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ABSTRACT

Any modern industry or organization relies heavily on the projects it partakes in. Projects are what help an organization achieve what they are aiming for and on large-scale projects, if they are not managed properly, the progression of the project can go downhill very quickly. Unplanned projects on large scales are usually expected to be bound to fail, hence proper planning and management of the projects are really important before we work towards the implementation of the project. Every organization is divided into several parts through the proper cohesion of which an organization functions properly, Poorly, planned projects can create hindrance in that flow and take down the entire infrastructure in some cases be it physically or digitally. It must be ensured that the requirements of the project, aim, and time constraints are well considered before starting the work on any project to keep the development phases of the project systematic.

Project managers are required for any large-scale projects and are henceforth expected to ensure the proper undertaking of different phases of the project. Education and development of project managers are growing extensively realizing the need for management in the projects. But the training, certifications, and all-around education of those aspiring to be project managers is quite expensive as it is a branch where fieldwork is really important which only comes by experience. Proper analysis, respondents, and validation of project managers are also essential to ensure they are well prepared for what the project demands.

Each stage of the project must be properly documented so that anyone working on it later again can understand it and modify it according to future needs and norms. Ericsson Radio's 1990 break-through is a good example of how teamwork, feedback analysis, and project management can greatly boost the quality of a product to be delivered by following the deadlines. They proposed the fountain model instead of the waterfall model for their project and it turned out to be a huge success because it laid huge emphasis on feedback information which even though, might slow down the development when compared to the waterfall model but greatly boosted the quality of the product to be delivered.

Project Management consists of many parts:

- Project Integration Management – Processes needed to coordinate the elements of the project.
- Project Scope Management – To make sure project works are well defined and addressed to the concerned committees.
- Project Time Management – Setting up of reasonable and proper milestones and deadlines.
- Project Cost Management – For proper budget management for the project.
- Project Quality Management – To ensure product quality matches client's requirements
- Project Human Resource Management – For effective use of workforce over different aspects of the project.
- Project Communications Management – Proper communication between the different members of teams and different teams is necessary for the development of a cohesive project.

- Project Risk Management – To identify, assess, mitigate and respond to risk elements in a project.
- Project Procurement Management – Acquiring the resources required for the development of the project.

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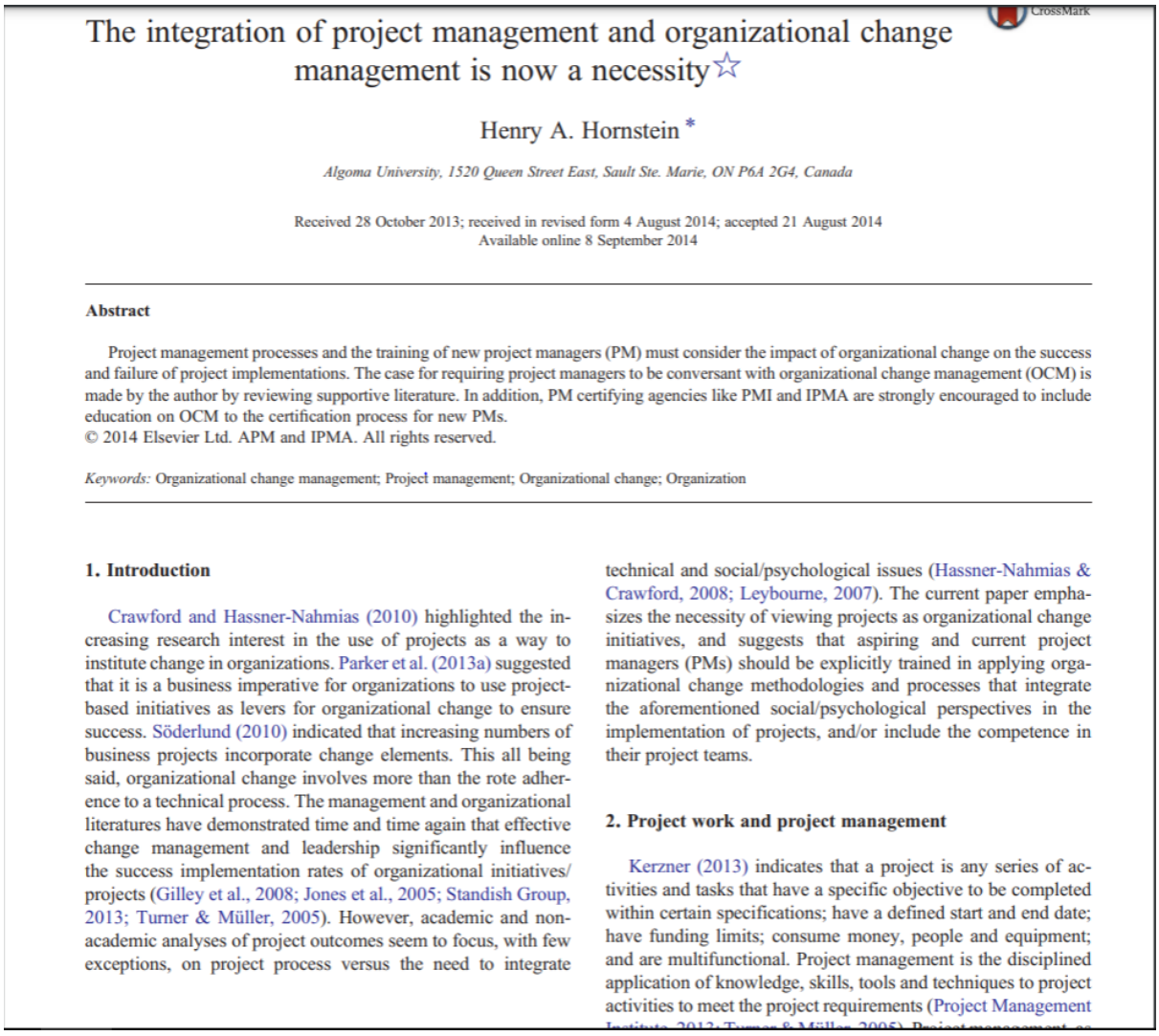
- *Jalal Ramazani, George Jergeas (2014)* Project managers and the journey from good to great: The benefits of investment in project management training and education

IMAGES



The integration of project management and organizational change management is now a necessity☆

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Abstract

Project management processes and the training of new project managers (PM) must consider the impact of organizational change on the success and failure of project implementations. The case for requiring project managers to be conversant with organizational change management (OCM) is made by the author by reviewing supportive literature. In addition, PM certifying agencies like PMI and IPMA are strongly encouraged to include education on OCM to the certification process for new PMs.

Keywords: Organizational change management; Project management; Organizational change; Organization

1. Introduction

Crawford and Hassner-Nahmias (2010) highlighted the increasing research interest in the use of projects as a way to institute change in organizations. Parker et al. (2013a) suggested that it is a business imperative for organizations to use project-based initiatives as levers for organizational change to ensure success. Söderlund (2010) indicated that increasing numbers of business projects incorporate change elements. This all being said, organizational change involves more than the rote adherence to a technical process. The management and organizational literatures have demonstrated time and time again that effective change management and leadership significantly influence the success implementation rates of organizational initiatives/projects (Gilley et al., 2008; Jones et al., 2005; Standish Group, 2013; Turner & Müller, 2005). However, academic and non-academic analyses of project outcomes seem to focus, with few exceptions, on project process versus the need to integrate technical and social/psychological issues (Hassner-Nahmias & Crawford, 2008; Leybourne, 2007). The current paper emphasizes the necessity of viewing projects as organizational change initiatives, and suggests that aspiring and current project managers (PMs) should be explicitly trained in applying organizational change methodologies and processes that integrate the aforementioned social/psychological perspectives in the implementation of projects, and/or include the competence in their project teams.

2. Project work and project management

Kerzner (2013) indicates that a project is any series of activities and tasks that have a specific objective to be completed within certain specifications; have a defined start and end date; have funding limits; consume money, people and equipment; and are multifunctional. Project management is the disciplined application of knowledge, skills, tools and techniques to project activities to meet the project requirements (Project Management

Relationships between a project management methodology and project success in different project governance contexts

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Abstract

This study looks at the relationship between the use of a project management methodology (PMM) and project success, and the impact of project governance context on this relationship. A cross-sectional, world-wide, online survey yielded 254 responses. Analysis was done through factor analysis and moderated hierarchical regression analysis. The results of the study show that the application of a PMM account for 22.3% of the variation in project success, and PMMs that are considered sufficiently comprehensive to manage the project lead to higher levels of project success than PMMs that need to be supplemented for use by the project manager.

Project governance acts as a quasi-moderator in this relationship. The findings should benefit project management practitioners by providing insights into the choice of PMM in different governance contexts. Academics should benefit from insights into PMMs' role as a success factors in projects.

Keywords: Project management methodologies; Project success; Project governance; Contingency theory; Project context

1. Introduction

Project success is one of the most researched topics in project management, but the meaning of the term "success" varies substantially (Judgev and Müller, 2005). Cooke-Davies (2002) makes the distinction between *project success* which is measured against the overall objectives of the project, and accomplished through the use of the project's output, and *project management success* which is measured at the end of the project against *success criteria*, such as those relating to internal efficiency, typically cost, time, and quality (Atkinson, 1999). The accomplishment of these criteria can be influenced throughout the project life cycle through *success factors* (Müller and Turner, 2007).

One of these factors is the project management methodology (PMM), which is meant to enhance project effectiveness and increase chances of success (Vaskimo, 2011). Thus, PMMs were developed to support project managers in achieving more predictable project success rates. However, the extent that this objective is reached is unknown as projects still fail to reach their goals (Lehtonen and Martinsuo, 2006; Wells, 2013) and a quantification of the impact of PMMs on project success is still missing. Examples of internationally recognized PMMs include Prince 2 from Office of Government Commerce (OGC, 2002), The System Development Life Cycle (SDLC) (Ruparelia, 2010), and Erickson's PROPS (Ericsson, 2013), whereas PMI Project Management Body of Knowledge (PMBoK) is a body of knowledge and not a methodology (PMI, 2013).

Project managers and the journey from good to great: The benefits of investment in project management training and education

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Abstract

There is a gap between what education providers are offering and what is needed to deal with projects in today's complex work environment. This paper explores how education and training institutions can educate and prepare great project managers for the future by evaluating project management development from the perspective of working project managers. The authors report on a qualitative study of project managers working in the oil and gas sector in Calgary. This paper formulates three main areas which educational institutions should consider in developing and preparing future project managers: 1) developing critical thinking for dealing with complexity, 2) developing softer parameters of managing projects, especially interpersonal skills and leadership as opposed to just technical skills, and 3) preparing project managers to be engaged within the context of real life projects. The authors argue that the education and training systems must do more to prepare project managers on their journey from good to great.

Keywords: Project management education; Project management training and development

1. Introduction

Projects play an important role in modern enterprises. In an increasing number of industries, project-based systems are complementing or even replacing traditional functional and divisional structures (Davies et al., 2011). According to the Project Management Institution (PMI, 2013), between 2010 and 2020, 15.7 million new project management roles will be created globally. Along with job growth, there will be a significant increase in the economic footprint of the profession (PMI, 2013). As project management becomes more central in executing projects, effective education and talent management for those in charge of managing projects is vital for organizational competitiveness. This is one of the main reasons that graduates of university project management programs have been in high demand in all types of industries. At many universities and business schools, project management is an important part of the engineering, MBA and executive education syllabi.

Along with increasing the importance of the projects and project-based organizations, industries are wrestling with significant challenges in managing their projects yet projects continue to fail at an astonishing rate. In many projects, the expected performance of a project management practitioner, group of project managers, or project management office is less than the actual perceived performance (Hammoud, 2008; Jergeas, 2008; Jergeas and Ruwanpura, 2009; Pomfret, 2008; Stanley and Uden, 2013; Tabernik, 2009). For example, according to the Chaos Report of 2009, 68% of all projects end up failing (Johnson, 2009). Researchers believe that to overcome challenges in managing projects, fresh approaches to practitioner development are needed (Atkinson, 2008; Córdoba and Piki, 2012; Egginton, 2012; Reif and Mitri, 2005; Rolstadås et al., 2011; Winter et al., 2006). Teaching and learning project management has become the focus