competence indicators

### 4.5.5.1. Design and implement programme governance framework and rules

#### Description

Governance addresses the way in which organisations wants to influence programmes. It therefore also defines the boundaries for the mandate of the components. In many cases, the governance structure is provided by the organisation(s) running the programme, in which case the individual has to understand and use what's available. In some situations, the quality of the governance is insufficient for the programme. In some cases there is more than one coordinating organisation. In these cases, the individual has to be able to design and implement a governance structure.

This structure has to fulfil some basic quality criteria in order to be effective.

The governance structure is described, communicated and implemented in accordance with power and interest, rules and regulations and in line with

the goals that the programme wants to achieve. It should be targeted towards achieving value for the coordinating organisations and provide clarity and mandate for the programme. The governing body is the highest escalation level of risk management from the viewpoint of the programme, so should be set up in this way, with regards to power and information gathering. It should reflect the values of the organisations and be sustainable for at least the lifetime of the programme. Governance should respect all the rights of the stakeholders and respect the integrity and security of information and data.

The governance structure of the programme will also influence the governance structure of the components. The governance structure should make clear what mandates are given to coordinating organisations, the programme and its components, and to all governing bodies that surround it.

### Measures

- Can explain various methods of programme governance and project governance;
- Can distinguish between mandates for several roles, e.g. programme sponsor, project sponsor, programme manager, project manager, programme board, project board, portfolio manager, line manager, business change manager, resource manager, etc;
- Is able to define and explain a valid governance structure for the programme;
- Can address and mitigate the risks that come from a governance structure which is not completely in line with the coordinating organisation's expectations;
- Is able to change the governance structure when necessary, including the change management that goes with changing mandates and roles.

#### 4.5.5.2. Define the structure, roles and responsibilities within the programme

##### Description

The individual can structure the temporary organisation in various ways and is aware of the influences from governance and contextual characteristics such as strategy, structures and processes, power and interest, standards and regulations, culture and values. Applied technologies, anticipated solutions, required competences and the geographical location of the component's participants will also have a high impact on the design of the organisational structure. The individual knows about advantages and disadvantages of different structures and is also capable of designing, staffing and implementing the temporary organisation. As part of this organisation, roles and responsibilities are clearly defined and decisionmaking authorities and delegation levels are identified.



## Measures

- Explains fundamental ways to structure a temporary organisation;
- Designs and develops a management framework and structure;
- Defines the responsibilities of the various key personnel;
- Identifies links to and interfaces with corporate governance arrangements;
- Identifies and records the differences between the programme's authorities and the components' authorities.

### 4.5.5.3. Establish infrastructure, processes and systems for information flows

#### Description

As all levels are able to take high quality decisions, they should be informed in a timely, high quality manner. The individual ensures this by providing processes, structure and systems. These should make sure information is correct and is only visible to those entitled to use it. How to limit and/or prevent redundant information is a key success criterion for establishing efficient information processes, and information must be consistent and unambiguous. Information infrastructures cover the systems, means and methods required for documenting, storing and communicating the internal information. Information infrastructures and IT are inseparable in modern organisations and consequently, being aware of the corporate IT systems and policies is important for the individual.

#### Measures

- Explains the purpose and contents of information processes;
- Provides internal information via various methods;
- Ensures redundant information is limited and/or prevented;
- Explains the benefits of different types of meetings;
- Explains what is covered by an infrastructure for information;
- Establishes planning and control mechanisms e.g. documentation of key decisions;
- Uses information configuration management and versioning;
- Is aware of information security and implements this in the processes and systems.

#### **4.5.5.4. Implement, monitor and maintain the organisation of the programme**

##### **Description**

The individual knows how to manage the programme's organisation including implementation, monitoring and maintenance of the temporary organisation. Implementation means to make the initially defined organisational structure operational – to make it work. However, implementation also includes changes to the organisation when necessary. The need for changes to the temporary organisation should be anticipated as the programme evolves. Any given structure of an organisation is valid only for a limited period of time. In particular, changes in contextual factors (e.g. strategy and/or power and interest) tend to influence the temporary organisation and call for changes or minor adjustments. Through the ongoing monitoring of the programme's environment, the individual has to proactively envisage the need for changes to the temporary organisation.

##### **Measures**

- Implements new organisational structures;
- Monitors the organisation, including the roles involved;
- Adjusts the organisation, including the roles involved.





## 4.5.6. Quality

### Definition

Quality in programmes has two key drivers. On the one hand, it is about the quality of the process, the way in which the programme is organised. This is about developing, implementing and reviewing standards for the way quality is addressed in components. On the other hand, it is about managing, assuring and controlling the quality of the output and outcome of each component. Quality encompasses the entire programme from initiation to post-transition, throughout the whole lifecycle.

### Purpose

The purpose of this competence element is to enable the individual to establish and manage the quality of the components and their outcomes and to recognise quality as an invaluable tool for the benefits realisation management process.

### Description

Quality in programmes is on the one hand about ensuring the right quality of services or products delivered specifically to projects. On the other hand, it is about ensuring that quality processes are well implemented throughout the programme and the components. Ensuring quality processes are well implemented means setting a standard and measuring its effectiveness. Usually this is based upon the quality standards and methods of the organisations that are part of the programme, as sponsor or as supplier. These should be tailored towards this programme and then implemented, measured and adapted. In programmes, ensuring quality of outputs is done by the component sub-programmes, projects or other activities.

### Knowledge

- Validation and verification;
- Process quality management techniques (e.g. Lean, Six Sigma, Kaizen);
- Product quality management;
- Cost of quality;
- Quality management standards, e.g. TQM, EFQM, Theory of Constraints, Deming Cycle;
- Organisational quality analysis tools;
- Standard operating procedures;
- Policies implementation;
- Utilising indicators;
- Inspection methods and techniques;
- Risk-based testing.

### Skills and abilities

- Analysing the impact of quality management on programmes, components and people;
- Implementing a standard (process and people);
- Adapting a quality standard;
- Correcting people's and the group's behaviours with a wide variety of interventions;
- Developing and executing quality plans;
- Conducting quality assurance procedures;
- Performing quality audits and interpreting their results.

### Related competence elements

- All other practice CEs;
- Perspective 2: Governance, structures and processes;
- Perspective 3: Compliance, standards and regulations;
- Perspective 5: Culture and values;
- People 6: Teamwork;
- People 8: Resourcefulness;
- People 10: Results orientation.

## Key competence indicators

### 4.5.6.1. Ensure quality throughout the programme

#### Description

Based upon quality procedures in the organisation(s) and upon quality procedures of suppliers, a quality approach for the programme is chosen and implemented. It should be fit for purpose and implementable with relative ease. Adaptation, integration and implementation will require dealing with several organisations (or parts of organisations), who all prefer doing it their own way. Once implemented, regular check-ups and improvements need to take place to maintain the fitness for purpose. Since quality is mainly about people, not only about processes, special attention should be paid to quality awareness and 'the right quality for the programme'.

#### Measures

- Assesses, adapts and integrates quality standards being used by organisations;
- Implements quality processes in the programme;



- Conducts regular assessments of the implemented processes and improves them when needed;
- Implements quality awareness in the programme, so that all the people involved know what quality is required.

#### 4.5.6.2. Organise quality assurance of the programme

##### Description

Quality of the programme is defined as the way in which the programme reaches its goals. Based upon the CSFs and KPIs set in the programme's design, the individual defines procedures and structures to measure and assure that the programme performs according to the design and takes action when needed. Typical themes for programme quality assurance are alignment with strategy, effectiveness of change, attractiveness of vision, coherence, focus on benefits, added value and effectiveness of learning.

##### Measures

- Uses the concept of programme quality assurance;
- Measures the programme's performance with respect to the CSFs and KPIs;
- Takes action to improve the programme's quality performance.

## 4.5.7. Finance

### Definition

Finance includes all activities required for estimating, planning, gaining, spending and controlling financial resources, both inflow and outflow to the programme. Finance therefore includes the cost management (outflow often related to a budget) as well as the financing (inflow external to the organisation) and/or funding (inflow from within the organisation) required for successful management of the programme.

### Purpose

The purpose of this competence element is to enable the individual to ensure that enough financial resources are provided to the programme at any time, that the financial targets of the programme can be met and that the financial status is monitored, reported and properly used for adequate management of financial resources.

### Description

Initially the individual has to make an estimate of the costs that are necessary to execute the programme – i.e. define the budget. The individual also has to take actions related to the way the programme and the components are financed or funded. The individual therefore has to know what the planned (or expected) and actual costs of the programme are and how they relate to the progress of the work done and the objectives achieved.

In addition, cost management systems have to be established within the organisation of the programme. These are used to monitor the financial status and provide a forecast on financial and performance issues so the individual can make appropriate decisions.

The individual needs to know what funding is contracted and expected, sometimes even across multiple organisations. In this way, the individual can use the performance indicators to make forecasts of the future performance of the programme and, if cost breaches are signalled, the individual reports on these according to the programme organisation and governance and suggests appropriate mitigation plans. The term ‘funding’ is used when an organisation finances the programme internally; the term ‘financing’ is used when the organisation acquires funds for the programme from external sources, (e.g. loans, joint ventures, etc).

For every programme, the proper management of cash flow in terms of expenditure and income is crucial. The cash inflows and outflows must be calculated and evaluated regularly so that the appropriate actions can be taken



to ensure sufficient financial resources. The setup of the financial management system has to be made in cooperation with the financial and/or treasury department(s) and other relevant parts of the permanent organisation(s).

### Knowledge

- Financial accounting basics (cash flow, chart of accounts, cost structures);
- Cost estimating methods, e.g. single or multi-expert estimations (Delphi method), historical data, analogies, effort models, parametric estimations (function point method), three point estimation;
- Cost calculation techniques, e.g. direct, indirect calculation, activity-based costing, etc;
- Design-to-cost/target costing;
- Processes and governance for cost management;
- Methods for monitoring and controlling expenditures;
- Performance indicators (earned value);
- Reporting standards;
- Forecasting methods (linear, parametric, velocity analysis);
- Financing options;
- Funding sources;
- Financial management concepts and terms such as (but not limited to) cash flow, debtasset ratio, return on investment, rates of return;
- Contingency approaches;
- Relevant conventions, agreements, legislation and regulations, including (but not limited to) taxation, currency exchange, bilateral or regional trade agreements, international commercial terms, World Trade Organisation determinations.

### Skills and abilities

- Convincing/negotiating with sponsors;
- Scenario techniques;
- Interpreting and communicating the actual cost situation;
- Developing financial forecasts and models;
- Reading financial statements;
- Interpreting financial data and identifying trends;
- Financial management approach analysis;
- Developing a programme budget;
- Setting frameworks for resource programme cost estimation;
- Directing and authorising cost strategies and cost management plans;
- Developing and maintaining cost management systems;
- Conducting analysis, evaluating options and implementing responses to project or programme cost variations.

### Related competence elements

- All other practice CEs;
- Perspective 2: Governance, structures and processes;
- Perspective 3: Compliance, standards and regulations;
- People 5: Leadership;
- People 8: Resourcefulness;
- People 9: Negotiation;
- People 10: Results orientation.

## Key competence indicators

### 4.5.7.1. Determine the programme funding and financing strategy

#### Description

The programme needs funding throughout its lifetime. A strategy needs to be developed as to how to obtain this funding from different sources. The strategy also defines the responsibility for funding of the programme and the component within the programme. This is not only based upon the funding needs, but also the timing of when the funding is needed. The strategy must also address the requirements that need to be satisfied to obtain the funding, the flexibility of the strategy and the risks the strategy causes. If necessary, different alternatives need to be worked out. The strategy needs to be regularly revisited, revalidated and optimised.

#### Measures

- Identifies programme funding strategies;
- Develops the accountabilities for the programme funding;
- Revisits and optimises the funding strategy periodically.

### 4.5.7.2. Determine and establish the programme budget

#### Description

Based upon the components that are part of the programme and upon the projects and activities that are planned and executed by the programme organisation itself, a budget is determined. This could be a total budget for the entire programme, a budget for the programme organisation only when the components are self-funding, or it could be a combination of both. The budget could also be restricted to a certain period of time. The budget and the assumptions that underpin it are revisited regularly, on the one hand to deal with changes within the programme



and, on the other hand, to harden assumptions, thereby making it possible to reduce slack budget.

### Measures

- Determines the programme budget;
- Monitors the performance of the budget spending;
- Revises the programme budget if necessary.

#### 4.5.7.3. Develop, establish and govern a funding and financial management framework

##### Description

Financial procedures need to be maintained or developed in order to ensure that funding which is organised reaches the appropriate component. They also need to ensure that the requirements to obtain the funding are enforced within the framework. A transparent financial governance structure is developed and put into place. Also, financial accounting and controlling procedures may be needed and in that case these need to be organised. The individual must also make sure that each component has been approved by the proper authorities. The individual also maintains and, if needed, develops and governs performance management indicators to monitor the relationships between components within the programme (e.g. earned value or critical chain reporting). The performance management system should be closely linked to organisational accounting and controlling processes.

##### Measures

- Defines and maintains governance of the programme for financial management;
- Develops a financial management structure;
- Integrates the financials with the accounting and controlling processes of an organisation;
- Disseminates financial performance indicators on to the lower levels.

#### 4.5.7.4. Distribute programme funds based on the needs of components and funding conditions

##### Description

The funding strategy and the funding and financial frameworks need to be staffed, organised and operated, so that the obtained funds are put to use. This needs to be regularly checked and improved to make sure everything is done

correctly and speedily. Internal checks are done to ensure the funds are spent according to the agreements and the needs of the components. If cost breaches are forecasted from the components, the individual must either mitigate the deviations using the programme budget contingencies, or report according to the programme's organisation and governance and suggest an appropriate mitigation plan.

### Measures

- Determines the programme funds distribution strategy;
- Distributes the needed funds across the programme;
- Estimates the future needs of the programme;
- Suggests mitigation plans to the higher instances for any cost breaches which could not be handled by the programme budget contingencies.

#### **4.5.7.5. Provide reports to funding and financing bodies**

### Description

Funding bodies need formal reports that prove funds are spent wisely and according to the signed agreements. These reports need to be provided and presented regularly. The individual needs to ensure that the reports are in line with the overall reporting system of the organisation.

### Measures

- Aligns the programme reports with the rest of the organisation;
- Uses the reports from within the programme to derive the overall report;
- Delivers regular financial reports.





## 4.5.8. Resources

### Definition

The resources competence element includes defining, acquiring, controlling and developing the resources that are necessary to realise the programme's outcome. Resources include people, expertise, facilities, equipment, materials, infrastructure, tools and other assets required to carry out the programmes according to the objectives. This competence element includes defining a strategy for acquiring and utilising the resources for the best performance of the programme, optimising the utilisation of the resources given the time and financial constraints, and the continuous monitoring and control of these.

### Purpose

The purpose of this competence element is to enable the individual to ensure that the resources required are available and assigned as needed in order to meet the objectives.

### Description

To realise its objectives, a programme needs resources. Managing resources means applying a proper approach to defining and obtaining these resources. Resource allocation must be prepared during the planning phase and should be continuously monitored and adjusted throughout the whole lifecycle of the programme. The individual should make sure that the personnel have the necessary competences and that they are provided with adequate information, tools and training to perform the required tasks successfully. Since resource need and availability change regularly, for both controllable and uncontrollable reasons, resourcing is a continuous or regular process.

In the case of programmes, individuals often have to negotiate with the permanent organisation(s) or external service providers in order to obtain the desired resources. The programme might be responsible for getting these resources, but this also might be the responsibility of the coordinating organisations or collaborating actors. However, the programme is responsible for ensuring the mechanism is available and clear for all involved stakeholders. Even when the individual is not responsible for resources for components, the individual is likely to be responsible for ensuring that resource conflicts and shortages (in quality or quantity) that hamper the timely delivery of benefits are identified. Therefore, processes, procedures and people should be in place to identify possible risks and provide countermeasures.

With some kinds of resources, conflicts in availability may occur due to unexpected events such as funds shortage, performance troubles, equipment failure, weather, labour unrest, etc. Such conditions may require re-scheduling

of activities and a change in the resources involved in the current or subsequent activities, especially if critical activities are affected by such events. Procedures should therefore be put in place to identify such unexpected events and ensure that the necessary adjustments are made as soon as possible.

### Knowledge

- Resource allocation methods;
- Resource assessment;
- Resource utilisation calculations and collection techniques;
- Competence management;
- Procurement processes, supply and demand concepts;
- Training.

### Skills and abilities

- Resource planning, allocation and management;
- Identifying and classifying different ways of working;
- Developing resources skills matrix – identifying skills and documenting individual skills gaps;
- Prioritising and allocating resources, given multiple competing priorities.

### Related competence elements

- All other practice CEs;
- Perspective 2: Governance, structures and processes;
- Perspective 3: Compliance, standards and regulations;
- Perspective 5: Culture and values;
- People 5: Leadership;
- People 6: Teamwork;
- People 8: Resourcefulness;
- People 9: Negotiation.

## Key competence indicators

### 4.5.8.1. Develop strategic resource plan to deliver the programme

#### Description

The strategic resource plan stipulates who is responsible for which part of the resource definition, resource allocation, resource development, resource distribution and resource freeing. Responsibilities may be with the programme manager, with the organisations, with resource managers or with the component.



The strategic resource plan needs to be in line with the schedule. The individual develops, organises and assesses a plan and adapts it to changes whenever needed.

### Measures

- Identifies programme resource requirements based on resource forecasts;
- Defines the responsibilities for resource management;
- Captures baseline of existing and proposed resources;
- Reviews and analyses the resource capacity of the organisation and identifies trends.

## 5.5.8.2. Define the quality and quantity of resources required

### Description

The individual has to identify the resources (type, quantity and quality) that are needed to successfully deliver the programme, based on the strategic resource plan. Resources can be people, expertise, facilities, equipment, materials, infrastructure, tools, non-financial funds, or services. After identifying these resource needs, a more detailed analysis is conducted that defines when the resources need to be available and of what quality and in what amount they are needed. This may result in a detailed operational resource plan, or in some cases more than one.

### Measures

- Describes the resources needed for the programme;
- Draws up a resource plan;
- Defines the amount and quality of the required resources;
- Defines the responsibility for actually developing or ensuring these resources.

## 4.5.8.3. Identify the potential sources of resources and negotiate their availability

### Description

Once the needed resources have been defined, the right resource providers must be identified. Resources can be sourced with the organisation(s) that are cooperating, collaborating, or partners in the programme, or they can come from commercial parties. Many organisations provide sourcing guidelines that have to be followed. Especially when 'make or buy' decisions have to be taken, the individual must rely on formal and informal networks.

### Measures

- Takes 'make or buy' decisions;
- Creates and evaluates sourcing alternatives;
- Defines a sourcing strategy;
- Addresses resource providers;
- Negotiates resource availability.

#### **4.5.8.4. Allocate and distribute resources according to defined need**

### Description

Resource distribution means assigning resources to the programme and its components, according to the strategic resource plan. This enables monitoring, controlling and management of the resources, their results and the related costs. Allocating resources is closely linked to scheduling. Changes in the schedule and changes in the resource availability or quality often affect each other. The conditions under which resources are allocated and contracted need to be adhered to. When there are conflicting resource needs, the individual needs to consider all options and come up with the best way to handle these needs, based on priorities, urgency, or other criteria. Measures to overcome resource shortages have to be developed and implemented. The individual has to be able to organise the resource distribution and adapt the distribution when needed. This is not only for the resources the individual is directly responsible for, but also for resources critical to the realisation of benefits that are under the jurisdiction of other parties (stipulated by the strategic resource plan).

### Measures

- Implements resource plan;
- Assigns resources;
- Evaluates their effectiveness and added value;
- Negotiates resource conflicts.

#### **4.5.8.5. Evaluate resource usage**

### Description

All the relevant resource parameters and indicators must be monitored to ensure the proper usage of resources. In the case of overestimation or underestimation, assignments must be adjusted.



The individual should regularly evaluate the quality and availability of assigned resources. In the case of external resources, consultations with suppliers and other contractors may be necessary in order to improve or exchange the resource. The performance of people may also have to be improved. These people would then need development, coaching and specific training measures. This should be negotiated and coordinated with their suppliers. The individual is responsible for allocating and reallocating critical resources, even beyond the resources for which the individual is directly responsible.

### Measures

- Defines a systematic approach to evaluating the use of resources;
- Provides opportunities to enhance competences/skills;
- Addresses a skill shortage with the relevant team member, his or her management or suppliers.

## 4.5.9. Procurement and partnership

### Definition

Procurement is a process of buying or obtaining goods and/or services from external parties. It includes all processes, from purchase planning to making the purchase and contract administration. Because procurement focuses on the suppliers outside the parent organisation, it procures resources (people, tools, material, and sub-deliverables) that are not available from within the organisation. This competence element also includes choosing or taking the optimal procurement routes, which should fit the longterm objective of the client but also the organisation (e.g. partnership, joint ventures, etc). These routes can mean sharing funding, expertise, etc, but also entail the risks of failing on the market.

### Purpose

The purpose of this competence element is to enable the individual to obtain the best value possible from the chosen suppliers or partners, and thus deliver the best value for the buyer and the organisation.

### Description

The process of procurement enables organisations to acquire the necessary resources that these organisations do not possess or produce themselves – at least, in the amounts needed. The procurement policies of the organisation or organisations are often imposed top-down. When procurement aspects involve a substantial portion of a programme, or when there are multiple procurement items, the procurement approach should be documented in a procurement plan covering at least:

- Types of contracts to be used;
- Roles and responsibilities;
- Supplier selection procedures;
- Subcontracting rules.

The management of procurement is either performed by individuals assigned to component projects or delegated to specialists or departments (e.g. legal department, finance department) or directed by the programme level. Strategic considerations such as sustainability, lifecycle costs and reduced overheads from the development of positive relationships with suppliers, partners or buyers, and the risks connected with them, must also be taken into account. For each item to be acquired, the basic process includes defining needs, identifying potential suppliers or partners, obtaining technical and financial proposals, selecting a preferred supplier or partner and negotiating an agreement with the preferred supplier, making the purchase and contract administration. The inventory, disposals and



other relevant functions are often considered as indirect procurement. The amount of effort devoted to each step should correspond to the size and complexity of the item being procured.

An exchange of goods or services between units of the same legal entity may sometimes be treated as procurement. In such cases, the procurement should be treated as if it were between independent parties and subject to the same degree of control.

In the case of programmes, one way of ensuring resources in a network of stakeholders and organisations is to develop formal partnerships, based on formal agreements. These partnerships are either existing (from strategic choices made by the organisation(s), or from previous cooperations), or have to be defined and organised as part of the programme.

### Knowledge

- Sourcing strategies;
- Make/buy analysis;
- Supplier development methodologies;
- Organisational procurement policies, procedures and practices;
- Procurement methods e.g. RFI, RFP, RFQ;
- Contract types e.g. firm fixed price, time and materials, cost plus;
- Claim management processes, methods and tools;
- Tender procedures and practices;
- Contractual judicial knowledge;
- Contractual terms and conditions;
- Supply chain management;
- Types of alliances and partnerships, e.g. public-private partnership, joint venture, consortium.

### Skills and abilities

- Tactical know-how;
- Presentation;
- Contract administration.

### Related competence elements

- All other practice CEs;
- Perspective 2: Governance, structures and processes;
- Perspective 3: Compliance, standards and regulations;
- Perspective 5: Culture and values;
- People 4: Relationships and engagement;
- People 5: Leadership;
- People 8: Resourcefulness;
- People 9: Negotiation.

## Key competence indicators

### 4.5.9.1. Maintain and govern the procurement system for the programme

#### Description

The individual has to ensure that the programme organisation has integrity in procuring goods and services. Therefore, a procurement governance system has to be established to ensure an overview over the procurement routes pursued within the programme at any time. The individual must make sure that every component running under the respective programme uses mandatory procurement methods and aligns with internal (i.e. organisation-tailored) and external (i.e. regulation) rules. The individual also makes sure that each component has been granted approval by the respective organisational function/processes. Although the procurement often happens on the project level and should be conducted by the project team (or a dedicated team within the programme), some decisions may have to be influenced at the programme level (e.g. procurement influenced by strategic alliances and longterm partnership arrangements). The individual should also maintain, develop and govern the procurement process by monitoring the obligations arising from the contracts and pre-set by the project procurement plans within the programme.

#### Measures

- Defines and maintains governance of the programme procurement;
- Controls and aligns the programme procurement routes with the internal and external rules;
- Integrates the project procurement plans within the programme and suggests possible synergy strategies;
- Assesses the specifics of the procured goods and services and suggests partnership models e.g. joint ventures, longterm partnerships, etc.

### 4.5.9.2. Develop partnerships

#### Description

Potential alliances and partnerships are developed and potential collaborators are identified. The benefits and outcomes of the potential partnership or alliance are identified for all parties. A relationship is established and developed with potential collaborators.





### Measures

- Identifies and evaluates opportunities for alliances and partnerships;
- Identifies and evaluates potential collaborators;
- Identifies possible benefits for the programme and collaborators;
- Establishes relationships with partners.

### 4.5.9.3. End partnerships

#### Description

Partnerships can be ended by design, or because the formal relationship is no longer beneficial to the organisations or stakeholders. Ending a formal relationship usually has (at least) legal and financial consequences that need to be considered. Often, an organisation is likely to want to form alliances with the same partners in the future, so the ending of a formal relationship should be handled carefully.

#### Measures

- Closes all formal contractual agreements;
- Identifies opportunities for future cooperation.

## 4.5.10. Plan and control

### Definition

Based on the design, all elements come together in a balanced plan, the execution of which is controlled. The plan should be regularly updated, based on changes happening within the programme or in its context. Control is also regularly adapted and improved, so that the individual remains in control.

### Purpose

The purpose of this competence element is to enable the individual to establish and maintain a balanced and integrated view over the management of a programme. Maintaining the balance, consistency and performance is crucial in order to achieve the agreed outcomes.

### Description

The plan and control competence is where all information comes together and decisions are prepared or taken. Many processes and activities are described (and managed) in detail in the other competence elements. In this competence element, they are viewed and managed in combination, as stipulated in the architecture document, developed in design. The basic, cyclical process is plan, execute, monitor, adjust plan or adjust execution, as laid down by Deming's cycle, plan-do-check-act.

When managing programmes, the focus lies on: integrating, balancing, pacing, synchronising, getting into a rhythm, creating synergies, focusing on achieving what needs to be achieved and when it needs to be achieved. Programme management is mostly indirect steering, because all components have their own scope, mandate and governance. Based upon the programme architecture, current progress of the components is monitored. Possible indicators are speed of outcome delivery, quality of realising benefits, the speed of achieved organisational change, general cost of execution, etc. Based on the programme design and trached roadmap, a detailed plan is derived that stipulates the components that are undertaken. Programme management will speed up components, slow them down, start new components and stop or rescope components.

Once the programme is established, monitoring processes should be in place. These processes gather information regularly on progress, finances and utilisation of resources compared with baselines, adherence to quality and other standards, stakeholder satisfaction, etc. Regular reporting, both by components to the programme and by the programme to stakeholders, is an essential part of monitoring.



To continuously support the learning process, the performed management effort should also be evaluated on a regular basis. Based on this information, changes may be required. A predefined and transparent change management process is another essential element of programme control.

In between tranches, an evaluation should take place and a report is prepared stating the programme's progress, success and lessons learned.

### Knowledge

- Phase/stage transitions;
- Reporting;
- Programme governance models (controlling, coordinating, networking);
- Integration;
- Managing the portfolio of components;
- Decision management;
- Dashboard;
- Programme office;
- Deming cycle (plan-do-check-act);
- Request for change;
- Management by objectives;
- Management by exception;
- Lessons learned report;
- Phase/stage/sprint/release planning;
- Request for change;
- Decision to fund and make or buy;
- Exception reports;
- Issue reports;
- Programme management plan;
- Discharge;
- Decision-making authority.

### Skills and abilities

- Progress control meetings;
- Reporting;
- Negotiation of change requests;
- Start-up workshop;
- Kick-off meeting;
- Close-out meeting;
- Issue management;
- Earned value analysis;
- Slip charts;
- Evaluating programme performance.

### Related competence elements

- All other practice CEs;
- Perspective 1: Strategy;
- Perspective 2: Governance, structures and processes;
- Perspective 3: Compliance, standards and regulations;
- People 5: Leadership;
- People 7: Conflict and crisis;
- People 8: Resourcefulness;
- People 9: Negotiation.

## Key competence indicators

### 4.5.10.1. Establish the programme

#### Description

There are two general ways in which programmes can be established – ‘bottom up’ or ‘top-down’. ‘Bottom-up’ is achieved by clustering already running components together and adding the benefits steering them. Not only are outcomes delivered, but benefits are actually achieved. ‘Top-down’ is created by design, involving an analysis period in which the programme is created, based on projected benefits and a developed initial architecture. As part of the establishment of the programme, the required programme infrastructure must be put in place. This may include office space, technology infrastructure and a programme management team, as well as any supporting policies, procedures, tools or systems. One important aspect in establishing a programme is branding. It needs to stand out from all the other initiatives and things going on in the organisation(s). Once it has a good name, the programme gains awareness and reality.

Good practice, whether the programme is created bottom-up or top-down, is to have programme start-up sessions, in which major stakeholders come together and create a sound and common view on at least benefits, architecture, governance and delivery strategy.

#### Measures

- Analyses the approach to creating a programme (bottom-up, top-down, combination);
- Identifies the (possible) components of a programme;
- Identifies and develops the programme infrastructure;
- Develops the programme control plan;
- Determines the name of the programme.

### 4.5.10.2. Manage the interfaces and synergies between components

#### Description

A programme is more than the sum of outcomes of the components. It adds steering towards truly realising benefits and inducing change, because a programme usually outlives its components. In addition, a programme should make it easier for components to be successful. It provides an environment in which they are not obstructing each other or, even better, in which synergy between components is achieved. This is achieved by careful planning, by using stages/phases/tranches, and by using communicable themes and, of course, by sometimes allowing components to prevail over others in using resources, based on urgency, priorities or other factors.

#### Measures

- Identifies interfaces e.g. technical, resource oriented, benefits related, etc between components;
- Maps dependencies between components;
- Coordinates components for maximum effect;
- Sets up and manages a staged approach;
- Assigns resources according to priorities.

### 4.5.10.3. Measure, evaluate the status of components, and influence their progress

#### Description

The programme needs to be regularly updated on the status and progress of components. Therefore, a control plan to measure components on their KPIs is developed and implemented. Of course, there will be changes to what was planned. In that case, the individual has many ways to accommodate the changes, such as influencing the components that are causing the changes, influencing other components to adapt to the changes or influencing the total impact, or changing the strategy on benefits realisation to cater for the change. The individual should not primarily 'just stick to the plan', but rather make sure successful delivery of benefits is achieved.

#### Measures

- Defines measurement approach and targets in a control plan;
- Establishes reporting media and timing;

- Evaluates progress of components;
- Speeds up, slows down, rescopes, descopes, starts, stops components, using the installed organisation.

#### **4.5.10.4. Provide direction to the component managers**

##### **Description**

In some cases, programme management acts as principal to components. In other cases, programme management has no hierarchical power over the components. In all cases, the individual should provide direction and guidance to managers of components regarding expectations, planning, governance and mandate, benefits realisation, change management, implementation and the big picture. This helps to ensure that, on the component level, component managers know how to intervene when things crop up.

##### **Measures**

- Meets regularly with component managers;
- Maintains effective relationships with component managers;
- Redirects component managers as needed;
- Provides regular performance appraisals to component managers;
- Maintains and implements an escalation policy for issues as needed.

#### **4.5.10.5. Finalise the programme**

##### **Description**

Programmes are finalised or stopped for different reasons. One important reason is that the programme has delivered the projected benefits and has achieved the required changes. Another reason might be that having the additional steering level of programme management is no longer worth the effort, and the components can be run more efficiently without the additional steering level. Another reason might be that the projected benefits are no longer relevant to the stakeholders or that the changes become unwanted. When finalising, the individual needs to make sure all components that are still ongoing are either formally closed or are transferred to a new owner or owners with the means to carry on (budget, resources, mandate, clear assignments, etc). The individual will also provide the organisations with an evaluation based on broad input. When there are still funding or resourcing contracts, these will have to be finalised, with evaluation, or transferred to ongoing components.



## Measures

- Identifies aspects of the programme to be stopped and those to be continued;
- Assigns ongoing tasks to responsible parties;
- Finalises and/or transfers contracts to respective parties;
- Closes out programme administratively.

## 4.5.11. Risk and opportunity

### Definition

Risk and opportunity includes the identification, assessment, response planning and implementation and control of risks and opportunities around programmes. Risk and opportunity management helps decision-makers to make informed choices, prioritise actions and distinguish among alternative courses of action. Risk and opportunity management is an ongoing process throughout the life-cycle of the programme.

### Purpose

The purpose of this competence element is to enable the individual to understand and effectively handle risks and opportunities, including responses and overall strategies.

### Description

Risk (negative effects) and opportunity (positive effects) are always viewed in their relation to and consequences of realising the objectives of the programme. As a first step, it is advisable to consider which overall strategies would best serve the handling of risks and opportunities relative to the corporate strategies and the programme in question. After that, the risk and opportunity management process is characterised by first identifying and assessing risks and opportunities, followed by the development and implementation of a response plan covering the intended and planned actions for dealing with identified risks and opportunities. The response plan should be developed and implemented in line with the chosen overall risk and opportunity strategies. The individual is responsible for involving programme team members and keeping the team committed to the risk and opportunity management process; for making the team alert to risks and opportunities; for involving other stakeholders in the process and for involving the appropriate subject matter experts whenever necessary.

Risks and opportunities in a programme shall be managed on programme level and on component level.

### Knowledge

- Strategies for managing risk and opportunity;
- Contingency plans, fallback plans;
- Cost and duration contingency reserves;
- Expected monetary value;
- Qualitative risk assessment tools and techniques;
- Quantitative risk assessment tools and techniques;
- Risk and opportunity response strategies and plans;





- Risk identification techniques and tools;
- Scenario planning;
- Sensitivity analysis;
- Strengths, weaknesses, opportunities, threats analysis (SWOT);
- Risk exposure, appetite, aversion and tolerance;
- Programme risks, business risks and opportunities;
- Residual risk;
- Risk and opportunity probability, impact and proximity;
- Risk and opportunity owner;
- Risk and opportunity register;
- Sources of risk and opportunity.

### Skills and abilities

- Risk and opportunity identification techniques;
- Risk and opportunity assessment techniques;
- Developing risk and opportunity response plans;
- Implementing, monitoring and controlling risk and opportunity response plans;
- Implementing, monitoring and controlling overall strategies for risk and opportunity management;
- Monte Carlo analysis;
- Decision trees, e.g. Ishikawa analysis.

### Related competence elements

- All other practice CEs;
- Perspective 1: Strategy;
- Perspective 2: Governance, structures and processes;
- Perspective 3: Compliance, standards and regulations;
- Perspective 4: Power and interest;
- People 5: Leadership;
- People 7: Conflict and crisis;
- People 8: Resourcefulness.

## Key competence indicators

### 4.5.11.1. Develop and implement a risk management framework

#### Description

The individual designs, develops and implements a risk management framework in order to ensure that risks and opportunities are managed consistently and systematically throughout the programme lifecycle. The framework at least

stipulates which risks are taken on and at what level of the programme. Usually the majority of risks lie at component level, rather than at programme level. Nevertheless, there might be specific risk and opportunities across components, which the individual needs to manage carefully.

The risk management framework could furthermore include the definition of the methods to be used to identify, categorise, evaluate, assess and treat risks and should link to the organisation's risk management policy and international, national or industry standards. When the programme is part of a portfolio, the risk management framework also describes who is responsible for handling which risks and opportunities, and what kind of escalation paths there are (upwards, downwards, sideways).

### Measures

- Identifies a range of potential risk management models;
- Develops a risk management framework consistent with organisational policy and international standards;
- Ensures that the consistent application of the risk management framework is communicated.

## 4.5.11.2. Identify risks and opportunities

### Description

The individual is responsible for the ongoing task of identifying all sources of risks and opportunities for which the individual is directly accountable, and involving others in this process. There are various sources of risks and opportunities, both internal to the programme and external. The individual can make use of various techniques and sources to identify risks and opportunities, (e.g. from lessons learned, literature, risk and opportunity breakdown structures and interactive sessions with team members, stakeholders and subject matter experts). The identification of risks and opportunities is not only about identifying risks but also about opportunities that could, for instance, make the deliverables cheaper, or make the programme run faster, less prone to risks or simply better from a quality perspective. Because the influences coming from the environment of the programme do change over time, risk and opportunity identification should be a continuous and ongoing process.

### Measures

- Names and explains various sources of risk and opportunity and the differences between them;
- Identifies risks and opportunities;
- Documents risks and opportunities in a register.



### 4.5.11.3. Assess the probability and impact of risks and opportunities

#### Description

The individual is responsible for the ongoing task of assessing identified risks and opportunities. Risk and opportunity assessment can be done qualitatively and quantitatively. The best approach is to do both, and to regularly re-assess both risks and opportunities. The qualitative assessment could cover a more in-depth analysis of the sources behind identified risks and/or opportunities; it also deals with conditions and impacts. An example is scenario planning.

The quantitative assessment deals with probabilities and estimates and it also translates probabilistic impacts into quantifiable measures. Quantitative assessment provides numerical values measuring probability and the impact expected from risks and opportunities. Monte Carlo analysis and decision trees are examples of powerful quantitative risk assessment techniques.

#### Measures

- Engages in qualitative risk and opportunity assessment;
- Engages in quantitative risk and opportunity assessment;
- Makes and interprets a risk or opportunity decision tree, with outcomes.

### 4.5.11.4. Select strategies and implement response plans to address risks and opportunities

#### Description

The individual is responsible for the ongoing process of selecting and implementing optimal responses to any identified risk or opportunity. This process entails assessing various possible types of responses and finally selecting the ones that are optimal or most appropriate.

For each risk the response options may include:

- Avoiding the risk by deciding not to start or continue with the activity that gives rise to the risk;
- Accepting or increasing the risk in order to pursue an opportunity;
- Removing the risk source;
- Changing the likelihood;
- Changing the consequences;
- Sharing the risk with another party or parties (including contracts and risk financing);
- Accepting the risk by informed decision;
- Preparing and implementing a contingency plan;

Similar response options apply to opportunities:

- Eliminating the uncertainty by making the opportunity definitely happen (exploit);
- Allocating ownership to a third party who is best able to handle it (share);
- Increasing probability and/or impact, by identifying and maximising key opportunity drivers (enhance);
- Taking no special measures to address the opportunity (ignore).

Those risks that are not acceptable and those opportunities that are to be pursued require an appropriate response plan. Often, even after implementing risk responses, there is a residual risk that still has to be managed.

### Measures

- Explains various means and methods for implementing a chosen overall strategy for the risk and opportunity management process;
- Evaluates responses to risks and opportunities, including their strengths and weaknesses;
- Evaluates alternative means and methods for implementing a risk and opportunity response plan;
- Influences the plan for resources and competences required to implement responses;
- Implements and communicates a risk and opportunity response plan.

## 4.5.11.5. Evaluate and monitor risks, opportunities and implemented responses

### Description

After the appropriate risk and opportunity responses have been implemented (this may include appointing risk owners for certain or all risks) the risks and opportunities will need to be monitored. The risks and opportunities and the appropriateness of the selected responses should be re-assessed periodically. Risk and opportunity probabilities and/or impacts may change, new information may become available, new risks and opportunities may arise and the responses may no longer be appropriate. The overall strategies may also need to be evaluated. In fact, risk and opportunity management is not just a periodic process, but should take place continuously, as all actions may carry a risk aspect.

### Measures

- Monitors and controls the implementation and execution of a risk and opportunity response plan;
- Communicates the risks and opportunities and the appropriateness of the selected responses.



## 4.5.12. Stakeholders

### Definition

The stakeholders competence element includes identifying, analysing, engaging and managing the attitudes and expectations of all relevant stakeholders. All individuals, groups or organisations participating in, effecting, being effected by, or interested in the execution or the result of the programme should be seen as stakeholders. This may include sponsors, clients and users, suppliers/subcontractors, alliances and partners and other projects, programmes or portfolios. Stakeholder engagement includes constantly revising, monitoring and acting upon their interests and influence on the programme. Stakeholder engagement may also involve building strategic alliances that create organisational capacities and capabilities where both risks and rewards are shared.

### Purpose

The purpose of this competence element is to enable the individual to manage stakeholder interests and influence, to engage stakeholders and to effectively manage their expectations.

### Description

Stakeholder engagement is an ongoing process, throughout the lifecycle of the programme. Stakeholders are the partners for and through whom the programme will achieve success. Stakeholders' expectations, needs and ideas create the need and form the basis for the programme; stakeholders' money and resources are necessary inputs and stakeholders use the outcomes.

Stakeholders come in various forms and groupings (higher management, users, suppliers, partners, pressure and special interest groups, etc) and have varying attitudes, interests and influence. Therefore, each stakeholder or stakeholder group has different information needs. An engagement strategy (often laid down in a communication plan) is therefore essential. This strategy might be executed by focusing on both formal and informal communication channels as well as more involving forms, such as alliances, collaboration or networks. Alliances are often documented and formalised through a contract document such as an alliance contract, or through the establishment of a joint venture entity. Collaborators may often be employed in separate parts within an organisation, or may comprise one or more different organisations. Networks have no clear power structure and hence are more difficult to engage with.

During the execution of the engagement strategy, the stakeholder environment should be constantly monitored for changes to ensure continuous alignment and improvement.

### Knowledge

- Stakeholder interests;
- Stakeholder influence;
- Engagement strategies;
- Communication plan;
- Collaborative agreements and alliances;
- External environment scanning relating to social, political, economic and technological developments.

### Skills and abilities

- Stakeholder analysis;
- Analysis of contextual pressures;
- Demonstrating strategic communication skills;
- Expectations management;
- Formal and informal communication;
- Presentation;
- Networking skills to identify potentially useful and opposing stakeholders;
- Contextual awareness;
- Undertaking conflict resolution.

### Related competence elements

- All other practice CEs;
- All perspective CEs;
- People 3: Personal communication;
- People 4: Relationships and engagement;
- People 5: Leadership;
- People 8: Resourcefulness.

## Key competence indicators

### 4.5.12.1. Identify stakeholders and analyse their interests and influence

#### Description

The individual identifies all individuals, groups and organisations relevant to the programme. The individual first has to analyse the attitudes of each stakeholder group and find out the reasons for these attitudes (the interests of the stakeholder in the programme's outcome or process). Secondly, the individual needs to know the potential beneficial or harmful effect (influence) that this stakeholder can have on the programme. Their interests can come from various sources, for instance, because they are competing for scarce resources or



budget. They can be great or small and either positive or negative. In the latter case they are, for whatever reason, opposed to the programme.

A stakeholder's influence can also be greater or smaller, and may be concentrated in one or more areas (e.g. being able to supply or withhold funding, resources, office space and equipment, priority, access, etc). The individual performs a stakeholder analysis at the beginning of each programme, identifying stakeholders, their interests and influence. During the programme, the individual maintains an active analysis of the context of the programme, to identify new stakeholders, changed interests or changed influences. These changes in the stakeholder environment can be the result of changes in the programme itself. More often, they are the result of changes in the context of the programme (organisational changes, personnel changes in management, change in the economy, new regulations, etc). The individual analyses the relevance of these changes for the programme.

What should be taken into account when performing the analysis is that the stakeholders form networks. These networks have their own behaviour and there are relationships between the networks. A stakeholder is not just part of one network, but will be in several 'themed' networks, where every network is based on the theme and in which they will have a different role and a different stake. The individual needs to be aware of this and be able to wield influence in this network of networks.

### Measures

- Identifies the major stakeholder categories;
- Identifies and names various stakeholders' interests;
- Identifies and evaluates stakeholders' influence;
- Identifies relevant changes in or around the programme;
- Analyses the consequences of changes for the programme;
- Takes actions in order to manage stakeholders;
- Draws networks based on themes or interest areas;
- Is able to distinguish the positions of different stakeholders in different networks.

#### 4.5.12.2. Engage with the executives, sponsors and higher management to gain commitment and to manage interests and expectations

##### Description

For all programmes, the most important stakeholders include executives and sponsors. Often the executive(s) is/are the supplier(s) of funds (budget) and/or can decide on resources, priority of requirements, definition of scope, etc. With these primary stakeholders, expectation management is of the utmost

importance. The commitment and confidence of the executive(s), higher management and/or sponsor(s) is of great benefit both to the success of the programme and that of management. A good working relation and open communication needs to be established.

### Measures

- Engages management and/or sponsor(s);
- Manages expectations of the programme's executive, higher management and/or sponsor(s);
- Employs the executive and/or sponsor(s) to act as ambassadors.

### 4.5.12.3. Develop and maintain a stakeholder strategy and communication plan

#### Description

The individual will devise a stakeholder strategy – how to engage, keep informed, involve and commit the various stakeholders to the programme, its strategy and its outcomes. This can be done by approaching each stakeholder or group of stakeholders differently, depending on their interest and influence. To make it manageable, stakeholders with similar interests and influence can be grouped together. The stakeholder strategy is often laid down in a communication plan, which describes for each stakeholder or group the why, what, when (and how often), how (through which communication channel), who (should communicate) and the level of detail of the communication. The 'what' is essential; the message should be tuned to the specific stakeholders' expectations and should be aimed at committing each stakeholder to supporting (or at least not thwarting) the programme.

The communication plan is central to expectation management. This can be summed up as the efforts of the individual to influence the expectations of the various stakeholders so that these come to expect and appreciate what and when the programme can and will deliver, and not become disappointed because of wrongly-held expectations about the progress and outcomes.

Of course every communication is at least two-sided, so attention and care should be given to whether and how the sent communication was received, and follow-up should be given to feedback and other incoming communication.

As circumstances change, the communication plan should be regularly revised and updated. Potential alliances are developed and potential collaborators are identified. The benefits and outcomes of the potential partnership or alliance are identified for all parties. A relationship is established and developed with potential collaborators.





## Measures

- Describes the importance of a stakeholder strategy;
- Prepares a communication plan;
- Adjusts the communication plan and/or strategy based on changed circumstances;
- Explains reasons for changing a communication plan;
- Identifies and evaluates opportunities for alliances and partnerships.

### 4.5.12.4. Engage with users, partners, suppliers and other stakeholders to gain their cooperation and commitment

#### Description

For all programmes, the early and deep involvement of stakeholders is a pre-requisite for success. The individual therefore actively engages the stakeholders, in order to achieve success.

The individual is aware of the influence stakeholders will try to bring to bear on the programme and will try to use it to the benefit of the programme. Furthermore, the individual will strive towards creating a sustainable cooperative network, to ensure the stability of the programme throughout its lifecycle. This is especially of utmost importance when the programme sets out to achieve a transformation in a complex network. Because the stakeholder force-field is changing, the strategy and its execution is regularly revisited and adapted when needed. Potential alliances are developed and potential collaborators are identified. The benefits and outcomes of the potential partnership or alliance are identified for all parties. A relationship is established and developed with potential collaborators.

#### Measures

- Recognises stakeholders' interests;
- Knows what type of commitment is needed from which stakeholder or group;
- Formulates and adapts a stakeholder strategy;
- Influences the stakeholder community by well-chosen interventions to try to secure the commitment needed;
- Is aware of the influence stakeholders will use on the programme, and is able to use it as much as possible to the benefit of the programme;
- Tries to engage stakeholders in such a way that a sustainable, cooperative network emerges;
- Identifies and evaluates opportunities for alliances and partnerships;
- Identifies and evaluates potential collaborators.

### 4.5.12.5. Organise and maintain networks and alliances

#### Description

As part of the stakeholder strategy, networks and alliances can be implemented. These can be both formal and informal. When they are formal, agreements are negotiated and documented and a plan for ongoing cooperation is developed and implemented. As part of this plan, performance measures are identified and an exit strategy is developed.

All networks and alliances should be evaluated frequently and improved when necessary. Alliances can be ended by design, or because the formal relationship is no longer beneficial to the constituent organisations or stakeholders. Often, the organisation is quite likely to want to make alliances with the same partners for new ventures in the future, so the ending of a formal relationship needs to be handled carefully.

Networks are more informal and tend to be sustained beyond the lifecycle of the programme.

#### Measures

- Negotiates and documents the alliance agreement;
- Develops and implements a plan for cooperation;
- Develops and evaluates measures for success;
- Maintains key partnership agreements;
- Closes all formal contractual agreements.



## 4.5.13. Change and transformation

### Definition

Newly developed capabilities only deliver benefits when they are put to use and when they are supported by the organisations and people receiving them. Change (improvement of a current situation, keeping the past in mind) and transformation (the emerging development of new situations, based on a vision of the future) provides the process, tools and techniques that can be utilised to help individuals and organisations make successful personal and organisational transitions resulting in the adoption and realisation of change.

### Purpose

The purpose of this competence element is to enable the individual to help societies, organisations and individuals to change or transform, thereby achieving projected benefits and goals.

### Description

Programmes are organised in order to achieve improvements. In many cases, these improvements are not only achieved by delivering an outcome, but also require small or large changes in behaviour.

People usually do not object to change – they object to being changed. Successfully addressing their objections can be done by, for example, building support, addressing resistance and developing the required knowledge and ability to implement the change. More strategic change will also encompass influencing a leading coalition and other psychological and psychosocial interventions. When change management is done well, people feel engaged in the change process and work collectively towards a common objective, realising benefits and delivering results.

Transformation occurs when, based on a vision, behaviour is changed because there is a will to do things differently. Transformation is vision-led, and depends largely on the strength of the vision and the willingness of the people who share the vision to really put their energy into making it happen.

The level of change and transformation management required by a programme will largely depend on the amount of disruption created in individuals' and groups' day-to-day lives, plus attributes such as culture, value system and history with past changes. Change and transformation do not primarily happen 'by design' and are not usually a linear process. The individual needs to regularly monitor and evaluate the effectiveness of the changes and adapt the change or transformation strategy. The individual also needs to take into account the change capacity and capabilities of people, groups or organisations in order to help them successfully adapt or transform.

Programmes usually deliver new capabilities. However, it is only when these capabilities are put to use that value is added and benefits can be achieved. Organisational or business changes often affect or alter processes, systems, organisational structure and job roles, but most of all they influence people's behaviour. Changes can be quite small, or they can require a complete transformation. Sometimes they can even be disruptive, which means special skills are needed to bring them about. In many cases, a programme will induce and organise change, but will have ended before the benefits resulting from it are realised.

### Knowledge

- Learning styles for individuals, groups and organisations;
- Organisational change management theories;
- Impact of change on individuals;
- Personal change management techniques;
- Group dynamics;
- Impact analysis;
- Actor analysis;
- Motivation theory;
- Theory of change.

### Skills and abilities

- Assessing an individual's, group's or organisation's change capacity and capability;
- Interventions on behaviour of individuals and groups;
- Dealing with resistance to change ;

### Related competence elements:

- All other practice CEs;
- Perspective 1: Strategy;
- Perspective 2: Governance, structures and processes;
- Perspective 4: Power and interest;
- Perspective 5: Culture and values;
- People 3: Personal communication;
- People 5: Leadership;
- People 8: Resourcefulness.



## Key competence indicators

### 4.5.13.1. Assess the adaptability to change of the organisation(s)

#### Description

Organisations and people have limited capacity, capability and willingness to change. This is influenced, among other factors, by the success of earlier changes, stress and pressure, the understood need for this particular change, culture and atmosphere and seeing good or facing bad perspectives. There might also be resistance to the proposed change, either openly or hidden, which negatively influences the adaptability to change. In many cases, opposition does not come from those people who are directly affected by the change, but from those who manage them. The adaptability to change is not fixed but will be influenced by factors both inside and outside the programme.

#### Measures

- Analyses the adaptability to the required change, based on previous successful and unsuccessful changes in the organisation;
- Assesses possible areas (topics, people) for resistance to the change;
- Recognises and influences circumstances which can improve the adaptability;
- Takes action when the required or expected change or transformation is not within the capabilities of the organisation(s).

### 4.5.13.2. Identify change requirements and transformation opportunities

#### Description

For a business perspective-oriented programme, organisational requirements and the programme's context are analysed to determine which transformation or business change needs to occur and when. For a more societal perspective-oriented programme, the analysis needs to determine which societal groups can and should be influenced by the programme. This can be done by interviewing, gathering knowledge, analysis of data or using workshops. Sometimes, opportunities arise because of market conditions changing, the programme's environment changing, or other organisational or societal changes. Change requirements and opportunities will themselves change regularly, so they need to be regularly reviewed and adapted.

### Measures

- Identifies groups and individuals affected by change;
- Maps group interests;
- Identifies change requirements and opportunities regularly;
- Adapts to changing interests and situations.

### 4.5.13.3. Develop change or transformation strategy

#### Description

A change strategy is developed by the individual (or emerges and therefore is put together by the individual) to address the envisioned changes or transformations. It will be based upon the intensity and the impact of the change and takes into account the ability to change or the willingness to transform of the organisation, society or people. The timing of changes to align with organisational (or societal) dynamics and opportunities also needs to be considered.

The plan is developed through consultation and is regularly updated.

Learning, monitoring and assessing what works and what doesn't and in which situations, is part of the strategy. Changes and transformation do not happen overnight, but usually take a while before value is added.

When changes or transformations are more consequential, a stepwise approach is developed so that early successes can be valued and used as incentives for further change. Change plans can sometimes be planned and structured, but can also be focused on group behaviours, on power, on learning and on emergence. There is no one right way to do change, but the individual needs to anticipate the change.

#### Measures

- Identifies societal, organisational and personal change or transformation strategies, recognising for example, innovators, early adopters, the majority and laggards;
- Collaborates with others to validate strategies;
- Documents strategies into a comprehensive change plan;
- Develops a step-by-step approach if this is required;
- Regularly adapts the change or transformation plan to incorporate lessons learned and changes in the component's environment, or in society;
- Regularly adapts the strategy because the change has succeeded and benefits have been achieved.



#### 4.5.13.4. Implement change or transformation management strategy

##### Description

Based on the change strategy, a set of possible interventions is planned. These might include workshops, training, information sessions, pilots, serious games and visioning, but there will certainly also be interventions to be made regarding power and influence and handling resistance. Once a change is induced, measures should be taken to sustain the change and to help organisations and individuals to avoid falling back to old behaviour.

For societal change programmes, mass media and social media interventions should be considered. The interventions are carried out and evaluated for success. When necessary, alternatives are developed and carried out.

##### Measures

- Designs a coherent intervention plan;
- Implements selected interventions;
- Leads or organises workshops and training;
- Addresses resistance to change;
- Organises and implements mass media interventions;
- Uses reinforcement techniques to ensure new behaviour is sustainable.

## 4.5.14. Select and balance

### Definition

Select and balance focuses on the assessment, selection and performance monitoring of components within the programme scope and on the balancing of the programme – that is, making sure that the programme as a whole implements the required change and creates optimal benefits.

### Purpose

The purpose of this competence element is to enable the individual to prioritise, select and reassess all components within the programme scope, based on clear criteria. Maintaining the balance, consistency and performance is crucial in order to achieve the outputs and outcomes.

### Description

Selection of possible components is an ongoing and iterative process, in which a programme is populated with both new and existing components and those that have been completed are removed. Some components may be cancelled or put on hold, and, while they may remain within the programme and are still visible on the roadmap, they are not 'active'. Proposals or business cases for possible new components may be put forward for potential selection. These proposals are reviewed to ensure that they align with the projected benefits of the programme. Constraints such as time, cost or resource availability are also considered. The selection process itself may also result in components being put on hold, cancelled outright or being given a lower priority.

Balancing a programme is the process of making sure that the programme is actually implementing the change, delivering the projected benefits, achieving the projected changes in the right way and in line with the right priorities. It is the process of monitoring the progress of components and the impact they have on the projected benefits. Based on this monitoring, future performance is predicted. If and when necessary, changes to the programme are proposed. Possible changes could be to slow down or speed up components, to relocate strategic resources from one component to another, or even (sometimes temporarily) to stop components or replace them with others that contribute more. This process is regular, usually taking place monthly.

While this is a planned and usually stable process, sudden changes may arise, usually because of a sudden change in priorities or in the environment of the programme. In these cases, the entire programme needs to be re-assessed and acknowledged.





## Knowledge

- Supply and demand concepts;
- Analysis methods and techniques, including:
  - Costbenefit analysis
  - Quantitative analysis
  - Multicriteria analysis
  - Scenario planning
  - Probability analysis
  - Graphical analysis methods;
- Presenting multi-dimensional and complex information in creative ways, including:
  - Bubble charts
  - Threedimensional graphs
  - Balanced scorecard matrix
  - Pairwise comparison;
- Business cases and feasibility studies;
- Financial information analysis and trend analysis;
- Quality and continuous improvement;
- Process improvement;
- Metrics and key performance indicators as management tools.

## Skills and abilities

- Progress control;
- Change management;
- Reporting;
- Negotiation;
- Start-up workshop;
- Kick-off meeting;
- Dependency mapping;
- Capacity analysis for:
  - Human resources
  - Financials
  - Assets;
- Risk and opportunity analysis techniques, for example:
  - SWOT
  - PESTLE
  - Core capabilities analysis
  - Scenario planning;
- Decision-making models and strategies;
- Ability to make 'trade-offs' where no perfect solution exists;
- Ability to use multiple criteria to make management decisions;
- Creating, using and applying appropriate key performance indicators;

- Identifying and documenting project and programme benefits;
- Determining project performance based on high-level information.

### Related competence elements

- All other practice CEs;
- Perspective 1: Strategy;
- Perspective 2: Governance, structures and processes;
- Perspective 3: Compliance, standards and regulations;
- People 5: Leadership;
- People 7: Conflict and crisis;
- People 8: Resourcefulness;
- People 9: Negotiation.

## Key competence indicators

### 4.5.14.1. Analyse the characteristics of components

#### Description

All possible components are analysed to determine their feasibility, plus their resource, time and cost profile. The analysis also looks for any interdependencies, and determines how each component is aligned with strategic goals and objectives. The desirability of possible components is assessed based on their risk, projected benefits and business impacts assessment. Where the benefits and business impacts are not clear or definable, a feasibility study may be commissioned to determine investment merit. The appraisal and prioritisation of the components is focused on ensuring that they are aligned to the needs and priorities of the programme. Components are compared and prioritised.

#### Measures

- Captures information about component's interfaces, emergent risks, resource and cost requirements and business benefits and their timings;
- Maps dependencies between components;
- Components are prioritised based on the comparative analysis.

#### 4.5.14.2. Prioritise components based on the programme's priorities

##### Description

The programme determines the criteria it will use to prioritise components. These criteria may include risk, size and duration, type or strategic importance. The priorities may be reviewed and changed over time due to the programme's needs, market changes or changes in strategic goals.

##### Measures

- Identifies, documents and reviews methods and criteria to reflect changing priorities for prioritising components;
- Ensures agreement on prioritisation criteria for the portfolio with stakeholders;
- Supports review and prioritisation process;
- Supports the resourcing, funding, and selection processes;
- Prioritises components based on their alignment and contribution to the programme's objectives.

#### 4.5.14.3. Analyse and predict the future performance of the programme

##### Description

In managing the programme, the individual is required to analyse and predict its future performance.

As part of managing the programme's performance, the value and contribution to strategic priorities must be regularly assessed to determine whether the components are delivering as intended, and to ensure that the overall programme remains balanced and aligned. The individual may also identify lessons learned and feed any recommendations into the component identification, prioritisation or selection processes.

##### Measures

- Reviews and improves component identification and approval processes;
- Assesses programme value and contribution to priorities through the monitoring and review of key performance indicator measures;
- Identifies and assigns lessons learned into the component selection, prioritisation and balancing processes.

#### 4.5.14.4. Prepare and facilitate programme decisions

##### Description

The individual identifies and documents the methods to be used to select components, taking into account the programme's desired mix. This mix may be based on risk, technical domain and/or some other criterion. Some components may not be approved or may be rejected. Existing components may be cancelled or put on hold.

Recommendations for components to be included in the programme are passed to the approving body for approval, according to the programme's organisation and governance. Where components are approved, the funding and resources are allocated. The decisions of the approving body are communicated to stakeholders to ensure awareness and clarity.

##### Measures

- Selects possible components for inclusion in the portfolio based on the approved selection approach;
- Prepares component selection or change recommendations for approval;
- Communicates the results of component selection or change to stakeholders.



# Annex A:

## Competence table

To apply the IPMA ICB for individual competence evaluation and development, a comprehensive table with the competence elements described in the IPMA ICB and Bloom's taxonomy can be used.

The different levels of competence include:

- **Knowledge:** Exhibit memory of learned materials by recalling facts, terms, basic concepts and answers;
- **Comprehension:** Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating the main ideas;
- **Application:** Using acquired knowledge to solve problems in new situations by applying acquired knowledge, facts, techniques and rules;
- **Analysis:** Examine and break information into parts by identifying motives or causes, make inferences and find evidence to support generalisations;
- **Synthesis:** Build a structure or pattern from diverse elements and act of putting parts together to form a whole; compile information together in a different way by combining elements in a new pattern or proposing alternative solutions;
- **Evaluation:** Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

		Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<b>Perspective</b>	Strategy						
	Governance, structures and processes						
	Compliance, standards and regulations						
	Power and interest						
	Culture and values						
<b>People</b>	Self-reflection and self-management						
	Personal integrity and reliability						
	Personal communication						
	Relationships and engagement						
	Leadership						
	Teamwork						
	Conflict and crisis						
	Resourcefulness						
	Negotiation						
	Result orientation						
<b>Practice</b>	Programme design						
	Benefits and objectives						
	Scope						
	Time						
	Organisation and information						
	Quality						
	Finance						
	Resources						
	Procurement and partnership						
	Plan and control						
	Risk and opportunities						
	Stakeholders						
	Change and transformation						
Select and balance							

# **Annex B:**

## **Key Competence Indicator table**

Annex B: Key Competence Indicator table

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## The International Project Management Association Individual Competence Baseline for Programme Management, Version 4.0.1

Project, programme and portfolio managers face larger, more complex challenges today than ever before. From manufacturing and construction to information technology, pharmaceuticals, and space exploration, to mention a few, the need for highly qualified project managers and leaders is essential. The IPMA Individual Competence Baseline Version 4.0.1 (IPMA ICB®) presents a comprehensive inventory of competences for individuals to use in career development, certification, training, education, consulting, research, and more. Once again, IPMA is leading the way by presenting the first ever Global Standard for individual competences in project, programme and portfolio management. This standard was created in consultation with more than 150 practitioners and thought leaders across 60 IPMA member associations. This standard is designed to help the individuals recognize the competences needed for performing in projects, programmes and portfolio. With the IPMA ICB, there are limitless routes to competence on the roadmap to becoming competent in project, programme and portfolio management. The standard is designed to help individuals find the correct path to achieve their goals. IPMA envisions that organisations, teams, and, of course, individuals will use this standard as an everyday tool for success. As the world grows more complex, we wish for all individuals in this field to become more efficient and effective in achieving the desired results on projects, programmes and portfolios. And thus, we will enable a world where every project succeeds!