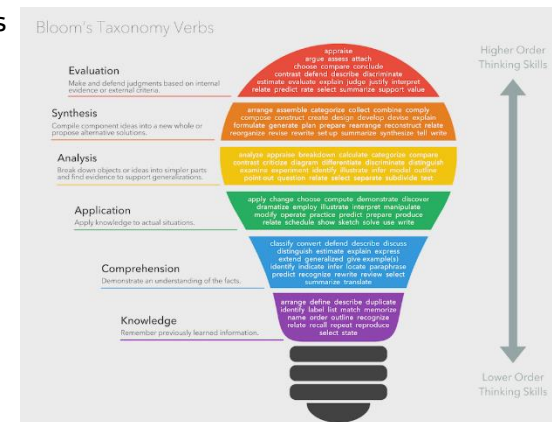


Master Software Technology **Software Project Management 2 – [03] Building Blocks: PRINCE2 & IPMA**

Learning Goals

Bloom's Taxonomy Verbs
by Fractus Learning,
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- ✓ Understand the idea and basic structure of **PRINCE2** and IPMA



Agenda

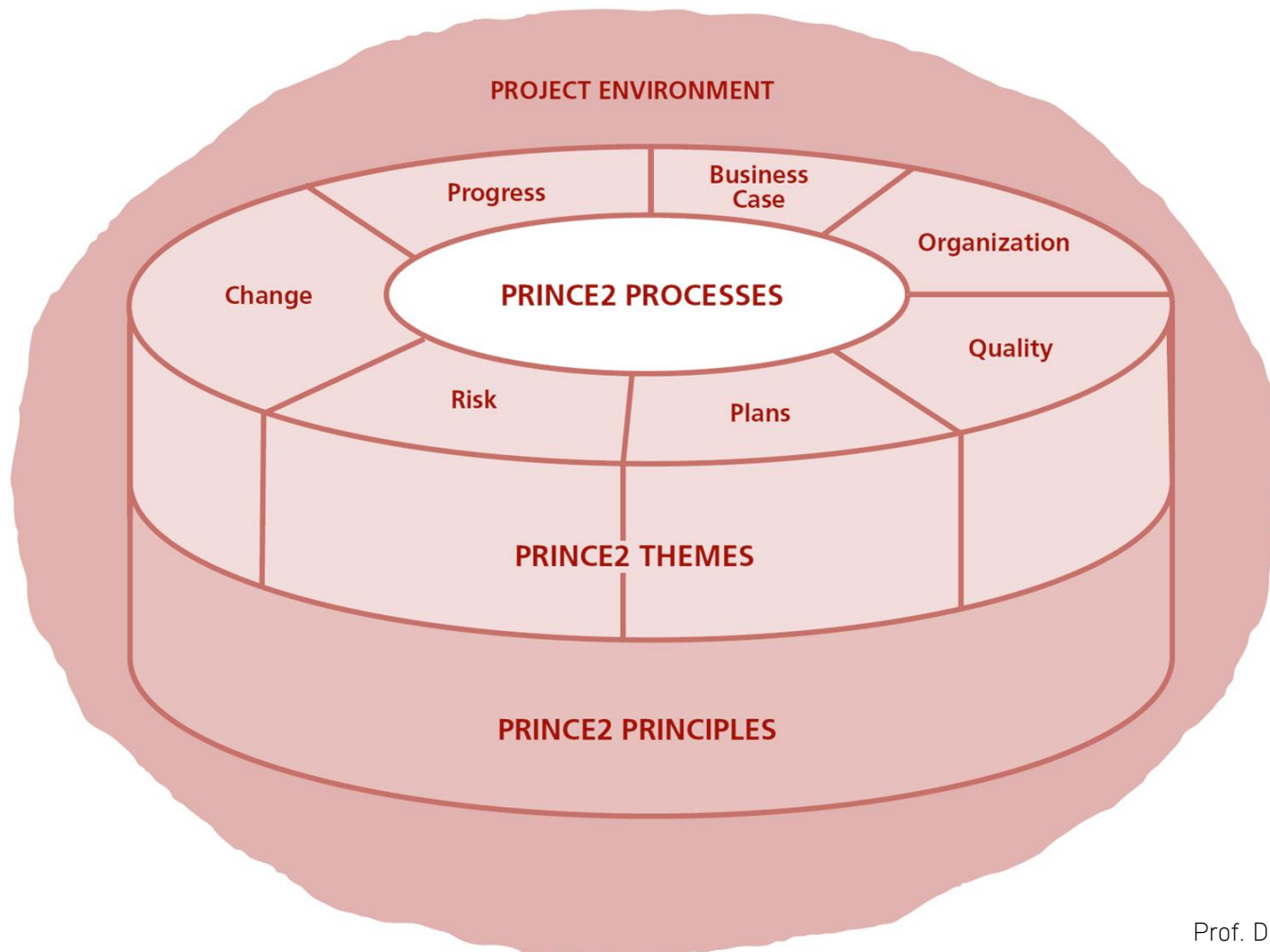
PRINCE2

- Structure
- Principles
- Themes
- Process Model
- Embedding & Tailoring

IPMA

- ICB4 Individual Competence Baseline
 - Practice (14 Elements)
 - People (10 Elements)
 - Perspective (5 Elements)
- Team Competence
- OCB1 Organizational Competence Baseline

PRINCE2 (2011): Structure



PRINCE2: Principles & Themes

Principles

- Continued Business Justification
- Learn from Experience
- Defined Roles & Responsibilities
- Manage by Stages
- Manage by Exception
- Focus on Products
- Tailor to suit the Project Environment

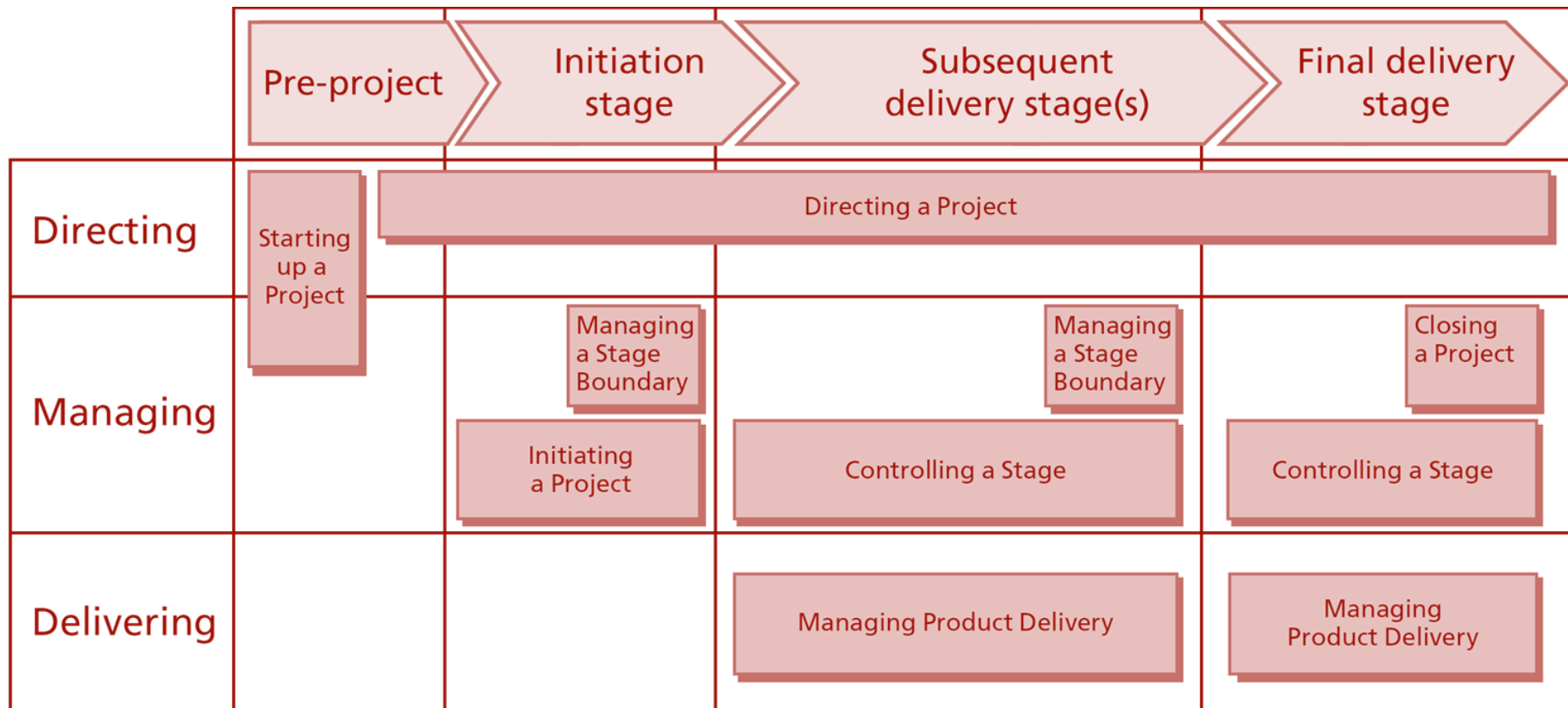
Themes

- Business Case
- Organisation
- Quality
- Plans
- Risk
- Change
- Progress

PRINCE2: Perspectives

Management control
Benefits management
Financial management
Stakeholder engagement
Risk management
Organizational governance
Resource management.

PRINCE2: Process Model



PRINCE2: Embedding & Tailoring

Focus Embedding

- Process responsibilities
- Scaling rules/guidance (e.g. score card)
- Standards (templates, definitions)
- Training and development
- Integration with business processes
- Tools
- Process assurance.

Focus Tailoring

- Adapting the themes (through the strategies and controls)
- Incorporating specific terms/language
- Revising the Product Descriptions for the management products
- Revising the role descriptions for the PRINCE2 project roles
- Adjusting the processes to match the above.

PRINCE2: Maturity Levels

Level 1 – awareness of process. Most managers of small projects are aware of their project management processes.

Level 2 – repeatable process. Most Project Managers of small projects adopt a similar approach, although this may be inconsistent across the organization.

Level 3 – defined process. Most organizations do not have specific guidance embedded for those running small projects.

Level 4 – managed process. The processes for small projects are not usually managed.

Level 5 – optimized process. Sub-optimal processes for small projects can slow down delivery and cause bureaucracy and frustration

IPMA ICB 4 (2015): Structure

29 Competence Elements (CE), explained in 3 Sections for the levels
Project, Program & Portfolio Management

For each Competence Element on each level

- Definition & Description
- Purpose
- Knowledge
- Skills & Abilities
- Related Competence Elements
- Key Competence Indicators
 - Description
 - Measures
- Cross Reference to ISO21500:2012 & ISO21504:2015, ICB3

IPMA Individual Competence

Areas: Practice

Design

Goals, Objectives & Benefits

Scope

Time

Organisation & Information

Quality

Finance

Resources

Procurement

Plan & Control

Risk & Opportunity

Stakeholders

Change & Transformation

Select & Balance

IPMA Individual Competence

Areas: People

- Self-reflection & -management
- Personal Integrity & Reliability
- Personal Communication
- Relationships & Engagement
- Leadership
- Teamwork
- Conflict & Crisis
- Resourcefulness
- Negotiation
- Results Orientation

IPMA Individual Competence

Areas: Perspective

Strategy

Governance, Structures & Processes

Compliance, Standards & Regulations

Power & Interest

Culture & Values

ICB 4: PM CE „People“ Example: Personal Communication

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 acknowledge 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.

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 that 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 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, tele-conferences, 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 projects 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.

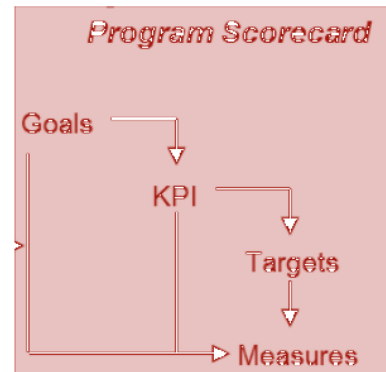
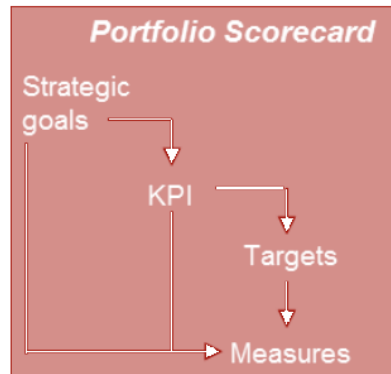
IPMA OCB1 (2013): Structure

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IPMA OCB: the Organisation



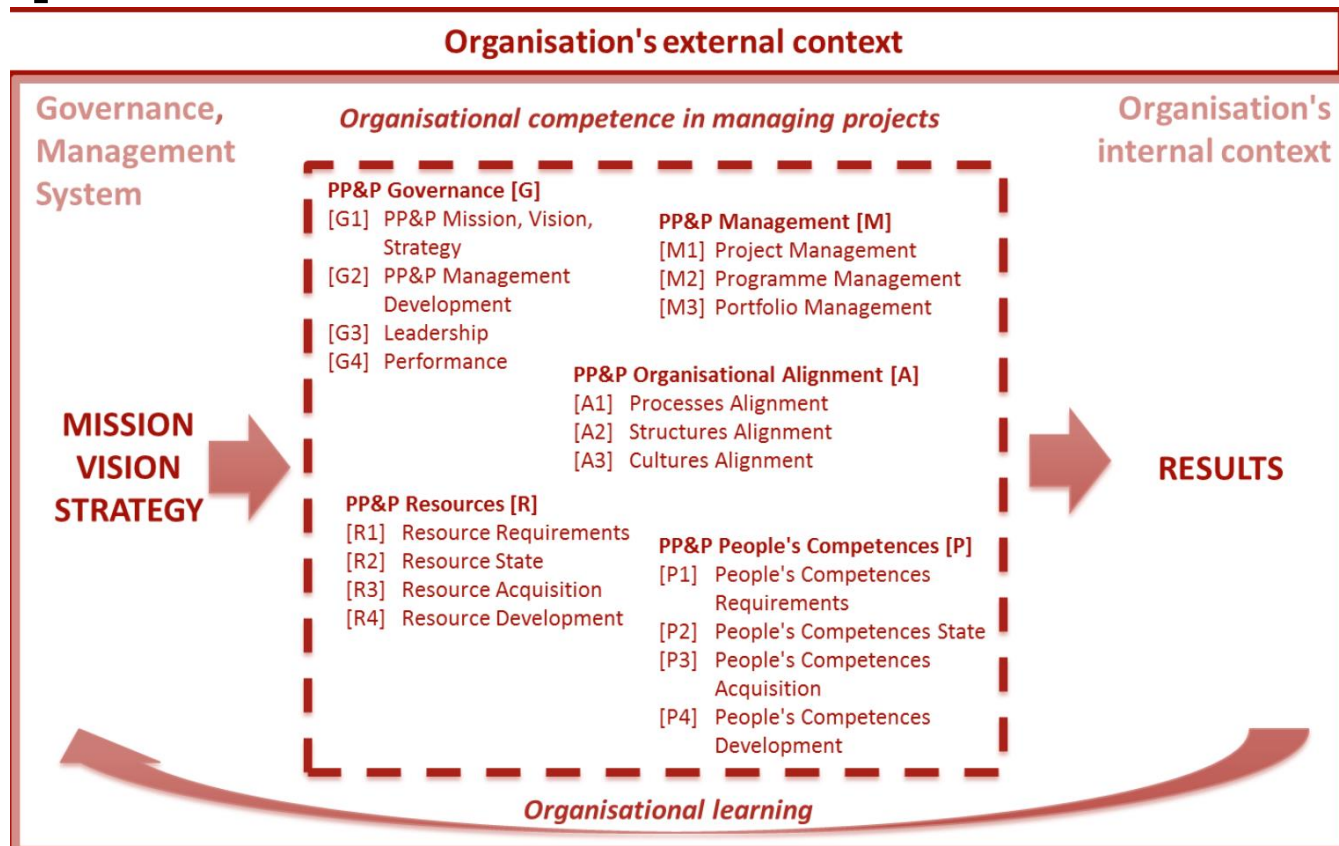
IPMA OCB: Linking Strategy with Projects



**Monitoring,
Controlling &
Reporting**

**Aligning strategy
with projects**

IPMA OCB: Organisational Competence



IPMA OCB Example: PP&P Cultural Alignment

Organisations are social systems, where personal behaviour is affected by values, visions, norms, symbols, beliefs and ethics, which constitute a specific organisational culture influencing PP&P as a specific cultural context. The organization needs to ensure alignment of individually developed project, programme and portfolio PP&P cultures with those of related internal and external parties.

The top managers define and foster a PP&P oriented culture in the organization, set & communicate standards & regulations/guidelines for aligning cultures (e.g. Governance Principles, Code of Conduct / Ethics and Training) as an integral part of the organisation's management system and be made accessible to all people involved in PP&P, and ensure familiarity of all addressees. They should actively monitor and control the application of internal, and often external, expert developing and implementing these standards.

The organisation should ensure that all internal and external users provide feedback to enable continuous improvement.

IPMA OCB Example: PP&P Cultural Alignment (2) - Users' actions

- Top managers define expectations for PP&P cultural alignment to meet the PP&P mission, vision and strategy. They foster a PP&P oriented culture & set standards, regulations & guidelines for aligning relevant cultures, communicate them to all stakeholders, monitor and control the application of these standards and decide upon corrective actions.
- The project management director fosters a PP&P oriented culture. Together with internal, and often external, experts they develop and implement standards for aligning cultures in PP&P with the cultures of internal and external parties. The application of these standards as well as the need for further development needs to be monitored, controlled and reported on a regular basis to top management.
- PP&P managers analyse the existing cultures within their PP&P. They define a specific PP&P oriented culture based on the requirements and stakeholder expectations. They then align their PP&P culture with cultures of all internal and external parties in accordance with the standards, regulations and guidelines set by top management. They support continuous culture development.
- PP&P staff act in accordance with standards & leadership provided by all management levels. They provide feedback on how the standards, regulations & guidelines could be improved & support development activities.

IPMA OCB Example: PP&P Cultural Alignment (3) - Key questions

- Does the organisation foster a specific PP&P oriented culture?
- Does the organisation provide standards as well as regulations and guidelines for aligning cultures in PP&P (e.g. Governance Principles, Code of Conduct, Code of Ethics)?
- Does the organisation ensure that cultures in PP&P are aligned with cultures of all internal and external parties?
- Are the desired PP&P culture, alignment standards, regulations and guidelines understood and applied by all PP&P staff and managers?
- Do all users of the cultural alignment standards, regulations and guidelines provide feedback and suggestions for continuous improvement?

IPMA OCB: Organisational Competence Levels

competence class	criteria for assessment	existence of standards	application of standards	management of standards	stakeholder engagement	results in line with targets	project achievements are likely on
initial		per project	limited	not yet	project owner (PO)	some good results but often challenged targets for time, budget and scope	personal level
defined		partially	per project	limited	PO and essential internal stakeholders	below benchmark	project level
standardised		mostly	partially	per project	PO and all relevant internal stakeholders	at benchmark	projects based on standards and procedures
managed		fully	mostly	partially	PO, all internal stakeholders and all essential external stakeholders	substantially above benchmark portfolio overrun at benchmark	projects in alliance with programmes and/or portfolios
optimising		tailoring to the project	fully	continuously improving	all relevant stakeholders	most projects meet objectives, only very small portfolio overrun	PP&P in alliance with the organisation's strategy, generally achieving their objectives

IPMA OCB: Framework for a Competence Development Plan

Phases Attributes	Initiation	Planning	Development & Implementing	Concluding & Road Ahead
Objectives	Set up a new competence development program or the next cycle for an existing one	Plan organisational competence development programme	Obtain results through projects, programmes and portfolios	Organise & support continuous development of framework model
Deliverables	PP&P Vision statement, Program charter, program core team	Programme structure and project charters	Increasing the organisational competence in managing projects	Increased efficiency, effectiveness and competitiveness

IPMA OCB: Framework for a Competence Development Plan (2)

Phases Attributes	Initiation	Planning	Development & Implementing	Concluding & Road Ahead
Scope	Develop business case in terms of budget and organisational benefit	Plan projects, changes, resources and align portfolio management	Program and projects scope	Feedback loop within projects, program and organization
Activity	<ul style="list-style-type: none">– Align vision, mission and strategy– Create core team– Assess 'as is'– Define 'to be'– Develop business case	<ul style="list-style-type: none">– Workshops– Stakeholder meetings– Defining KPIs– Program → project charters– Program → organisational changes	<ul style="list-style-type: none">– Implement projects and programs– People– Culture– Governance– Processes, structures– Business (+KPIs)	<ul style="list-style-type: none">– Lessons learned– Learning organisation– Best practice– Project excellence assessment

IPMA OCB: Framework for a Competence Development Plan (3)

Phases Attributes	Initiation	Planning	Development & Implementing	Concluding & Road Ahead
Methods	<ul style="list-style-type: none">– Scenario analysis– Communication– Team building– Business case analysis	<ul style="list-style-type: none">– WBS– Network model– Organisational breakdown– Responsibility matrix	<ul style="list-style-type: none">– IPMA Delta® assessment & certification– Competence development methods	<ul style="list-style-type: none">– PDCA– Kaizen– Benchmarking– Knowledge management
Responsibility	<ul style="list-style-type: none">– Senior executives– PP&P manager– Program manager	<ul style="list-style-type: none">– Program manager– PP&P manager– Consultants	<ul style="list-style-type: none">– Program manager– Program core team– PP&P manager	<ul style="list-style-type: none">– Senior executives– PP&P manager– Program manager

Questions? Questions!

**THANK YOU VERY MUCH FOR
YOUR ATTENTION!**