Mounir A. Ajam

Project Management State of Practice

Current Reality & Filling the Practice Gaps

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CONTENTS

TABLE OF FIGURES

To Sumer,
Wishing you the best as you start this new phase in your life.
Excellence lies ahead, and the fruits of success are for you to pick.
Love you

ACKNOWLEDGMENTS

The indirect influence for the project management model that I present in these writing projects goes back to my early career in Exxon Chemical. I credit my first team leader, Mr. Ralph Spears, my mentor and coach. In addition to Ralph, I recognize Mr. Ed Boyle, Mr. Jack Foerst, Mr. Charlie Thompson, Mr. Tony Leyesa, Mr. Jimmy McGregor, and Mr. Tom Sinkovic. It was during that early stage of my career when I had learned the value of a **disciplined approach to project management**.

The groups of people listed below have had a direct impact on enhancing the project management methodological approach, which I describe in this e-books series with the title **Adaptive Project Management & Tailored Methods Series**. We are publishing these e-books in a series since they are related and somewhat integrated. We recommend reading the full series for a better understanding of The Customizable and Adaptable Methodology for Managing Projects™ (CAMMP™)[1] and CAMMP™ relation to the waterfall and agile concepts.

First, there are Mr. Luc Bauwmans and Ms. Nada Chaban, part of our team at SUKAD[2]. Nada was the first to use an initial version of the model on a marketing project, and as a result, of applying its concepts, there were opportunities for many clarifications. To quote Nada: "*the model has taught me how to manage projects in a different way; with it, I have the confidence to tackle any project.*" This led to the methodological approach described in this series, a simplified and practical approach that practitioners can use across industries and sectors.

Other contributors to the model are a group of MBA Interns from the Hult International Business School, Dubai campus[3]. At the start of the short internship period, all interns attended a 3-day workshop on the model. Then we assigned each of the interns a project, a real project from SUKAD's internal portfolio, with the condition that they must follow the model. Further, we did empower them to explore and challenge the model. Throughout the internship, the SUKAD team coached the interns on the proper use of the model. We should emphasize that these were MBA students, with business or technical experience but not project management. This was a tough testing situation since we wanted to validate the use of a project management model, and if the model was effective for (a) use by non-project management professionals and (b) a variety of projects.

Here is a list of the MBA Interns and their projects, listed alphabetically:

1. Mr. Srihari Chodagiri – Implementation of a Quality Management System.
2. Mr. Akhilesh Gupta – Project Management Conference.
3. Mr. Rohit Kajaria – SUKAD Social and Professional Initiatives (2SPI).
4. Mr. Sudhir Nijme – Survey and Analysis of Existing Clients.
5. Ms. Kay Nikookary – Outreach Program.
6. Mr. Tarun Talwar – Establishing a Learning and Development Centre.

In addition to the Interns' projects,

1. Nada (from the SUKAD team) worked on a 'Road Shows' Project.
2. The author used the model on a 'Writing a Book' Project[4].
3. Mr. Mohammed Rezek and Ms. Manar Yazbeck (two participants in the SUKAD postgraduate program) used the methodology to work on a project that was required for their program completion. The project was 'Project Management without Borders' Project[5].

The SUKAD team also used the methodology concurrently on various other projects.

These above projects took place in 2009 and 2010; Since that time, the SUKAD team has been using the methodology on several other projects[6]. We have also delivered numerous workshops on the model where the participants of these workshops used CAMMP™ for their projects, including recruitment, knowledge management, marketing, website development, transportation, and numerous other projects. The clients were government, semi-government and private entities.

The following professionals have been valuable contributors to this writing project as reviewers of the initial draft: Mr. Ibrahim Awad, Mr. Sofien Dhouib, Mr. Theofanis Giotis, Mr. Youssef Saad, Mr. Luc Bauwmans, and Ms. Nada Chaban. Both Luc and Nada has been patient enough since the initial draft to review the second and third drafts of this work leading to this final edition.

I must also recognize Mr. Alfonso Bucero who wrote the review for **The Inheritance**[7], but also reviewed and wrote the Foreword for the book that we intended to publish but was converted to an e-book series, a series that is being replaced with this series (**Adaptive Project Management & Tailored Methods Series**). Alfonso, "today is a good day" (Bucero, 2010)!

I acknowledge Mr. Mark Jones for editing parts of the series. Mark did edit our English and offered many valuable suggestions, which we incorporated into the final version.

I want to extend a special appreciation to **Professor Christophe Bredillet**. Since I met Christophe in a PMI conference in 2004, he has been a great supporter of me personally, and SUKAD. The postgraduate program that we mentioned earlier was in partnership with ESC Lille (SKEMA now) that Christophe was leading. He also wrote the Foreword to **Redefining the Basics of Project Management** book, which covered CAMMP™, per version 2.

Almost done!

Before finalizing this work, the SUKAD team conducted a few workshops in Dubai, Al Ain, and Abu Dhabi, United Arab Emirates. There were about 200 participants representing different industry sectors in those workshops; about 30 to 40% were holders of project management certifications and the others were mostly new to project management, including college students. In the workshops, the SUKAD team presented and explained CAMMP™ through group activities. We then grouped the workshop participants by industry/business sector and asked them to customize the model to their own environments. We gave the participants less than one hour to complete this. Volume 6 of this series contains some of the output from those workshops. These workshops proved to us that this simplified approach is viable and can deliver on what it promises. We much appreciate the contribution of these participants.

Last but not least, I must offer my sincere appreciations to Bookboon.com, with a special mention to Ms. Sophie Tergeist, and Ms. Karin Jakobsen. They have been fantastic in supporting us since 2013 as we published the earlier e-books and the coming series. With Bookboon.com and the support of Sophie, Karin, and the unknown teams behind the scene, we have been able to reach close to 800,000 downloads of our past work, and we hope to reach more and add value to every reader.

I am grateful to all!

FOREWORD

This Foreword was from the initial series of e-books that we published with Bookboon.com. We are keeping the Foreword with this updated series[8].

When Mr. Mounir Ajam asked me to write this preface for his book, I felt excited. The first time I met Mounir was on May 11th, 2006 in the Leadership Institute Master Class[9] in Madrid. In that class, he showed up his leadership skills, and something in my mind told me, he would write a project management book someday. Now I am glad to see it. We have been in a very good relationship from then, and I know how passionate he is in the project management field. So the basic comment from this book is "*we have a practically oriented book.*"

I believe this book is a mandatory text to be read by all project managers.

You will not be surprised if I say that project management is about people. The author is very aware of that, and he has been able to use a great communication vehicle between the writer and the reader, using clear examples and diagrams. I had the opportunity to work in the Gulf[10] region last year, and I could observe the need for project management education and training in organizations in that region. There are huge projects in the Gulf region and organizations need practical and experienced professionals to manage them. Mounir's book has achieved his objective in a very understandable and easy to read manner. He has put "practical ideas" in the hands of the practitioners.

Professionals need and want to learn from practical project management examples. The reader should know that project management certification must be a goal for better and better project management professionals, but after being certified project professionals need to put in practice all the theory. Welcome to the real world: put your feet on the land and apply project management principles. The process described in this book is really practical and useful from the inexperienced project manager to the very experienced project manager.

Go ahead, read the book and see the value of practical project management in organizations. "Today is a Good Day" to start. Apply your passion for learning, be persistent in applying project management practices in organizations, and use your patience selling project management concepts and ideas to people in organizations. Don't stop, just take action.

Alfonso Bucero, MSc, PMP
Managing Partner & CEO
BUCERO PM Consulting

A PMI Fellow, highest PMI honor
Winner of the PMI 2010 Distinguished Contributor Award
Author and co-author or more than one book on project management

ICONS AND THEIR USE

The following are icons that we use in various sections of this work.

This icon represents a 'deliverable.' A deliverable in project management is a defined work item (scope) that when finished, is **delivered** to management or a client. The deliverable could be a report, a design package, a software tool, or even a physical facility, like a factory. The deliverable can be small and require hours or days to deliver or could be substantial requiring weeks or months to finish. The deliverables discussed in this Series are typically the main stage deliverables, which a project team completes with each stage or sub-stage.

The second icon represents 'further reading.' We use this whenever we encourage the reader to refer to other sources. This way, the author can maintain focus on the new content in this Series and avoid too much detail on topics that other references may cover better. The reader can find a partial list of resources in Appendix D and may want to explore these topics using search or other reference tools.
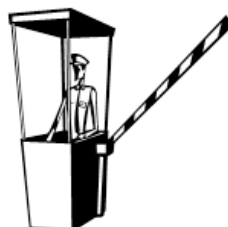
This icon represents a 'stage gate' or a control point, a fundamental concept in the stage-gate approach, which we describe in this Series. Stage gates are crucial elements of governance and control to ensure consistency and flow of the project in alignment with established objectives. They are applied along the project life cycle from idea to closure.

This icon represents case studies. In this Series, we share many stories and case studies to illustrate points in each Part. In order not to disturb comprehension of the main points, we typically place the case studies in text boxes so the reader can skip them for review later. The author has direct experience with most of the case studies that we present in this Series.

We use this last icon when we aim to persuade the reader to ponder the open questions that we address. Some of these questions could be provocative, controversial, or challenge conventional wisdom. Notwithstanding the author's particular views, he understands that managers legitimately have differing views of the same circumstances; we expect the readers to develop their own opinions, and respect that such opinions might contradict what the author presents.

INTRODUCTION

This is the first e-book in the series on project management. The series is **Adaptive Project Management & Tailored Methods Series**. Its primary focus is **The Customizable and Adaptable Methodology for Managing Projects™ (CAMMP™),** a project management methodological approach that the SUKAD has developed and continued to enhance.

The e-book series is a derivative from a book the author wrote in 2009 and has published in 2014. The book title is **Redefining the Basics of Project Management** (Ajam, 2014)**.** That book was divided into a four e-books series, which was published in 2013[11]. The series that you are reading now is an update of the content from the original work and include more e-books. Therefore, **the Adaptive Project Management & Tailored Methods Series** consists of seven e-books, which we will briefly describe later in this section. Since the original series is being updated to align the work with CAMMP™ version 3, it will also align with **Project Management beyond Waterfall and Agile** (Ajam, 2017) that CRC Press published in December 2017.

The objective of the series is to introduce the readers to a practical project management methodological approach, a systematic way of managing projects. We will also provide explanations of the CAMMP™ concepts and include suggestions on how to apply them. In another series, we will provide case studies and simulations of projects completed in line with the CAMMP™ Model.

CAMMP™, A METHODOLOGY OR A METHOD?

The author recognizes that there could be differences of opinions on whether CAMMP™ is a method or a methodology. The author is not a linguistic expert and cannot be sure of how experts would define this approach and whether they would call it a method or a methodology.

In general, what we understand is that a method is "*a particular procedure for accomplishing or approaching something*"[12] Insert the citation whereas a methodology is "*a system of methods used in a particular area of study or activity.*"[13] Insert the citation

Based on this understanding and other information, the author recognizes that for a given situation, a specific project context, CAMMP™ would offer a specific model, **a tailored method**. However, CAMMP™ and the series are about a management approach that is not restrictive or limited to a given project context, and this approach is customizable and adaptable, a "*system of methods used in a particular area of study,*" the methodology is the appropriate term for The Customizable and Adaptable Methodology for Managing Projects™.

TYPES OF PROJECTS COVERED BY CAMMP™

The methodology (or methodological approach) is appropriate for all types of projects, small or large, simple or complex, private or public sector, profit or the not-for-profit environment, and most of all, for business or life projects.

However, since *'one size fits all'* **is not** an acceptable approach in project management, the model design allows a user to customize and adapt the methodology to fit organizational needs and requirements. In other words, CAMMP™ provides the foundational concepts for a methodological approach that can be used as is for some situations. However, for best results, organizations and individuals must transform the approach into tailored methods.

It would be helpful to reflect back on the name of the e-books series; it is **Adaptive Project Management and Tailored Methods**. Two points to stress on the name:

1. The use of **adaptive project management** does not mean Agile, but it is to emphasize that organizations and project managers must adapt and use the approach that is the **best fit for the given purpose**.
2. Further, the use of the term **tailored methods** is another point for added emphasis and to remind the readers that we need tailored methods to manage the different types of projects.

AUDIENCE

The methodological approach and e-book series are excellent learning resources for those new to project management, who want to learn a fundamental model to manage projects. They are also fantastic resources for experienced project managers, including those who hold one or more professional certifications.

Although a reader who is new to project management can benefit immensely from this series, there might be exceptions. If one has no exposure to projects or project management, and the reader only needs a foundational project management education, then the author advises the reader to read our earlier work first, either ***The Inheritance***[14] or ***Project Management for the Accidental Project Manager***[15]. Those references cover CAMMP™, but in a basic form and easy to read style, therefore, they are more appropriate for this audience.

For the readers with exposure to project management, but may be limited to one professional association's viewpoint, the series may challenge them and open doors to new thinking and approaches. The methodology builds on the Project Management Institute (PMI) and ISO frameworks[16] and even work from IPMA®, GPM Global, and others. Therefore, the author expects that some readers will be those who learned project management through these associations. Our expectation is that a majority would be followers of PMI and holders of one PMI credential or another. Consequently, we recognize that the presented information will lead some to either question their learning and conventional wisdom—or—they might challenge what the series advocates. On the other hands, what this series offers, will confirm what many practitioners already know and practice around the world.

In other words, we recognize that a limited number of PMI-educated project management professionals might find difficulty in accepting the methodology and quickly reject it[17]. We ask these readers to read, analyze, and understand before they judge or reject. For this group, we offer additional explanations throughout the series. The additional explanations are sections within chapters and even specific chapters covering areas of potential misunderstandings.

DEPTH OF COVERAGE

The purpose of this series is to explain the methodological approach and not to be a single reference for project management. The intent is to build on what exists and not re-invent the wheel. Therefore, in the various e-books and chapters, we will adequately cover the subjects that are specific to the methodology, especially concepts that might not be available in other resources. However, we will only touch on related and relevant topics; however, we will not explain the details of those subjects, where we know there are good published resources.

What we are saying is that we will focus on the first dimension of CAMMP™, covering the project life cycle and stage gate process. In one of the e-books, we will also cover the second and third dimensions, which are about processes, functions, and advanced topics. However, we will not go into the details of cost estimating or control, risk or quality management, communication or stakeholders' management, sustainability or best practices. There are plenty of resources for these topics, and we will offer and credit those sources, where needed.

In addition, this e-book series is not a manual or a guide to a specific type of projects. However, we will provide enough details for the readers to fully understand how to take a project from concept to closure. The reader will gain a good knowledge of all the phases, stages, stage deliverables, and stage gates. Please refer to the next section for clarity on what these e-books cover. A closing comment here, the next series, **CAMMP™ Case Studies & Simulations Series**, will include numerous case studies and all of the templates that are related to CAMMP™. Therefore, the users can copy-paste those references and modify them as they work on their projects.

THE SERIES' E-BOOKS

The Adaptive Project Management and Tailored Methods Series consists of seven parts, seven e-books, seven volumes. It is important to note that we are publishing these e-books together[18] and they are related and somewhat integrated. One can learn from one volume or even a few chapters. However, for a better understanding of how to apply this project management approach, a reader should consider reading all seven volumes[19].

Figure 1 graphically presents the full series, and below we offer a brief overview of each volume[20].

Figure 1: The Adaptive Project Management & Tailored Methods Series

- Volume 1 (e-book 1): Title: **Project Management State of Practice**; Subtitle: Current Reality and Filling the Practice Gaps.

  This is the first e-book, and it consists of two sections. Section 1 discusses project management current reality and identifies the practice gaps. Section 2 offers some answers on filling the practice gaps. In general, we would be addressing the need for an organizational project management system, the necessity for establishing tailored, fit-for-purpose methods, and why it is vital for many organizations to elevate their respect for project management and build a sustainable organizational function, as important as the other organizational functions.

  - Volume 2 (e-book 2): Title: **Project Management, An Adaptive Approach**; Subtitle: The Customizable and Adaptable Methodology for Managing Projects™.

    This volume also consists of two sections with the first one providing the foundational concepts for an adaptive approach in project management. This section will also include the critical success factors and principles for the methodology and the reasons behind its development. The second section would directly focus on CAMMP™ and offer a brief introduction of the CAMMP™ project management model. It would also provide an overview of each of the CAMMP™ three dimensions.

  - Volume 3 (e-book 3): Title: **CAMMP™, The First Dimension**; Subtitle: A Project Life Cycle, Stage-Gate Model.

    In this e-book, the readers will find an in-depth description of the first dimension of CAMMP™. The first dimension is about the standard project life cycle model. We will describe each phase and stage of the model. We will elaborate on the core concepts of the main project phases and their stages. Finally, we will cover the sequence of events, stage deliverables, and stage gates. We do all of the above through three sections; each is dedicated for a phase of the standard project life cycle.

  - Volume 4 (e-book 4): Title: **CAMMP™, The Second and Third Dimensions**; Subtitle: Functions, Processes, and Advanced Topics.

    In this e-book, we will start with a section describing the links between CAMMP™ and global standards and guides from professional associations. Then, section 2 is dedicated to the second dimension of CAMMP™, which is about functions, processes, process steps, and process gates. In this section, we introduce our approach, which is a modification of ISO 21500 (and PMBOK® Guide) in term of a number of processes and subjects. Finally, section 3 is dedicated to the third dimension and its advanced topics, such as best practices, sustainability, competence, and a project success model. For the third dimension, we will refer to IPMA[21], CII[22], GPM Global[23] and others.

- Volume 5 (e-book 5): Title: **Managing a Project**; Subtitle: Managing A Stage and Managing Across the Stages.

  Our views are that the processes in guides like ISO 21500 & PMBOK® Guide are most suitable to manage a stage of the project. We will explain our reasons in section 1 of this volume. Next, the second section contains the essential topics that are not limited to a project stage but relate to the full project life cycle, in an 'across the project life cycle' manner. These topics include project approvals, estimating, control, risk, project success, and project stakeholders. This second section is highly relevant for medium to large projects.

- Volume 6 (e-book 6): Title: **Applying CAMMP™**; Subtitle: Tailoring and Practical Aspects for the Real World.

  This e-book shifts from the series' 'what and why' of the model into its 'how to apply' explanation. The e-books sections include principles and critical success factors, tailored approach and features, an example on the practical application of CAMMP™ for the real world. This e-book includes some of the work from workshop participants from the early days of CAMMP™ development.

- Volume 7 (e-book 7): Title: **Project Management beyond the Hype**; Subtitle: Agile Development, a Subset of a Project Management Method.

  This e-book captures the recent trends and hypes in the professional community, especially in relation to the debate on waterfall versus agile. In this e-book we will cover the relevant definitions then present how waterfall, agile, and their sisters and brothers, NOT project management methods but are, and should be, subsets of a project management methodological approach, like CAMMP™.

OTHER WORKS

In addition to the above references, since the publication of the initial series, we have been publishing other books and e-books. Most of them are related to the CAMMP™ Model, but we also have a couple of e-books related to the PMBOK® Guide.

In December 2017, CRC Press published our latest book **Project Management beyond Waterfall and Agile** (Ajam, 2017) under their **Best Practices and Advance Program Management series**. That book covered CAMMP™, as well but per the latest updated, version 3. **The Adaptive Project Management & Tailored Methods Series** include the CAMMP™ updated content per version 3. Therefore, that book is a vital reference to this series.

Finally, we are currently working with Bookboon.com on a related series, *CAMMP™ Case Studies and Simulations Series*. That series will include many e-books, each of them will be dedicated to one or two case studies or simulations. Expect that e-books from both series will be published concurrently.

SECTION 1: PROJECT MANAGEMENT CURRENT REALITY

NO-LIMITS LEARNING

LEVERAGE SOCIAL LEARNING, COLLABORATION, QUALITY CONTENT, AND HANDS-ON PRACTICE.

SAP Learning Hub

SAP

1 THE GROWTH OF PROJECT MANAGEMENT

1.1 INTRODUCTION

The project management domain has been growing in popularity over the years, and the current reality is that project management practices are widespread across all types of projects in a variety of industries and business sectors. These include non-profit, health care, oil and gas, information and communication technology, pharmaceuticals, marketing, education, human resources, and numerous others. Project management skills are essentials at all organizational levels and for projects of all sizes from micro to mega projects. Further, there are numerous associations and companies dedicated to general project management and to areas of focus within project management, such as cost, project control, quality, value management, among other specialties.

1.2 VALUE OF PROJECT MANAGEMENT

Over the last two or three decades, project management[24] has been emerging as a core capability for organizations across various industries and business sectors.

Although project management has been around for decades, modern project management emerged in the middle of the twentieth century, specifically in the defense industry and major infrastructure (engineering and construction) projects. Next, project management emerged strongly in technical domains such as information and communication technology. In recent years, project management started to spread to all types of businesses and activities.

With the turn of the century, project management has been exploding globally with large numbers of professionals from all domains learning project management or even changing their careers into project management. Today, a large number of practitioners still comes from traditional industries like defense, petroleum, engineering and construction, and technology but project management is spread into aviation, pharmaceuticals, healthcare, food, utilities, marketing, tourism, and general business.

The fascinating growth of project management, including in not-for-profit, government, and non-governmental organizations (NGO), has led to a vast growth in professional associations' membership and people seeking certifications. By mid-2018, the Project Management Institute (PMI) alone has close to a million professionals holding one PMI credential or another[25].

Other professional associations are spread around the globe with a large number of practitioners and certified professionals. Since this series is not about proving the value of project management we refer the reader to the various associations and organizations advocating project management. These organizations and associations include[26]:

1. Association for Advancement of Cost Engineers, International, AACE.
2. Global Alliance for Projects Performance Standards, GAPPS.
3. Green Project Management, GPM Global.
4. International Project Management Association, IPMA.
5. Project Management Institute, PMI.

1.3   PROJECT MANAGEMENT EDUCATION

Despite the value of project management, it was only a few years ago that almost no university offered project management as an independent educational domain. Even today, project management education is mostly limited to a number of universities and mostly at the postgraduate level. Project management education is still rare in colleges, or as an undergraduate field of study. Consequently, to learn project management, professionals often rely on the literature from not-for-profit professional associations, exam preparation guides, educational providers, and independently published literature. Alternatively, they learn on the job and depend on common sense or general experience.

1.4   EMERGING PROFESSION

The reality is that project management is still a growing domain, even an emerging profession[27], and consequently, it is still evolving. There have been many achievements in the field of project management, which are reflected in its phenomenal growth. Yet, we still believe that there are many challenges and opportunities. The growth of project management came at a price; the price is damage to the image of the emerging profession and to certification. We recognize that this is a controversial statement and some will debate how could there be damage while the emerging profession is still growing in numbers and professional certifications. We will elaborate on this point, in this chapter and other chapters.

We will explore project management from various angles and present the circumstances that led us to develop a methodological approach for managing projects, which is the focus of this work[28].

1.5   POINT TO PONDER

Project management is an emerging profession where a large percentage of its practitioners do not have formal education or training in this domain. Many are technical or functional specialists who are reliable professionals, **in their domains**. Then management assigns them to projects and expects them to manage them. The situation becomes complicated since management's expectation is that these specialists should perform, in the project manager role, at the same level of performance as in their working field of expertise. These professionals are what we call 'accidental project managers.[29]'

In light of the above, the point to ponder is, ***Do you agree that the above practice is common and rational***?

If not, we still ask the reader to continue reading and investigate the points that we present here.

To expand on the last point, let us elaborate the question:

> Why do you think executives and senior managers, assign non-project managers, those with no training or education in project management, the responsibility to manage projects; and expect them to perform, in a project management role, at the same level of performance, as in their educational or professional field?

Let us look at this issue from different viewpoints.

- Would any of us go to a hospital administrator to seek medical checkup or surgery?
- Would we choose a legal assistant to defend us in a court case?
- Would we even go to a butcher to buy bread?
- Do we seek a marketing professional to fix a computer?
- Can an excellent practicing civil engineer immediately step up and manage the development of a substantial structure or facility?
- Can an excellent computer engineer step up and manage a complicated telecommunication infrastructure project?
- Will a human resource specialist, all of a sudden, be able to manage an organizational change project?

If not, then why do we assign management of projects to staff other than project managers—**and**—continue to expect good, or even excellent, performance?

We do accept that many technical and functional professionals can learn how to manage projects—and—some become experts, but they must be adequately trained **before the project** and not be thrown into a sink or swim situations and made to learn under fire. The possibility and cost of failure are extremely high on the individual and for the organization.

We have observed that too often executives make these decisions then wonder why projects fail. We think that some executives do not fully understand the risks associated with the accidental project managers' conundrum, which is leading to increased threats of failure.

In contrast, in the capital project industry, a professional would need a few years of projects' experience before they would be given the title, project manager.

What do you think?

1.6   A GROWING DOMAIN

Over the last couple of decades, predominantly since the mid nineteen nineties, project management has been emerging as an active and highly valuable occupation to business in general and to all industry sectors. It is no longer limited to traditional industries such as defense, construction, and capital investment projects. The reasons for this growth and the strong emergence of project management are beyond the scope of this series[30]. It will suffice to say; there are many factors that led to project management emerging as a strategically valuable capability for organizations across all sectors.

Along with this significant growth, there is a broad consensus that project management is transforming from **managing individual projects**, into providing a higher level of **organizational value** through the application of program and portfolio management principles. It is apparent that slowly the obstacles and barriers between organizational project management and operational management are being broken in organizations across the globe, as direct links between 'project management' and 'organizational (operational) management' strengthens.

In summary, **Organizational Project Management**[31] is the essential link that bridges the gap between an organization's strategic objectives and the realization of these objectives, through projects and programs. In other words, it is about transforming vision and ideas into reality[32].

The focus of this work is mostly about practical, real-world project management and we limit the discussions here to managing individual projects. However, we stress the need for a strategic perspective even at the project level, which we have embedded in the methodology that we present in this series. Further, in Chapter 5, we will briefly introduce an organizational project management system.

1.7   TRADITIONAL MANAGEMENT VERSUS PROJECT MANAGEMENT

When and where did project management start?

Was it with the massive defense projects in the United States, with the pyramids in ancient Egypt, the Great Wall in China, the Acropolis in Greece or even further back to the earliest recorded civilizations such as the Sumerians and Acadians?

The answers, though interesting, are not directly relevant here. What is relevant is that many will agree that **modern project management** is a twentieth-century phenomenon and its considerable growth is in part due to professional associations advocating the importance of a different approach to managing projects. We think that one factor that fueled the growth is that traditional management failed in ensuring the successful completion of projects, thus necessitating the need for a different approach, which we now call project management.

1.8   ROLE OF PROFESSIONAL ASSOCIATIONS

Professional associations, which focus on the advancement of project management, have been around for close to fifty years[33]. If we tally the count of their members and certificates holders from around the globe, it would be over a million, and maybe close to two million. This is in addition to the millions of practicing project management professionals without being members or certificate holder in any association.

These associations have played a significant role in the growth of this emerging domain, through their various standards, certifications, and marketing efforts. There are probably more than fifty different certifications related to project management, by the various global associations who offer these certifications. Yet even with so many practitioners, associations and certifications, we know one thing for sure: **something is missing**. That something is preventing us from delivering consistently successful projects. Perhaps it is just human nature's inability to be consistent, or maybe we are right in stating something is missing.

1.9   REVISITING TRADITIONAL VERSUS PROJECT MANAGEMENT

With the view that traditional management is not enough and project management is a possible answer to those shortcomings, then the question becomes: with years of professional practice of project management, even supported with the presence of active professional associations and their various standards and publications, why are so many projects still challenged or even failing?

Here, we ask the second question, *has project management succeeded in overcoming the shortcomings of traditional management?*

This is an intriguing topic to debate since it is crucial to help us understand the **project management state of practice**.

Is what exist working?

Is project management filling the gap left open by traditional management?

Or, and our hypothesis is, the current reality in that the project management practice has many gaps and we need to find the solutions to fill these practice gaps.

We close this chapter by asserting: something is missing from today's project management.

2   CHALLENGES AND THE GROWING PAINS

2.1   WHAT IS MISSING?

What are the challenges we face in project management that are still preventing us from reaching a higher level of consistency in project performance: more successes than failures and challenges[34]?

The question is pertinent, and we are not sure if anyone knows the answers with a degree of certainty or even high confidence. What we are sure about is the need for further research by the project management community; further **soul-searching research** and not just general research to indicate project management is valuable. Project management is demonstrably valuable, and as we mentioned earlier, there has been quite a few research on this topic and some of the research even quantify this value[35]. However, tough questions remain and the project management community, whether practitioners, global associations, organizations, researchers, academics, or executives must try to address them.

But if we have no answers then how can we deal with these challenges?

Let us discuss what we *do* know.

We know that project management is an **emerging** profession; therefore, it is natural and expected to experience challenges and growing pains.

2.2   OVERVIEW OF THE CHALLENGES

Figure 2 presents the challenges we believe are holding us back. This is our professional **opinion;** emphasis is on opinion. We share them here, to encourage the project management community to research these topics and debate them.

It is vital to increase our collective knowledge with the ultimate purpose being the betterment of the emerging profession, its practitioners, organizations, and ultimately, society.

What are these observed challenges?

We present six leading challenges, and we will elaborate on each one of them in the rest of this chapter.

2.3   CHALLENGE 1: PROJECT MANAGEMENT IS SIMPLE

We link the first challenge to the 'Point to Ponder' that we raised in Chapter 1, which was why executives ask technical and functional professionals to assume the role of project managers without prior or proper education, training, or experience in project management. We think the reason this happens is the perception, not to say a myth, that some organizations' professionals, managers, and executives perceive project management as simple. We will also look at this point from a different angle in Chapter 7, which would address why, some in, the C-Suite do not value or do not have enough respect for project management.
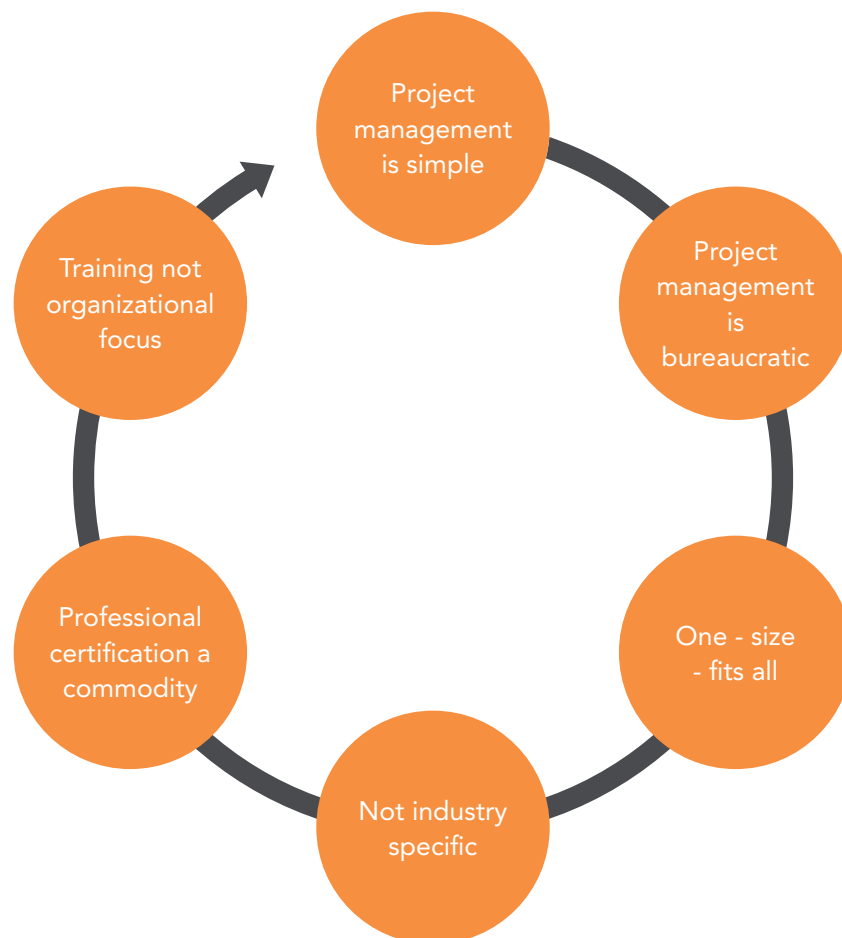
Figure 2: Project Management Challenges

If project management were simple, this would typically be fantastic news and would mean more practitioners embracing it. However, real life is a different story. When those professionals who underestimate and misunderstand project management try to use its principles, what happens is either they try to simplify it to the point it becomes ineffective and so no value is added, or they find out that it is more difficult than initially perceived, get discouraged, perform poorly and even drop it altogether. In either case, executive management is likely to discard project management as a vital practice.

Here is an illustration of this point; readers may have faced similar situations to what we share here:

- We sometimes get requests from clients that copy and paste the outline of a project management standard and put it in **an email** 'Request for Proposal' (RFP). In this email-RFP, they ask for **one- or two-day training** that covers all the topics on the list. Further, they want to **include case studies that are applicable to their business.**
- Another situation we often face is people telling us, "*we know project management, I took it in college.*" When we drill for clarification and ask, "*What did you take*"? The answer often comes back "*I took one course*" or the second most popular answer is "*I took a scheduling course.*" These individuals do not realize that scheduling is **only** one element in project management.
- Another situation is about tools; refer to the bottom of the next text box. There is a belief that a tool, like a scheduling tool, is all that is needed to apply project management. Tools are beneficial for efficiency but not effectiveness. The reality is that a scheduling tool without proper project management planning and experience is nothing more than a graphical to-do-list. The essential engines of project management are **processes, people, and tools**[36] and one cannot depend only on one of these engines.

The text below is from a real email 'request for proposal', unedited by the author. The request was for **1-day training**. When we tried to ask clarification questions, the client representative told our business development manager that "we ask too many questions."

"Project management training requirements for both employees and management.

Employees (Initiative Owners):

- *Team building activity*
- *Time management*
- *Identify project management processes*
- *Understand project management terminology*
- *Correctly identify the roles involved in project management*
- *Describe project success criteria and success factors*
- *Support and contribute to a successful project outcome*
- *Prepare project documentation*
- *Detailed Work Breakdown Structure*
- *Resource planning*
- *Construct a project budget and use it to control project costs*
- *Report progress and identify deviations from plan*
- *Follow up on activities*
- *Risk identification & handling*
- *Develop communication skills*
- *Recognize different team roles and adapt behavior as necessary*

It is important that application training is provided as well as the theoretical part. Software such as MS project, Primavera or similar applications would be useful so that the training would be hands on and targeted to fit our needs."

There are many other examples, but we trust these suffice for now.

Such oversimplified views by executives and professionals alike are due to a lack of understanding of what project management is. Globally, governments and private organizations spend trillions of dollars on projects, yet some still believe project management is something that can be learned in a single day or a few days of training, or under fire. Some also think that over-emphasized certifications will turn people into expert project managers[37]. The net outcome: project management, under these circumstances, fails to solve the organization's problems and as a result, is perceived as a failure or just ineffective. Management is therefore inclined to avoid or drop it; **opportunity lost**!

2.4   CHALLENGE 2: PROJECT MANAGEMENT IS BUREAUCRATIC

Another challenge that we observe, which limits the growth of the proper practice of project management, is the perception that it is bureaucratic. "*Do you really want me to do all of this paperwork? I could be done with my project by then*." Another comment: "*We do not have time to plan*." One more comment: "*Wow, we need an army of people to do all of this*"!

If such bureaucracy exists, then the issue is likely not project management but inherent challenges within the organization such as an ingrained and pervasive bureaucratic culture. In these situations, we have to address the underlying organizational issues in order to implement effective project management solutions.

Let us elaborate further.

2.4.1 CONTRIBUTING FACTORS

> *"One cause of failure is the assumption that a more detailed plan permits the PM to have a tight control over the project ("preoccupation with planning"). Heavily detailed plans limit freedom and decision making capabilities and inhibit the global vision that the PM should have."*
>
> **– (The Changing Paradigms of Project Management, 2007)**

We do understand some of these comments because we have seen professionals, and even consultants, who do not understand **practical, real-world, applied project management**. We meet project management practitioners who try to overcompensate for their lack of expertise with cumbersome processes that are to the point of being ridiculous. We meet project management instructors who do not understand the difference between a '**project** life cycle' and a '**product** life cycle'; or a 'project life cycle' and 'process groups'; or a 'tool' and a 'technique.' Some are not even aware that a framework is not a methodology yet they try to 'teach' that it is.

2.4.2 ANALYSIS PARALYSIS

We also meet managers who cannot make decisions, so they keep going back and forth requesting more time, more data, more planning, leading to 'analysis paralysis' which is another form of bureaucracy.

2.4.3 EXCESSIVE PLANNING

> *"If I had eight hours to chop down a tree, I'd spend six sharpening my axe."*
>
> **– President Abraham Lincoln
> Reference: http://c2.com/cgi/wiki?SharpenTheSaw**

One more contributing factor to the belief that project management is a bureaucratic process is excessive planning. There are perfectionists in life who believe a plan must be perfect. If the plan is perfect, then why do we need project managers?

On a side note, maybe in the future with Artificial Intelligence and Machine Learning, then we can cancel the project manager role. Unfortunately, some practitioners today are already advocating the demise of the project manager, but we do not agree with these views.

We have to keep in mind the law of diminishing return[38]. Per this law, and beyond a certain point, practitioners can put a great deal of **extra** effort, while trying to perfect a plan, but the added benefits would be minimal or marginal and would not make economic and business sense.

Planning, like project management, is an art and a science[39]. It seeks to strike the right balance, which is the difference between success and failure; between ability and inability; between competence and incompetence. There are professionals, practitioners, and even consultants who miss the point that project management must be a **facilitating process** to help organizations deliver their projects efficiently and effectively. Project management must follow a **disciplined approach** while maintaining flexibility in order for it to be the catalyst for success.

2.4.4 EXAMPLES

> **PM System or Manual**
>
> A major company hired SUKAD a few years back to help them improve their project management manual, modify existing sections, and add missing topics. When we visited the client to define the project mission, collect their requirements, and identify what exists, we met with many of their senior managers. Some told us "*we have a good system,*" in reference to the manual. Between the lines, they were telling us "*we do not need you.*" Some stood by these statements but others added "*but no one uses it.*"
>
> When we met with a group of their project teams' members to discuss the manual, there was no alignment on the scope of the manual or an understanding of its content. We expected this misalignment since "no one uses it."

It is common to find organizations that have large manuals called the Project Management System, but they DO NOT follow it. In these circumstances, has project management failed them or is it their natural bureaucratic process? Refer to 'PM System or Manual' box.

At the other extreme, (refer to the second box) if project management is laissez-faire then its value is lost along with its effectiveness. For example, if every idea becomes a project and organizational resources work on these projects, then when subsequent authorized projects come along, two potentials scenarios arise:

- The first is that no resources are available and a good project is lost, possibly to a less valuable one, or
- The second scenario is that organizations cancel the less significant projects and the effort that went into them is wasted.

Project Management Laissez-Faire

In a meeting with another client, also a major global player and a known brand, the manager in charge of improving project management was pulling his hair.

"Mounir, the challenge in this company is that when I asked for a list of projects no one had it. I started to collect the information and I was shocked to find out that we have hundreds of projects at various stages."

"What is happening here is that anyone with an idea then it is a project and people start to work on it with no control points or validation."

The concept we explain here is mostly related to portfolio management, rather than project management, but is also applicable to decision making on authorizing projects, especially the absence of a formalized process.

2.5   CHALLENGE 3: ONE-SIZE-FITS-ALL[40]

Because of the oversimplification of project management, many believe that one standard works everywhere, in different industries, different functions, and different size projects. An example is perhaps the best way to explain this. A colleague who is the manager of projects in a utility distribution company shared this with us.

A so-called project management consultant came to sell this client his services. The consultant had experienced limited to a single domain, Information Technology (IT). In the course of discussing the consultant was presenting his project management service, what he could offer, and how to help the client manage their projects in the utility industry (engineering and construction projects).

The client asked the consultant "*how can someone with IT expertise offer us help on how to manage major engineering and construction projects?*"

The consultant said, "*There is no difference, project management in IT is the same as in Construction*"!

Needless to say, the consultant did not get the job[41].

While it is true that there are universal project management principles across industry sectors, businesses, and types of projects, stating they apply universally is a fatal error as the IT consultant discovered. The differences are significant in term of the amount of capital investment, project size, logistical requirements, complexity, safety, and a number of people involved. Not understanding these differences hampers practitioners' ability to offer practical solutions and deliver successful projects.

In the last few years, what is even worse is the numerous Agilest[42] who go online claiming and insisting that Agile concepts, such as those presented in the Manifesto for Agile Software Development[43], work outside software and even on construction and capital projects? These folks are confusing Agile, as in the Agile Manifesto, with agility, as in being dynamic and responsive to change. Further, these Agilest probably have never been involved with a capital project or construction work, yet they insist that what **they think they know** works. How? No idea. More on Agile and related topics in Volume 7 of this series.

Back to the point, in summary, one-size-fits-all **does not work in project management**. In other words, it is not about Waterfall, Agile, or Hybrid; project management is about being adaptive; hence the name of this series of e-books.

2.6   CHALLENGE 4: NOT INDUSTRY SPECIFICS

Recently we had a prospective client asking for "*PMP for construction*"[44] for their construction managers. We had to tell him "*it does not exist.*"

We asked about the objective of the training. He said, "*I want them to learn new approaches in order for them to understand project management for construction and significantly improve their project performance. I want them to be able to apply what they learn immediately on their construction projects.*"

The answer, "*Forget the PMP® at this stage.*" We said this to a general manager, who had issued a memorandum to his organization making the PMP® Certification one of the requirements for all future construction managers' promotions.

Why did we say that?

Because PMP® certification's training is generic and **we cannot readily apply it on the job in the construction environment for construction activities; it is not enough**. Please note, we are not saying some (or most) of the concepts do not apply, they do, but not in a format suitable or specific to construction and not enough. Further, training with a focus on passing an exam is different from a focus on applying the learning on the job.

Another disclaimer, we are not saying that the PMP® is not valuable or not useful, on the contrary, the PMP® certification is quite valuable. However, all that we are saying, in that case, the PMP certification does not directly align with the organization's objective. **The objective was applying project management in construction activities**. We further advised, '*once the employees learn practical and applied project management then certification would be a good next step but should not be the first step.*'

The PMBOK® Guide and many other standards are general guides. These guides include the concepts that are common across industries but do not address the peculiarities of a given industry. This is not a critique, continue to the next paragraph!

The good news is the Project Management Institute (PMI) publishes a number of standards that supplement the PMBOK® Guide. These supplemental standards address industry-specific functions, which the PMBOK® Guide does not cover[45]. These extensions to the PMBOK® Guide include construction, government, software, and defense projects[46]. It is our understanding that PMI is interested in developing similar supplemental guides for other industries. However, the bad news is that PMI is not updating these supplemental standards as regularly as their other leading guides[47] and these supplemental standards are still limited to a few domains.

Our professional view is that we need a focus on industries for project management to thrive in the future. The global business trends, as we see them, are calling for specializations.

2.7 CHALLENGE 5: PROFESSIONAL CERTIFICATIONS

Building on the earlier challenge, this one is probably the most difficult challenge to write about and the most controversial, yet we believe it is quite essential to state here.

A significant contributor to the growth of project management in recent years is professional certifications, primarily the Project Management Professional (PMP®), but also other certification such as IPMA® certifications, PRINCE2™, and many others[48]. There is no doubt about the value of good certifications in enhancing a professional's skills and in learning about project management. Yet success and popularity of certification could be a double-edged sword.

A Dilbert cartoon scene shows Dilbert with his mother having lunch … their waiter shows up and says "*how can I help you, I am your project manager*".

This cartoon was all over the internet since for some it reflected the degrading value of a project manager.

Dilbert Cartoons are by Scott Adams. Date of cartoon: 22 November 2011

http://search.dilbert.com/search?day1=22&mth1=11&yr1=2011&day2=22&mth2=11&yr2=2011&x=62&y=10

We think that a significant factor for certifications' growth is individuals who want to improve their chance of getting a promotion, or a better job. Some of these professionals also want to use certifications as a catalyst to change career from a technical domain to project management.

This scenario should be considered a good situation and should not be a concern, correct?

We all know that professionals need to grow and they do so by learning new things. Here lays the challenge, 'learning new things.' Certifications, like the PMP, require project management experience, at least three years. What is happening is that some professionals are becoming PMP without enough project management experience, if any at all[49]. In other words, the challenge is not a certification – it is the manner in which some professional associations and training providers market and award various certifications, along with the perception that the holders of these certifications must be expert project managers.

The popularity of a certificate like the PMP® led to situations where it is common to hear people confuse project management with the name of a certification, thinking that the certification and project management are the same[50] (PM = PMP).

We repeat what we said already more than once in this chapter; to avoid misunderstandings. Certifications are beneficial and have value, but we cannot rely on certifications alone as indicators of 'expert' level, even competent, performance and we must treat common certifications as stepping stones and a milestone, not an ultimate destination![51]

We firmly believe that **project management is of strategic importance** to organizations of all sizes and types. If project management becomes a commodity, then its value is lost, and we must watch out for the consequences. If executives hire certificate holders, mistakenly thinking they are expert project managers, and realize, later, that was not the case, they could lose trust in the certification and project management. (Schiff 2013)

2.8   CHALLENGE 6: TRAINING VERSUS INSTITUTIONAL PROJECT MANAGEMENT

The view is that individuals have been driving the demand for certification and project management training as an opportunity for career growth, and this has helped leading certifications to be highly popular. As a result, corporate clients have started demanding the same of their employees or at least encouraging them to obtain a professional credential. Further, some service providers push for certifications because their clients demand it[52]. All of this is good news – partially!

Why is this **partially** good news?

The everyday reality is that even when **some** organizations support or pay a sizeable amount of money for general project management and certification training, their internal project management processes are either weak, do not exist, or are not in line with a formalized organizational system and framework. In other words, the organization spends on training but do not invest in a project management system and methodology. The outcome: In some cases, project management certificates' holders could not apply what they learn on the job, or could not influence a change, and – here we go again – another lost opportunity.

This dialogue with a client's executive from a construction company will add to this point.

Author: *You have invested a great deal in PMP training, why and how is that working for you?*

Client: *Yes, one of the reasons for our investment is for our people to speak the same language.*

Author: *Great, but don't you think that now those you provided with generic PMP training speak the same language, but it is not the same language with the rest of the organization?*

Client (after reflecting on the question): *Yes, you are absolutely right.*
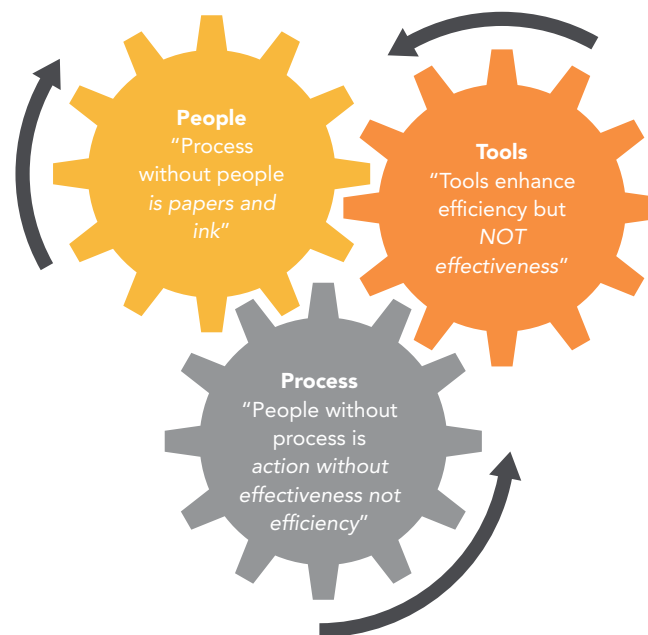
Figure 3: Interactions of Processes, People, Tools

Just a few days ago, we had the same discussion with a learning and development manager in another company. We had the same reaction. Organizations do not realize that investing in generic project management training without linking to organizational processes is not adding as much value as expected. Organizations following this approach are not realizing the benefits of their investments.

What we need is to institutionalize project management.

It is essential to establish, or fix, the project management organizational system along with developing people. A project management organizational solution **will** include training and certification but cannot be limited to training and certification!

We believe that processes without people are papers and ink; people without processes is action without effectiveness.

3 OPPORTUNITIES FOR SUSTAINABLE GROWTH

3.1 INTRODUCTION

Are there opportunities to address these challenges?

Yes!

There are opportunities we can, and in fact, must capitalize on these opportunities for sustainable growth of professional project management. Although we do not know all the answers, you will see our approach reflected in how we chose to construct our new methodological approach as described in Volume 2 and the rest of the series.

The following are a few suggestions for the readers to consider.

3.2 OPPORTUNITY 1: ORGANIZATIONAL ACCEPTANCE

Project management has emerged strongly over the years. It is touching many organizations around the globe of all types and sizes. It is touching executives, and there is even interest at the national level within the political hierarchy in various countries[53]. It is also quite common to hear professionals from all industries and at all levels saying, "*I am working on a project.*"

Although we observe such an increasing level of acceptance, the acceptance is still not deep-rooted and in some cases could be considered merely a trend. In other words, the acceptance is quite extensive but only touches a shallow depth.

Another complication is the lack of understanding of project management, such as the confusion in recent years on "Agile Methods[54]." One point of view is that on one side, there is a creative tension between acceptance and lack of understanding and on the other side the opportunity for project management practitioners and researchers to close this gap and reduce the tension.

This is the bottom line: for project management to thrive and persist, we need executive management support and a higher level of organizational acceptance based on understanding and value proposition, not fashionable trends. Chapter 7 will address executives' acceptance or respect.

To close this point, it is good to have organizational acceptance; we need more, we need to elevate project management to be equal to other organizational functions.

3.3   OPPORTUNITY 2: PROJECT MANAGEMENT AT A CROSSROAD

We think project management has reached a crossroad and we have to choose a direction.

Great things have happened but at a price. For example, there has been damage to the credibility of specific certifications, even though they remain highly popular. This damage also affects the **emerging** profession. Just a few days ago, we noticed this quotation from the CIO online magazine, "*Just because someone has the title of 'project manager' does not mean he knows how to effectively manage projects as many CIOs and other IT executives have learned the hard way.*" (Schiff 2013)

Project management practitioners and researchers have an excellent opportunity and a responsibility to arrest further damage, repair what damage already exists, and build toward a better future; this is the crossroad.

In addition, professional associations have a clear responsibility to put the emerging profession first, even at the risk of an impact on their growth in terms of income and membership. They must trade revenues and popularity to offer creditability and authority; this is the direction that we should take.

If we do not see the crossroad, pursue this turning point, and continue on a risky path, a path of growth in numbers and not effectiveness, can we accept the consequences? If we want to sustain and grow project management and its effectiveness, then the professional and business community cannot afford the consequences.

3.4   OPPORTUNITY 3: PROFESSIONAL CERTIFICATIONS

We raised this point as a challenge, and we raise it again as an opportunity. Its essence is that professional certifications need to support the future transformation of project management, rather than continue past and current practices. The need is to move away from certifications as a commodity with low inherent value, to their holders becoming capable agents of change. To achieve this, certifications, and the process of obtaining one must be **stringent** enough in order to gain true organizational acceptance and not just accepted as a fashionable trend.

The proposal to transform certifications into an opportunity rather than a challenge builds on three main principles.

1. The first principle is that certifications must **represent different levels of expertise**, similar to what is in the market now but with more distinction and clarity of capability at each level.
2. The second principle is the **link to the industry or business sector**, due to the need for specialization within project management.

Figure 4: Proposed Approach for Professional Project Management Certifications

3. The third principle builds on the first two and is about proven competence. With the exception of the first level, which is knowledge base, all certifications must be about competence, proven abilities, in addition to knowledge.

The author proposes this four-level approach:

1. The first level certification (or credential) is the foundation. Some professional associations offer such a credential[55]. **This would be a learner, or "apprentice" credential and appropriate for a team member** or a newcomer into project management. It is satisfactory if this credential is generic and not industry specific. It would be useful if this certification builds on, and supplements what exists. In other words, include concepts from the various school of thoughts[56].

Knowledge versus Competence

To understand what we mean by experience and competency-based, we must understand the word competence in comparison to knowledge.

Simplistically, knowledge is about knowing something, whereas competence is about the ability, demonstrated ability, to apply what we know, competently.

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2. The second level is a certification that must be experienced and competency-based; refer to the text box. We suggest that for this certification to be valid, it has to be linked to the job of a project manager. Some of the existing certifications today come close to this. However, we think that most of what exists[57] is not appropriate in term of years of experience and requirements. **This would be a 'professional' certification and appropriate for a project manager**; or maybe a junior project manager. We propose that starting with this second level; there can be generic versions and other versions linked to an industry or business sector.

3. The third level requires professional expertise or subject matter expertise, depending on the industry or application area. We suggest combining competence with **proven performance** in addition to an exam[58]. We can validate proven performance on the job. **This would be a 'senior project manager' or 'subject matter expert' certification**. It is the author's opinion that this certification **must have a link to an industry or business domain**.

4. The fourth level fulfills the need for a master level certification: a **'subject matter expert'** or **'subject master.'** The holder of such a certification would be recognized as a leader or an authority in his or her domain.

Please note that these four levels should not be confused with the four levels that IPMA, the International Project Management Association[59] offers. There are similarities, but they are not the same. As noted, there is a requirement for industry-specific certifications at levels three and four, and possibly at level two[60]. We do not believe IPMA offers this link, although some perceive that IPMA is informally linked to capital projects.

> **Career Stages/Contribution Model**
>
> The inspiration for this certification model is the Dalton-Thomson career stages model with four distinct levels and how each level is linked to the individual contribution to the organization. These four levels are (4Stages):
>
> 1. Apprentice Stage; a learner and dependent on supervisor/mentor/coach.
> 2. Colleague Stage; independent contributor.
> 3. Mentor Stage; contributing through others.
> 4. Sponsor Stage; a domain leader with significant organizational influence.
>
> Another source for the above is https://www.kornferry.com/institute/the-four-stages-of-contribution.

For example, we see a need for specialized certifications for capital projects, software development, information and communication technology, defense, government, education, and possibly others. These would be at Level 2, 3, and 4. On the other hands, many business domains such as marketing, advertisement, media, human resources, training, and similar domains might not need a specialized certification, and a common generic one is satisfactory. Further, for these domains, three levels might be satisfactory, and this is perfectly understandable[61].

3.5   OPPORTUNITY 4: OUTREACH TO NEW GROUNDS

Another opportunity is to reach out to all of those working on 'projects' but who are not necessarily trained for project management. Some professionals are not project managers nor do they need to be. To repeat: **they do not need to be professional project managers**. Consequently, certification is not necessary for them and might not be an objective. What follows is that to reach these professionals there is an essential requirement for simplified and practical project management without focus or emphasis on mandating certifications.

When infants are growing up, the objective is to help them learn how to stand up and walk safely. With time, they will learn to walk confidently and even run. The fundamental truth is that **not** all infants and children need to learn how to become professional runners. In other words, is it a troublesome gap if professionals do not know the difference between lead and lags, or precedence diagramming techniques, or whether they know about Monte Carlo techniques or PERT?[62]

There are millions of professionals who fit into this category, who can immensely benefit from fundamental project management skills. How can we reach them and help them improve their performance, and consequently enhance organizational performance? This is the opportunity.

To maximize this opportunity, we can even work on reaching youth and even younger children. We view youth as those between 15 and 25 years young. These are high-school, university students, and fresh graduates. The level of project management content and approach might vary within this broad category, but many in this group do not get any insights into the value of project management.

Can we reach youth?

There are a few but rare attempts, so this is a vital area to reach out to and help.

In closing this part, keep in mind this opportunity is not limited to youth, although they could be a big part of this segment. This segment includes all professionals in various organizational functions who can benefit from project management skills without having to become professional project managers. This would include professionals in marketing, human resource, customer service, among the other organizational functions.

3.6 OPPORTUNITY 5: SIMPLIFIED AND PRACTICAL PROJECT MANAGEMENT

The previous opportunity leads us to the principles of simplified and practical project management. We have already mentioned the words **simplified** and **practical** in many sections of this e-book.

Is project management simple?

Is project management limited to common sense?

If project management is not simple, and this is our view, can project management be simplified, in comparison to what exists today?

As we discussed in the first challenge in Chapter 2, project management is not simple. However, we are firm believers that a great deal of project management is common sense and it can be **simplified**.

We have already established that:

- Project management must be a facilitating process and not a bureaucratic process.
- The project management system must address processes, people, and tools.
- For project management to be effective, it must be institutionalized by blending training with establishing the organizational project management system.
- Project management education and training must be practical and outcome-based, giving the learner a chance to apply the learning on real projects during the training and on the job.
- Differentiation is required between managing small and simple projects, and more extensive and more complex projects. For small and simple projects, a practitioner may only need foundational learning without mandating or insisting on certification. On the other hand, for larger and more complex projects, effective management requires extensive professional development that incorporates robust certifications.

What we like to close this last opportunity with is the following: sure we need common sense to manage micro or basic projects, but *it is not common sense to use common sense to manage non-common sense projects*.

4   THE GAPS IN PRACTICE

4.1   INTRODUCTION

What are these gaps?[63]

Let me start with a disclaimer: what I am presenting here, could be too essential for some professionals since they could have covered these gaps in their organizations, already. For this group, I say stay with us, and I am sure we will have something of value to you. On the other hands, we see these gaps still exist in too many organizations.

In this chapter, which is also closing Section 1 of this volume, we will only identify the gaps. We will dedicate Section 2 to discuss these gaps in more details and offer recommendations for filling these practice gaps. Finally, future volumes will address these gaps, directly and indirectly.

4.2   HOW DID WE DETERMINE THESE GAPS?

We determined these project management gaps in practice from our observations and research, primarily in our region of operation[64] but also from numerous online forums and discussions in the global project management community.

Although there are many gaps, we cannot address all of them in this work since they are not directly relevant to a methodology. Further, if we address all gaps, we will need 20 e-books. What we have observed is that there are two significant gaps and their derivatives, symptoms, consequences. We can also add a third gap related to what we covered before, read on.

The gaps that we will address, in Section 2, are:

1. The lack of a well-defined, or total absence, of a structured, comprehensive, and sustainable organizational project management system[65].
2. The lack of a well-defined, or a complete absence of a formalized systematic and methodological approach, or tailored methods for managing projects.
3. The lack of appreciation, or understanding the full value of project management by organizations and executives, would even dare to say lack of respect for project management.

We realize that these gaps are related, especially one and three. For example, if we solve the third gap that could be a catalyst for resolving the first two gaps.

Moving on to Section 2.

SECTION 2: FILLING THE PRACTICE GAPS

5 ORGANIZATIONAL PROJECT MANAGEMENT

5.1 INTRODUCTION

As stated in Chapter 4, the challenge or the first practice gap is:

The lack of a well-defined, or total absence, of a structured, comprehensive, and sustainable organizational project management system. In this chapter, we will elaborate on this point and propose our solution.

5.2 THE PRACTICE GAP

Many of the leading associations have not been putting a great deal of emphasis on organizational project management (OPM), until recently. Many of the guides and standards focus on process, functions or knowledge areas[66], or competence baselines[67]. Even when the literature from these associations mentions OPM, it is often without details or practical guides on how to apply the concepts and build the OPM System.

5.2.1 PMBOK® GUIDE AND OPA

For example, those who study the PMBOK® Guide from the Project Management Institute, PMI, they understand that for most processes there is something called OPA (Organizational Process Assets). OPA is one of the inputs to a given process (The Project Management Institute, 2017). So, the learners know that, but some of them often fail to understand or imagine what it means. Some cannot see the link that these OPA's process inputs are in reality things that should have been developed and incorporated into a formal **Organizational Project Management System** (OPMS).

A couple of scenarios to clarify the point.

When we ask project management professionals: "*Who defines or develop the project life cycle for a given type of project?*"

The answer is often "*the project manager.*"

Well, if this is true, then that means the organization does not have standard project life cycles that would be suitable for the types of projects the organization performs. More on this point in the next chapter.

Some practitioners do not understand or cannot visualize that for the project sponsor, or anyone else, to develop a project or a phase charter, or identify risks, or develop a work breakdown structure, some of these actions could, or should use information, guidelines, templates, or even samples from the OPMS. This is necessary to avoid recreating the wheel with every phase or project; no need to start from scratch.

5.2.2   WHAT WOULD HAPPEN IF NO OPMS?

In the absence of an OPMS, then how do organizations and their staff manage projects?

It is not uncommon to hear, "*by common sense*"[68] or "*every project manager does it their way.*"

We know some would be saying "*the project manager should be empowered.*"

We would respond: "*where does it say if you have standardized processes and methods, it means taking away the project manager empowerment?*"

We will also hear "*every project is unique.*"

We would answer, "*sure, every project is unique, but why should the way (the method) that we manage (the same types of projects) be unique?*" Are you telling us that an organization that builds houses or malls, develop software or courses, would use a different method and project life cycle model for every project? Would the method, (**the emphasis is on the method, not the project manager style**) for building house number 55 be different from house number 69?

If we do not have standardized processes, methods, and OPMS, then how do we train and develop newcomers? Should they learn by trial and error? Or, maybe management assign them a buddy, mentor, or coach? Do we realize that these 'experienced people' (the coaches or supervisors) might transfer only part of what they know, maybe the minimum that they could get away with since they could fear for their job being taken by a newcomer that would be less costly? In the absence of OPMS and a mentor or coach, organizations are putting themselves at the risk of the accidental project manager syndrome[69].

5.2.3 ARE WE OVER-EMPHASIZING THIS POINT?

I know, I might be giving too much focus on the negative side, but am I?

Is there a positive side for lack of a standardized approach?

Alternatively, do we blame it on the Millennial Generation?

Ah, I have the answer: this is Fake News.

No, no, it is not fake news, it is the Agile Way. Who cares about standardization if we can "Be Agile[70]" and use self-guided teams that work on projects identified and initiated by ghosts?

In closing this part of the chapter, without an organizational project management system, the climb to project management maturity could be like climbing Mount Everest; many try but only a few reach the top.

5.3 A PROPOSED SOLUTION[71]

5.3.1 INTRODUCTION

In 2010, SUKAD had developed **The Seven Elements of Project Management Maturity™**, which is the model we use to help organizations build a comprehensive and sustainable organizational project management system.

5.3.2 WHAT SHOULD ORGANIZATIONS USE?

The first step in the discussion of any solution to the project management challenges in the current practices is to start with an organizational perspective. What should organizations use to manage projects? A method, a framework, a guide[72]? What would be appropriate?

Leading practices would be for organizations to develop their *Organizational Project Management System* (OPMS). Such a system is about the various components and elements of managing projects. It might be necessary to widen the spectrum and incorporate the management of programs and portfolios. However, keeping the focus on projects, for now, the OPMS must have an organizational focus rather than a single-project focus.

To reinforce the point: for managing the organization's projects, it is vital to **establish a sustainable organizational project management system**.

5.3.3 OPM AND PROFESSIONAL ASSOCIATIONS

What should be the knowledge reference for the OPMS?

Should organizations follow PMI, IPMA, GPM, or something else?

Organizations can follow any one of these associations and **build on** what they offer. However, organizations must supplement what these associations offer, to close **their gaps**.

Let us elaborate on '**their gaps**.'

If one genuinely studies and understands all aspects of these associations and what each one of them does or doesn't offer, then the product of one association, with supplemental references, might be an acceptable starting point. Keep in mind that:

- PMI's and ISO's strength is **project management processes**.
- IPMA and its member associations are known for **competence baselines**.
- PRiSM™ is a method, but its strength is on **sustainability**.

OPMS

An organizational project management system is about the various elements and components for managing projects within an organization. This system includes policies, processes, methods, procedures, guidelines, templates, and flowcharts.

What the author and SUKAD have done is to simplify what exists as much as possible and integrate the learning from all of the above into an organizational system, inclusive of a methodological approach. That is **The Seven Elements of Project Management Maturity™**.

5.3.4 SO WHAT OPTIONS DO ORGANIZATIONS HAVE?

One standard or method is not enough to manage an organization's projects effectively.

OPM must adopt a system thinking approach, considering all aspects, including the learning of the various project management associations—the ones with a general project management perspective and the ones with a focus on areas of specialties (subjects) within project management. If an organization does not want to become familiar with all of these, they have one of four choices:

1. Do nothing and continue to manage projects by common sense, without a system. However, these organizations must realize that it is common sense not to depend on common sense alone to manage projects. An exception might be in micro or routine and basic projects.
2. Start to build their internal OPMS from scratch.
3. Start with something like what we are proposing here, or similar products in the market.
4. Follow one of these associations, using a consultant who can decipher some of their mysteries.

5.3.5 WHAT ARE THE COMPONENTS OF OPMS?

Figure 5 is a product of the SUKAD Project Management Innovation Program, and it represents a project management maturity model, which is also a framework for building and sustaining the OPMS. The model consists of three sets of elements: the fundamental elements (the three elements in the core), the differentiating elements (three circles surrounding the core), and the strategic element (the outer circle). Three of those elements are the SUKAD CAMMP™ three-dimensional model, which we will introduce in Volume 2 and cover in Volumes 3 & 4.

1. The **fundamental elements** (core) of this OPM System are:
    a. **1D, Project Life Cycle.** This element refers to the first dimension of the CAMMP™ Model, a project life cycle. One can use the CAMMP™ standard project life cycle, a modified project life cycle, or an internally developed approach. More on this in volumes 2 and 3 of this series.
    b. **2D, Processes and Functions.** This is the second dimension, with the processes and functions as modified by CAMMP™[73]. For this topic, there are various specialized associations offer organizations useful resources. Some of these associations would be AACE, SAVE, Guild of Project Control, and others. Volume 4 of this series address this element.
    c. **Tools and Technology.** This is not unique to CAMMP™; instead, it covers any software or specific tools that might exist or be internally developed[74].
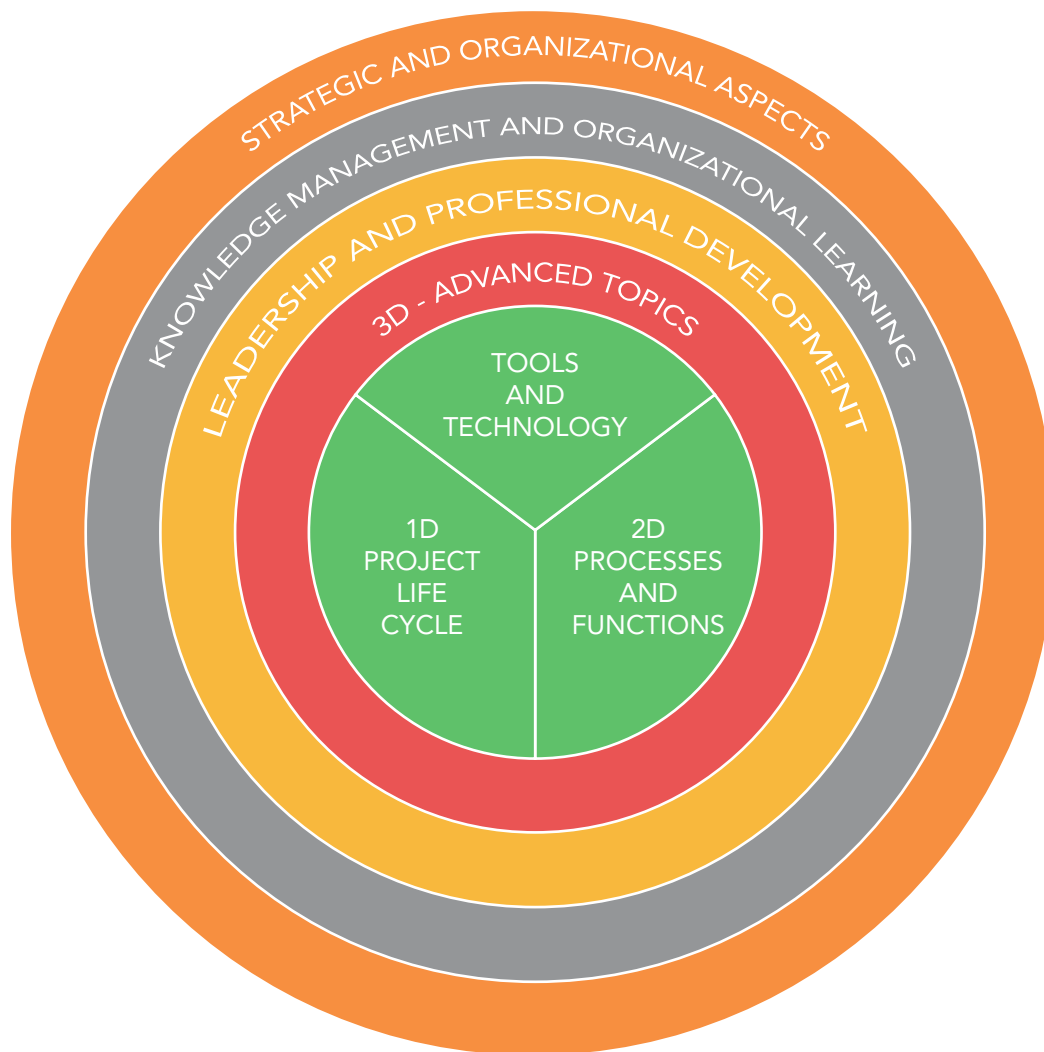
Figure 5: The Seven Elements of Project Management Maturity™

2. The **differentiating elements** (the three inner circles) are:

Difference between the Fundamental and Differentiating Elements

The term fundamental elements emphasize that these elements are the minimum required to manage projects and achieve success. On the other hand, the term differentiating elements represents the elements that are essential for a higher level of performance and project management maturity.

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a. **3D, Advanced Topics.** These are topics listed as the third dimension of CAMMP™ and deal with subjects such as Competence, Sustainability, Best Practices, and Project Success, which the author believes to be a must for advancing the field of project management. Volume 4 of this series address this element.

    b. **Leadership and Professional Development.** For this element, there is no formal association listed here. There are numerous resources and books on project management, leadership, and professional development. *This series does not address this topic directly, but Competence is a related topic, which is covered in Volume 4.*

    c. **Knowledge Management and Organizational Learning.** This element covers such things as the corporate knowledge base; lessons learned, tools and approaches for sharing knowledge, among other actions and components. *This series does not address this topic directly, but it touches on it in various chapters.*

3. The **strategic element** (the outer circle) is:

    Strategic and Organizational Aspects. This element is about proper organizational aspects such as project governance, portfolio management, and strategic planning.

5.3.6 HOW TO ESTABLISH THE OPMS?

This is a vast topic and requires a separate book, but that is outside the scope of this series. This is a consultancy project or at least a workshop[75].

What we can share today is that to build the OPMS, we treat the implementation work as a change initiative, a business transformation, consequently, a program. We recommend building it incrementally in line with a business agility mindset.

The SUKAD Way for building the OPMS is to treat the initiative as a program, with many projects and widespread implementation. What we mean is built it in increments, and we treat each increment as a standalone project. We design and build each element, or a component of an element, roll it out, capture the learning, improve it, then move on to another project and another component. The SUKAD approach consists of more than ten projects in this program. We also recommend a program life cycle to span about three years for sustainable growth and proper assimilation.

This topic is also related to what we will cover in Chapter 7, which is primarily about building the project management function.

5.4   CLOSING COMMENTS

The repeated hypothesis here is that a standard document, a guide, a set of processes, or a method—taken independently—are not enough to manage projects effectively. *Once again, organizations need a systematic approach.*

Consequently, the proposed model—the advocated solution—is to provide an integrated approach from the various resources available within the project management domain[76]. Organizations can develop their OPMS by tailoring the SUKAD approach or kick-start their effort using any other suitable approach.

6 TAILORED METHODS

6.1 THE PRACTICE GAP

6.1.1 INTRODUCTION[77]

The second significant gap in practice is the lack of a methodological approach. This gap is another area left open by PMI and IPMA; although some practitioners think that the PMBOK® Guide published by PMI is a methodology.

References like ISO 21500 and PMBOK® Guide tell us that they are not methodologies. The emphasis that these references are **"a subset of the project management body of knowledge"** and advise professionals to consider using other references and methods. However, once PMP'ed then the learning stops[78], and we start treating these guides like the holy books. This situation is getting worse with the Agile Movement, with many of its followers not knowing how to differentiate between a PLC and a DLC[79], or what is a development approach and project management method.

6.1.2 METHOD OR A METHODOLOGY

Please refer to the front of this book, The e-Book Series Section for a brief explanation of the difference between these two terms.

6.1.3 WHAT IS A PROJECT MANAGEMENT METHOD?

There are various opinions on this, including those who believe Agile is a Project Management Method. We documented our views through a video[80], part of a series on Agile, that define what a project management method is. In simple term, a project management method must consist of the following:

1. A project life cycle model that covers the project from concept to closure. Some references, like PMBOK® Guide, limit the concept to a beginning and an end and the beginning is with the project charter (The Project Management Institute, 2017). We view the beginning as the concept stage with an approved idea, or what we call project brief. In other words, the CAMMP™ project life cycle is concept-to-closure, C2C. Organizations can decide their unique PLC and the starting and ending points.

2. The project life cycle must be subdivided into shorter 'segment' or time spans, which we call phases or stages. SUKAD subdivide the PLC into phases, then subdivide the phases further into stages. Organizations can follow SUKAD or use an alternative approach.
3. Ideally, each stage should have a significant stage deliverable.
4. Then, each stage ends with a stage gate to verify the completed work and management to decide whether to continue or not.

In summary, a project management method should have a project life cycle, stages, stage deliverables, and stage gates. How many stages, it depends on the organization and type of work, among many other factors.

6.1.4   THE MISSING METHODOLOGICAL APPROACH

In addition to the above, we do not see many references and books on project management methodologies since these should be **tailored, fit for purpose approaches that are often developed internally in organizations as proprietary methods**. Therefore, if an organization has not taken the time to develop a methodological approach or tailored methods, then projects personnel and managers end up falling back on common sense because they either do not have enough experience to establish the methodological approach, are too busy, not empowered, or allowed to do this work. However, in an earlier footnote, we said many fail to understand that, *it is not common sense to use common sense, to manage non-common sense projects.*

6.2   THE PROPOSED SOLUTION

6.2.1 THE STARTING POINT

We know, as a champion of standardization and structured methods, we could be biased in what we are presenting here. Maybe, but we welcome a challenge that can demonstrate to us that lack of a proper OPM System or Tailored Methods is right for you. Darn it, I forgot about Agile Amy[81] and other Agilest.

OK, in all transparency, I will challenge myself on behalf of the readers.

Maybe a few readers might want to ask: "*Mounir, you are asking people to prove something, why do not you prove that methods and OPM are beneficial?*"

Well, I am too lazy to do this so I will borrow from others. To avoid opinions, maybe I will be more credible if what I will tell you next is based on "research," do not you think?

Refer to Chapter 8 for a couple of references and research findings.

6.2.2 WHAT ARE TAILORED METHODS?

To answer this question, we first must address and define what is a project management method. Once we agree on a definition, assuming we can agree, then indirectly we would have defined tailored methods since in the project management context, methods are not fixed, one-size-fits-all, and they have to be customized, adapted, and modified for size and complexity (project classification). Volume Six of this series will extend on this topic, extensively.

If you reflect back on the definition of what is a project management method, earlier in this chapter, you notice that, indirectly, the definition of a project management method, default to the concept that a project management method is a tailored method. As we clarified earlier, each type of projects should have a project life cycle model, which is the foundation of a project management method. Project life cycles are often similar within an industry. For example, a capital project would have similar components and stages regardless of the organization or country. The same would be true for pharmaceuticals projects, software projects, NGO projects, or happiness projects.

6.3 CLOSING COMMENTS

Before we forget, tailored methods should be part of the Organizational Project Management System, and it is not something the project manager re-invent with every project. Project managers should develop a tailored method in situations where the organization does not have a method suitable for a given type of projects. However, once the project manager and project management team develop a new method, it should become part of the organizational standards and the OPMS; unless it is something that will never be repeated[82].

7   RESPECT OF THE C-SUITE

7.1   INTRODUCTION[83]

The article on the blog site, where some of the content of this chapter comes from, has the title: **Is it time to rethink the project management function?** However, for this chapter, we chose a bolder name, which is what you see above. Another longer title could have been: **Why don't executives (organizations) value project management equally to other functions?** The question of value is due to the absence of project management formal organizational unit (or function) such as a department, a division, and the void of a critical role, a chief project officer, CPO. It is somewhat painful for us to see so many titles in the C-Suite but not a CPO.

7.2   THE PRACTICE GAP

7.2.1   OUR HYPOTHESIS

We present our bold and controversial hypothesis, which is: outside the capital projects industry, project management is not recognized or an important function, at the level of all other organizational functions. Even though there are many departments that do most of their work through projects, we still do not see a formal business unit for projects or project management.

7.2.2   DO ORGANIZATIONS NEED SUCH A DEPARTMENT[84]?

We understand that in organizations that (a) are not project-centric; (b) do not have work that would be classified as projects; or (c) they are micro or small business, there is no need for this functional recognition of project management.

However, today, is there any organization[85] that does not deliver value through projects?

Projects are the change catalyst to transform ideas into products or services. Organizing an event, launching a marketing campaign, building a new facility, developing new software, establishing a business or new office, entering a new market, developing a product, and so much more are projects. We even worked with a jewelry company that considers a new wedding collection a project. We worked with pilots who have projects related to their flying operations. Then, once again, why we do not see project management departments or chief project officers in organizations?

How many organizations today that fit the second set of scenarios that we mentioned in the previous paragraph? How many of them have people[86] managed projects without an official business title that include the word project in it? Even where we have titles that look like "Project _____," fill in the blank, that title might not exist in the formal human resource recognized jobs.

But, some organizations have project management offices, is not this the same thing?

7.2.3   AH! THE PMO[87]

What triggered the blog post (and other discussions on this topic), was a recent post on **rethinking the PMO**. There are many articles on PMO via the various social media platforms that keep popping up, which led us to this third gap in practice.

Here, instead of making a case to **rethink the PMO**, **we will make the case to rethink the whole project management function. We advocate moving from PMO to PMD, project management department.**

Let us elaborate on the PMO and why we think we need to transform into a PMD.

7.2.4   PROJECT MANAGEMENT DEFINITIONS

First, we need to define what is a PMO. We know some refer to PMO as a project management office; others refer to it as a program management office. We have even seen this term used to mean a project management officer. And the list goes on. In other words, we do not often agree on what these three letters represent.

7.2.5   RETHINKING THE PMO?

It is a common knowledge in the project management community that PMOs usually do not last long. It is common that they fail within two to three years from their establishment. Consequently, we have seen a new trend in regard to PMO. We are starting to read about alternative PMO, Agile PMO, next-generation PMO, national PMO, even vision realization office or VRO. Therefore, we are seeing many posts and articles about "rethinking the PMO."

We are also seeing many certifications by private companies related to PMO where you can attend a few days of training and all of a sudden you are certified PMO Expert, PM Officer, or International PMO Expert, and the list goes on.

7.2.6   NEW CONCEPTS OR RE-PACKAGING?

Here we must ask do we see new concepts for PMO and OPM, Organizational Project Management, or is it just repackaging of terms?

Another way of looking at this, is to question whether these new trends (and terms) are the answer to the challenges faced by organizations in managing projects or just Band-Aids to make things look nice?

Are these (or some of these) re-packaged concepts leading to lower PMO failure rates and increased maturity in organizational project management?

Maybe!

We are sure in some organizations having the right PMO that is empowered to establish and sustain the Organizational Project Management System; one can expect a higher level of performance and project management maturity. However, in general, are we really solving the problems, or we do have a gap in practice?

7.2.7   THE THREE ENVELOPES

When I read some of those PMO articles and posts, they remind me of the joke about the three envelopes. Here is the joke:

An outgoing CEO gave his successor three envelopes and told him the following: "*When things go bad opened the first envelope, later open the second envelope, and ultimately open the third one.*"

Sure enough, things went wrong, so the new CEO open the first envelope and found a piece of paper with the message "*organize a meeting and blame your predecessor.*" So the new CEO did precisely that, and things improved.

After a while, things went wrong again, and it was time for the second envelope. The second letter suggested to the new CEO to call for another meeting and propose a reorganization plan. Everybody was happy until the next crisis.

With the next crisis, it was time again for the third envelope. The third and last letter had one sentence on it, "*write three letters*."

The way we understand this joke is a reality in project management today. On the individual level, take a certification, then another, and another, and maybe ultimately you can claim all of the certifications from one of those associations.

On the organizational level, projects fail, blame the methodology, hence all of the hype on Agile and Hybrid (more on this in Volume 7). PMO fails, kill it and restart again; re-organize. Maybe blame the methodology as well and recommend transformation to "Be Agile" or seek an "Agile Lifestyle.". Alternatively, look for another PMO with a different name like Agile PMO, Next Generation PMO, and so on. Continue the cycle until you are re-assigned, fired, or jump ship before it is too late.

What we believe is the following: **it is time to rethink the project management function in organizations**. We need to stop playing with failed or less than optimal concepts, or using Band-Aids where a more drastic solution is needed.

7.3 THE SOLUTION: RETHINKING THE PROJECT MANAGEMENT FUNCTION

7.3.1 WHAT IS A FUNCTION?

What do I mean by the term project management function?

Maybe to make things easy let's think of HR function, marketing function, finance function, IT function, and all the other functions that exist in an organization. Why are these areas of work, formal organizational functions, and are usually managed through departments or divisions, but project management is not?

Why we have an HR department but not a project management department?

Is having an IT department more critical than a project management department although most of the IT work is done through projects?

Why do we have a marketing department but we don't see a need for a project management department?

7.3.2   IS IT SEMANTICS?

Is it a matter of semantics and whether we have a PMO or PMD is the same thing?

This is usually the argument by PMO consultants who think our proposal is attacking the concept of PMO. What they do not realize is that a PMD is **the real next generation** PMO. A PMD is an empowered PMO, empowered with formal recognition.

Further, if the name does not matter, then why do not we have ITO, and HRO, and MO? In other words, why not use the word 'office' for all organizational functions?

7.3.3   WHY IT MATTERS?

Let me be silly for a second. To me an office is a room, that may house one or two people; maybe three-is-a-crowd.

But let us be serious. An office, a PMO, can be set up, most likely, by department manager or an executive signature. It is common that many PMOs are not set up right[88]; so they do not perform to the level of expectations; they are blamed of lack of performance; and consequently, terminated with a signature of the same manager/executive, or her successor.

On the other hands, a department is a formal entity with the formal budgeting process, roles and positions, job descriptions, succession planning, and all other formalities. What is more important is that a department or division usually require executive management, if not a board of directors' decision. Those decisions should not be taken lightly and would require significant justifications, feasibility, and formality.

7.3.4   THE ANSWER IS CLEAR

I think the message is clear.

Organizations that deliver value through projects have not seen the value of project management or accepted that project management as an independent domain and vital to organizational success. Maybe too many PMO failures have clouded their judgment and led them to think that project management is just a waste, another layer of management, or overhead. They see project management as a commonsense business, which is okay for a commonsense project that is simple and quite small. What they often do not understand that it is not common sense to depend on common sense to manage none common sense projects[89].

Project management has proven its strategic value and is not limited to basic projects. Whether we want to manage small, simple projects or large and complex projects we need a [formal approach to managing projects](). Organizations need a methodological approach that is systematic and sustainable for managing all type of projects.

Does it mean all projects will be managed by this department, it does not make sense? This is usually the argument against our views on how to fill this practice gap.

7.3.5 PMD ROLE

The Project Management Department role and responsibilities could vary significantly. Here are some thoughts on what we think are the primary areas of responsibilities; we list ten roles.

1. Establish the organizational project management systems, which include the governance structure, policies, and other strategic aspects.
2. Develop tailored methods for the various types of projects. This work will be done in collaboration with the various departments that run projects.
3. Participate in the decision making about projects and program. Further, if there is a Chief Project Officer, that senior person must be in the C-Suite and participate in executive management decision-making processes.
4. Sustain the OPMS and Methods via continual monitoring, evaluations, and update. It is also necessary to ensure compliance from all departments with the organizational project management system and their appropriate tailored methods.
5. Possibly house the top organizational experts for the various project management roles, such as cost, planning, quality, health & safety, among other roles. This would be the scenario in large organizations.
6. Directly manage strategic projects and programs.
7. Support the various departments, on as needed basis. Support may include advising, coaching, or even loaning resources.
8. Participate with HR, or lead the definitions of the various positions and job descriptions of those involved in projects and project management.
9. Establish career management framework and possibly a professional ladder for those involved in projects.
10. Develop and manage professional and competence development guidelines and internal recognition.

There could be other areas of responsibilities, but what we list here are the core areas.

7.4 CLOSING COMMENTS: ORGANIZATIONAL CULTURE
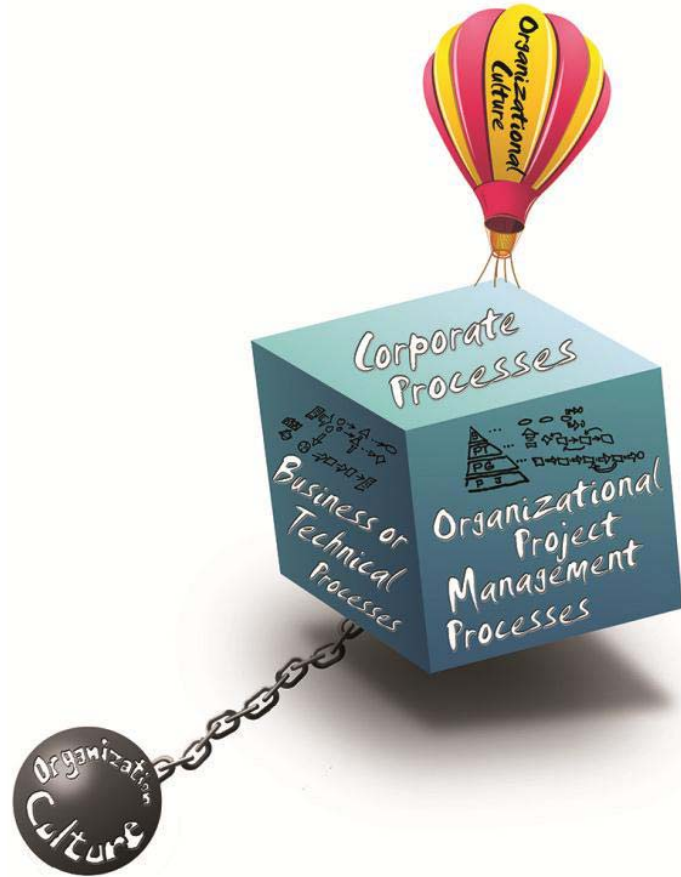
We agree that we need to consider rethinking the PMO, but why stop with Band-Aids? This is why we think it is time to rethink the project management functions. We need to have the right organizational culture that helps raise performance to new levels instead of holding us down. Organizations should build the capabilities and capacities for managing projects to be agent and catalyst for organizational success. If the organization deliver value through projects, then we cannot understand why they wouldn't have a project management department in a similar fashion to marketing or HR.

Once again, if you deliver value through projects, then you must have a formal project management function. A project management function would be manifested in a department or division. That doesn't mean this department will manage all organizational projects; as we already presented[90].

8 RESEARCH SUPPORTING SUGGESTED SOLUTIONS

8.1 INTRODUCTION

Earlier, we had promised to challenge ourselves, on your behalf, and present you with the findings of credible research to support our suggested solutions on how to fill these practice gaps. Here we go!

8.2 RESEARCH NO 1

I will start with the first research study, Research No 1, from my neighbor.

Oops, you will not trust that research would you?

Ok, research from the University of California at Berkeley, is this credible enough source?

Technically, Cal, UCB, was my home for a while, in my past life almost 30 years ago. The good news is that the research is not as ancient as I am. It was published by PMI in 2002 with Professor William Ibbs, and Justin Reginato credited as the authors. The book is **Quantifying the Value of Project Management**. That book was based on research on projects from numerous companies, real projects, and real companies. The research clearly shows three significant findings:

1. "*Companies with more mature project management practices have better project performance.*" (Ibbs, et al., 2002)[91]
2. "*Project management maturity is strongly correlated with more predictable project management schedule and cost performance.*" Same reference page 2.
3. "*Good project management companies have lower direct costs than poor project management companies.*" Once again, same source, page 2.

I believe you, the readers, know that a higher level of project management maturity means that the organizations have established standardized processes and organizational project management system, including methods.

8.3   RESEARCH NO 2

This research is from an organization called IPA, Independent Project Analysis. IPA specializes in benchmarking projects' performance. In a book published in 2016 by one of their executives, Mr. Paul Barshop, he presented the results of the IPA research. The book title is **Capital Projects**.

In this book, Mr. Barshop clearly states that the research is based on thousands of projects from their database. Projects that they have assessed over the years. Their findings were that:

1. Organizations that do not follow a **methodological, stage-gate approach**, can expect about 45% erosion of the project Net Present Value (NPV).
2. However, if they follow a stage-gate approach, which is a disciplined approach, they can expect 5% growth in the NPV (Barshop, 2016)[92].
3. In between the above two scenarios, if organizations follow a process but not entirely, they can still expect a 22% reduction in NPV[93].

Here are a couple of quotations from the book:

1. This one is from page 17, "*Yes, the stage-gate process is old hat, but the fact is it is **the only approach that has ever been shown to work long term**.*" (Barshop, 2016). The bold font for emphasis is mine.
2. Another quotation, page 18, "*… using the stage-gate process effectively shaves about 25 percent of the project life cycle through better planning, reduced rework, and superior risk management.*" (Barshop, 2016).

So basically, following a stage-gate process, properly, lead to 5% increase in NPV instead of 45% erosion—and—reduces the overall schedule duration by 25%.

8.4   OTHER RESEARCH

I could share more examples from reputable research and organizations, so you do not have to accept my words, although I am a trustworthy person, smiley. Some of the other research findings come from organizations like PMI, PM Solutions, CII[94], and others.

I cannot let go, in contrast, I am not aware of any research by PMI, IPMA, or any other associations, or independent research, that can present us with evidence that certifications from these various associations have a clear direct contribution to project performance. On the contrary, many research by leading organizations working for PMI and published through PMI series under the name of Pulse of the Profession, clearly stress the need for standardized processes.

Cannot we have both certifications and standardized processes?

Sure.

However, it would be vital that the certifications, regardless of which association[95] should be related to the standardized processes, otherwise their organizational value is somewhat diluted. What we mean here is the organization can build its OPMS, per our discussion in Chapter 5, then either develop their own, internal certification or recognition process or use the certification from the association close to their system. In Chapter 3, we had proposed a certification model.

8.5   CLOSING COMMENTS

Oops, I almost forgot, a bragging point: did you realize that:

1. CAMMP™ is part of The SUKAD Way™ Organizational Project Management Model?
2. CAMMP™ is a project life cycle, stage-gate process model?

In other words, research from a top university, a leading benchmarking company, and others demonstrate to us the value of a disciplined approach to project management. Our realization of the gaps in practice, drove us to launch the SUKAD Project Management Innovation Program and develop the CAMMP™ Model and The Seven Elements of Project Management Maturity™. In other words, we learned from past giants to help you see further ahead.

Convinced or not yet?

9 SECTION & VOLUME CLOSING COMMENTS

Once again, we are not saying all organizations have these practice gaps. We know that there are many organizations with superb systems and best in class performance. However, project management is still a growing domain, so it is expected and acceptable to know that many organizations do face challenges due to these gaps in practice.

Further, we are not saying that if you do not cover these gaps, your projects will fail. On the contrary, you can still deliver products and make a profit. However, as Mr. Barshop clearly states in his Capital Projects book, without a methodological approach, you can expect up to 45% erosion of your NPV. In other words, OPM and Tailored Methods help organizations deliver projects faster, cheaper, with better output and outcome.

To close the volume, the first e-book, we dealt with the Project Management State of Practice. We covered the current reality and identified a few gaps in the current practice. That was Section 1. Section 2 covered our proposed solutions and support for that recommendation from global research and my past neighbor.

Our next e-book, a Project Management Adaptive Approach, also has two sections. The first will address the foundation for an adaptive approach in project management along with the justification and rationale behind the SUKAD CAMMP™ Model. The second section will introduce CAMMP™, the three-dimensional methodological approach. The other volumes will follow, in due time.

Thank you for traveling with us on this journey of learning and discovery!

APPENDICES

APPENDIX A: LIST OF ACRONYMS

AACE®	The Association for the Advancement of Cost Engineers, International AACE® International
ANSI	American National Standards Institute
BP	Best Practices
BRD	Basic Requirements Document
C2C	Concept-to-Closure
CAMMP™	Customizable and Adaptable Methodology for Managing Projects™
COR	Close Out Report
FS	Feasibility Study
GPM®	Green Project Management (Global)
ICB	IPMA's Individual Competence Baseline
IPMA®	International Project Management Association
ISO	International Standards Organizations
NGO	Non-governmental organization
OPM	Organizational Project Management
OPMS	Organizational Project Management System
PAD	Project Authorization Document
PB	Project Brief
PBS	Product Breakdown Structure
PDP	Project Detailed Plan
PLC	Project Life Cycle / Product Life Cycle
PLS	Project Life Span
PM	Project Management, Project Manager
PMBOK® Guide	A Guide to the Project Management Body of Knowledge, PMBOK® Guide
PMI®	Project Management Institute

PMP	Project Management Plan
PMP®	Project Management Professional
PMT	Project Management Team
PRD	Project Requirements Document
RFP	Request for Proposal
SG	Stage Gate
SOW	Scope of Work / Statement of Work
SUKAD	SUKAD stands for Success Uniqueness Knowledge Attitude Development and is the name of the company co-founded by the author.
VIP	Value Improving Practices
WBS	Work Breakdown Structure

APPENDIX B: BIBLIOGRAPHY

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END MATTERS

ABOUT THE AUTHOR

Mr. Mounir A. Ajam is an entrepreneur, author, speaker, coach, advisor, consultant, volunteer leader, and project management thought leader.

He is the author of *The Inheritance, Project Management Foundation, Redefining the Basics of Project Management, Applied Project Management*; and *Project Management beyond Waterfall and Agile*. He is also the author of many e-books, all on project management.

He is a senior executive with more than three decades of outstanding global and practical experience in the capital project industries such as engineering, construction, petroleum, utilities, project management, and management consulting. He has worked on projects worth billions of United States dollars in North America, Europe, Southeast Asia, and West Asia. His experience includes working small and multiple projects and large and complex projects, including mega projects in the United States and in Southeast Asia.

Mr. Ajam is a co-founder and the Chief Executive Officer of SUKAD Group, a leading project management provider with offices in Lebanon and the United Arab Emirates, founded in 2004.

Mr. Ajam and SUKAD play quite an active role in the project management community through various professional activities that are open to community members at no cost. He is heavily involved with the project management community at the regional and global levels. Globally, he has served in different roles and capacities, including serving on the Global Advisory Group to the Project Management Institute (PMI®) Registered Education Provider program (2005 to 2007) and as a judge for many PMI® educational awards. He served on the 2008 PMI® EMEA (Europe-Middle East-Africa) Congress Project Action Team. He is also a graduate of the PMI Leadership Institute Master Class (Class of 2007).

In West Asia, Mr. Ajam served on the board of directors for the PMI chapter in the Arabian Gulf. He led the effort to establish a PMI chapter in the United Arab Emirates. He also led the effort and found the Global Project and Process Management Association (GPPMA). He served as GPPMA board chairperson for three years.

Mr. Ajam is an advocate of project management and recognizes its strategic value. He contributes to project management growth by publishing professional papers and articles on numerous platforms. These platforms included PMI Congresses, *Construction Week Magazine,* Dubai Quality Group, DKV Experts Channel, PMForum.com, Wamda.com, and other publications. These were in the past. However, now he focuses on publishing his views and share knowledge via the SUKAD, Applied Project Management blog site (http://blog.sukad.com) and YouTube Channel.

As a professional speaker, he has presented papers and spoke in conferences in numerous global locations like Brazil, Greece, USA, Czech Republic, Scotland, Bahrain, Saudi Arabia, Lebanon, and numerous other locations. He has delivered learning programs to thousands of professionals and senior managers in various countries and continued to do so.

For more information about Mr. Ajam, please refer to his personal page at www.mounirajam.com.

ABOUT SUKAD

SUKAD Vision is **Project Management for All Aspects of Life!**

SUKAD Mission is **Be an Agent of Change and a Catalyst for Development!**

SUKAD was established in Dubai, United Arab Emirates, in 2004. In 2012, SUKAD opened another support office in Lebanon. From these two offices, SUKAD has been providing services, mostly in **West Asia** and Africa but also in Central and Southeast Asia. SUKAD is highly recognized as a leader in **project management services;** with a significant percentage of revenues acquired through repeat business and referrals from leading organizations.

SUKAD has an extensive project management research and development program. Under the label and trademark **The SUKAD Way™**, the R&D effort has resulted in the development of proprietary products. These include *The Customizable and Adaptable Methodology for Managing Projects™* (CAMMP™) and *The Seven Elements of Project Management Maturity™* (The 7Es™).

In addition to the PM Methodology and PM Maturity Model, SUKAD has developed numerous advanced courses and master certificates in project management. SUKAD has been publishing a series of books, booklets, and sample projects in Arabic and English.

SUKAD is a corporate citizen and business with a heart. Over the years, SUKAD has provided numerous complimentary learning events to thousands of professionals either on our own (under our **2SPI™ program**) or through partnerships with various organizations and universities.

In recognition of our business and community successes, in 2011/2012 SUKAD was recognized and ranked in the **Dubai SME 100** ranking and the **AllWorld Network Arabia 500** ranking.

THE SUKAD WAY™

The SUKAD Way™ for Managing Projects is the label that we use for the **SUKAD Project Management Innovation Program**, that we started in 2007.

The SUKAD Way is the trademark that represents our contribution to the global project management community. Through this project management innovation program, SUKAD plays a role in creating and disseminating knowledge. At this time, the SUKAD Way™ products include the following:

1. The Customizable and Adaptable Methodology for Managing Projects™ (CAMMP™),
2. The Seven Elements of Project Management Maturity™,
3. The Four Dimensions of Project Success™,
4. The Four Control Reference Points, and
5. The Six Steps of Project Control.

We already have a few published resources on CAMMP™. The rest of the products are covered in various blog articles, videos, and chapters in the books that we have published on CAMMP™. We will also have information on the SUKAD Way website, www.sukadway.org.

PM QUEST ONLINE LEARNING

The Quest to Mastering Project Management, PM Quest, is an online, active learning and coaching program with an emphasis on applied project management. SUKAD started this program is 2018 and continues to build it and grow it.

Two of the already active online courses, or what we call learning adventures, cover CAMMP™. We do have opportunities that we offer to a few candidates, which is free enrollment in one of these two programs, Leading Personal-Private Project. This is a **six-month online learning and coaching program**, where the SUKAD PM Coach supports, mentors, and coaches' young professionals to lead their personal projects from idea to closure. This is a free program and limited to a few candidates every year. In return, we ask those wishing to enroll to sign an agreement to allow us to publish a case study on the project work that they do, for others to learn and grow. This is a pay-it-forward initiative that uses a project-based learning approach.

PM Quest already has a few other adventures and more on the way. Visit the site today, https://pmquest.sukad.com. One day, we aspire to have a dedicated platform and application to make the learning a joy!

AL-INSAN FOUNDATION

Since the founding of SUKAD, we have carried out numerous initiatives under the SUKAD Social and Professional Initiatives (2SPI). These initiatives have benefited thousands of individuals. What we want now is to elevate this concept and launch a foundation, a not-for-profit organization that will provide project management services to NGO, local government, and community projects on a pro-bono basis. The intent is that this foundation will work globally, which is a massive undertaken and require numerous volunteers and sponsors.

What SUKAD and the Author want to do, is start with registering and launching the foundation, which we plan to call Al-Insan Foundation. To do so, we will donate all revenues from this book and future books to the foundation. Al-Insan is the short name for the foundation; *Insan* means human, and *Al-Insan* means 'the human.' The reason for this name is to indicate our interest in growing individuals around the world and empowering them through project management knowledge and expertise to become the agents of change and catalyst for the development of their communities and nations.

We plan to register Al-Insan before the summer of 2019, would you help?

ENDNOTES

1   We pronounce it 'camp'. In the early versions of this approach, we used CAM²P™ as the official abbreviation.

2   SUKAD (www.sukad.com) is the company co-founded by the author and operates in West Asia, out of offices in Lebanon and Dubai, UAE.

3   The internship was during the summer of 2009.

4   We are publishing the full case study for this project in another e-book that will be part of the **CAMMP™ Case Studies & Simulations Series**.

5   We are likely to publish this case study, or simulation, in the **CAMMP™ Case Studies & Simulations Series**.

6   General business projects, marketing, business development, publishing, launching a business, community development, technology projects, among others.

7   The first book by the author, published in 2010.

8   The initial series included four books and was published in 2013 for CAMMP™ version 2.

9   This is a one-year training program organized by the Project Management Institute (PMI) for its volunteers' leaders.

10 Refers to Arabian Gulf, which includes the countries of Saudi Arabia, United Arab Emirates, Kuwait, Qatar, Bahrain, and Oman.

11 The e-books were published before the book.

12 Oxford Online Dictionaries (http://oxforddictionaries.com/)

13 Same reference

14 Book published in 2010; you can find on Amazon and other bookstores upon request.

15 E-book published in 2013; published by Bookboon.com.

16 PMI's A Guide to the Project Management Body of Knowledge® (PMBOK® Guide) and ISO's Guidance on Project Management (ISO 21500). Insert links to websites.

17 We have had situations like this in the past; where some were too quick to judge. The irony is that those judgments were often based on lack of understanding of resources like the PMBOK® Guide, or at least its intent.

18 We will publish them in sequence with short intervals between them.

19 One reason for seven volumes is to keep each e-book short and concise. This is also a requirement from the publisher.

20 Four of the e-books were published before by Bookboon.com in 2013, per CAMMP™ version 2. At this time, we are restructuring the original series and updating the content to fit CAMMP™ version 3. We are also adding more content, hence the increase in the number of e-books from four to seven.

21 International Project Management Association; Insert link to website.

22 Construction Industry Institute; Insert link to website.

23 Green Project Management Global; Insert link to website.

24 We use the term 'project management' here in the wider context to include managing programs and portfolios, and for the organizational level, in comparison to managing a single project.

25 As of October 2018, PMI offers eight professional certifications.

26 We are only listing a few of the global organizations and not the country specific associations; listed alphabetically.

27 Practitioners and researchers consider project management to fit anywhere in the range from not a profession and never will be, to being an emerging profession, and all the way to being a well-established profession. The author subscribes to school of thoughts that project management is an emerging profession, although he is not an authority on what constitutes a profession.

28 In this context, the term 'work' refers to the methodological approach and this e-book series.

29 http://blog.sukad.com/do-executives-understand-the-risks-of-the-accidental-project-managers/.

30 A good read on this topic is Researching the Value of Project Management by Janice Thomas, PhD and Mark Mullaly, PMP (refer to Appendix B) (Thomas, et al., 2008).

31 The author's use of 'Organizational Project Management' in the context of this series includes program and portfolio management, program management office (PMO), enterprise PMO, and organizational maturity.

32 There are numerous resources on organizational project management and strategic project management including standards from PMI, GAPPS, Professor Lynn Crawford, Dr. Michel Thiry, Dr. Terry Cooke-Davies, and others.

33 IPMA has already crossed the 50 years' mark; PMI will be 50 in 2019.

34 We often use the terms challenges and failures together and we do so to show that there are differences. A failed project is one that the organization terminates before completion, or is completed with major issues; in other words, it failed to deliver the original objectives. By contrast, a challenged project is one that is completed but possibly missing one or more of the objectives and possibly experienced issues in some of the project performance metrics, such as cost or schedule.

35 In Section 2 of this e-book we will share some of the research.

36 A link https://www.youtube.com/watch?v=W_PU748iONE to a video on people, process, and tools.

37 It is common to read ads by project management training providers stating something like "*Master project management in a 3-day course.*" The author has been in project management for more than three decades and dare not say, "*I have mastered project management.*"

38 Google will be a good source now to learn more about the law of diminishing returns.

39 Refer to President Lincoln quotation.

40 In the series, we use this term frequently. Therefore, in this context we do not limit this term to size. 'One-size-fits-all' symbolizes project size and complexity.

41 There is a common debate in project management online communities on whether a project manager can cross industries. This is a complicated and hotly debated matter; we leave it out of this work since it is not essential for the core purpose of this series.

42 A term used to describe those who promote Agile. It is interesting to note that those advocate call themselves Agilest, short for Agile-Evangelist.

43 http://agilemanifesto.org/

44 PMP refers to the PMP® Certification; the Project Management Professional® certification that the Project Management Institute (PMI®) grant to those who meet the requirements and pass an exam. PMI®, PMP®, PMBOK® Guide, and related terms are trademarks of the Project Management Institute, Inc.

45 PMBOK® Guide mandate is to be a generic standard; therefore, it does not cover specific industries.

46 There could be other supplements or extensions.

47   For example, in 12 years, the program and portfolio management guides were initially published and updated to the current fourth edition. On the other hands, the construction extension was updated once in 12 or 13 years.

48   At this time, there are many certifications, including those by private companies issued after taking a two to five-day class and with no real verification of project management experience or competence.

49   We realize this statement as controversial, yet online forums are filled with debates on this point – and the controversy is real and not limited to the opinion of this author.

50   In other words, they think PMP is equal to PM (Project Management); to emphasize, they are equating a credential to an extensive field of study. For example, we recently had a request for a Master Degree in **PMP.**

51   The day I was revising this text, I read a blog post that was presenting certification as "*the holy grail of project management*". The post gave six factors why people should pursue a certification; learning was the last factor on the list, even below (less important than) "*adding three letters to your business card*".

52   "*The number of certified project managers inside the company is growing … because clients want them on their projects.*" Steve DelGrosso, IBM Project Management Center of Excellence; CIO Magazine, 20 January 2010.

53   An example of this is the law passed in the United States of America in late 2016, the Program Management Improvement and Accountability Act (PMIAA). Another example is the launch of the National Project Management Organization in Saudi Arabia.

54   There is no Agile **Project Management** Methods; more on this in Volume 7.

55   A few certifications at this level exist, such as IPMA's Level D, PMI's CAPM®, GPM's GPM-b™, and PRINCE2® Foundation; among others.

56   In this context, a school of thought refer to the offerings of one of the professional associations like GPM on sustainability, IPMA on competence, and PMI on process.

57   Not all associations' certifications require experience and in some cases, the amount of experience is insufficient.

58   We recognize that some consider that PMI® and IPMA® (International Project Management Association) already provide this; we do agree that these organizations, particularly IPMA, offers different levels but we would suggest the need for another look at these certifications, especially the PMI® credentials.

59   IPMA offers four levels certification commonly labeled Level A, B, C, and D with Level A being the highest level. The actual names of these certifications may vary from one IPMA member organization to another.

60   In this context, by industry – we also mean groups of related industries. For example, 'capital projects industry' refers to capital-intensive projects in oil and gas, utilities, transportation, and similar industries. Information technology, telecommunication, and other technology projects could be another group under 'technology projects'. There are many other possibilities.

61   For more information about this certification model, review the author's white paper outlining this proposed approach. He presented this model at a 1-day conference in 2012 organized by GAPPS (the Global Alliance for Project Performance Standards), the British University in Dubai, and supported by SUKAD. This is the link to the white paper: http://knowledge.sukad.com/project-management-white-papers

62   For those who do not know some of these terms: these are scheduling terms and mentioned here to prove this point you can manage basic/business projects without knowing these terms.

63 Some of the content of this chapter come from another book that we are working on and will be published soon. The book is **Managing Micro Projects**.

64 Mostly in West Asia, or what some call the Middle East.

65 A video with points to ponder in relation to this point, https://www.youtube.com/watch?v=H6tvnUSnQmI.

66 PMI and ISO.

67 IPMA and GAPPS.

68 A tongue twister for you: *It is not common sense to use common sense to manage non-common sense projects. Source? Yours Truly.*

69 For further reading, you can start with this link http://blog.sukad.com/the-accidental-project-manager/ then find a few related articles on the same site.

70 A fund video on "Be Agile" and "Agile Life Style," https://www.youtube.com/watch?v=9QnVm714gPU.

71 Some of the content of this section is from **Project Management beyond Waterfall and Agile** (Ajam, 2017)

72 For a discussion on the differences of these terms, refer to this blog article: http://blog.sukad.com/differences-between-standard-framework-methodology/.

73 The foundation is ISO 21500 and PMBOK® Guide processes; but SUKAD modified them. For example, SUKAD, the CAMMP™ second dimension, include 12 functions (subjects, knowledge areas), and six main processes (process groups), to manage each stage or phase of the project (Ajam, 2017).

74 This would include software applications and tools. SUKAD plan to develop a suite of online and mobile applications based on CAMMP™.

75 SUKAD has a 4-day workshop that introduces our model and how to build the organizational project management system.

76 The various school of thoughts like PMI, IPMA, GPM, and all of the others.

77 Some of the content of this part is from the SUKAD Applied Project Management blog site (Ajam, 2018); http://blog.sukad.com/develop-tailored-project-management-methods/

78 Unless it is time to pursue more three letters, and some four letters.

79 PLC is Project Life Cycle and DLC is Development Life Cycle, which is a subset of the PLC.

80 The video is accessible via this link https://www.youtube.com/watch?v=tXCyAmSTBM0&index=4&list=PLiXup1lJ-_TNMvGY7q3aix_cZBhMC_lUr&t=0s.

81 A joke about an online discussion when someone could not defend her point of view on Agile, so she changed her name on the online platform to Agile Amy. Amy, if you are reading this, you can be mad at me but continue reading ☺.

82 If you like to explore, we have many blog articles on the Applied Project Management blog site, and many videos on the Applied Project Management YouTube channel; on these topics.

83 Some of the content of this chapter is from the SUKAD Applied Project Management blog site (Ajam, 2018); http://blog.sukad.com/rethink-the-project-management-function/

84 To avoid using department, division, section, or business unit, let us use the term department to represent any of these forms or labels.

85 If you have noticed, throughout this book and series we use the term organization. This term refers to a division, a whole company, a government agencies or ministry, a NGO, or a not-for-profit organization.

86 Maybe accidental project managers.

87   Not sure how many enemies I will be creating with what to cover next.

88   We have a few videos and articles on this topic on our Applied Project Management sites (blog and YouTube).

89   How many times I have said this already?

90   The origin of the image included here was drawn by a colleague, Nah Wee Yang, who is also leading his project management services company in Singapore, Knowledge Method. Wee Yang drew it when I was delivering a workshop on building the Organizational Project Management System that we delivered a few years back. I had drawn the box on the board, he added the chain, then I asked the SUKAD graphic designer to re-do it and add the balloon. The message of the image is clear.

91   Page 1 of the mentioned book.

92   Table 1.2, page 11.

93   NPV, Net Present Value is equivalent to profit in this context.

94   The Construction Industry Institute.

95   Large organizations can have their internal certifications.