

BEST PRACTICE

BETTER PRACTICES OF PROJECT MANAGEMENT

**BASED ON
IPMA COMPETENCES**

4th revised edition

John Hermarij

Better Practices of Project Management
Based on IPMA Competences

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The Better Practices of Project Management

Based on IPMA Competences
4th fully revised edition

Based on ICB Version 4

John Hermarij



Colophon

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Foreword 4th edition

During the past years I was recommending to use the 3rd Edition of John Hermarij's book "Better Practice for Project Management" to everybody who asked for professional literature about project management in the English language.

The book became a success indeed, for many reasons. A capital reason was its structure according to the competence elements of the IPMA ICB[®] Version 3. The users confirmed the good evaluation represented in Joop Schefferlie's excellent foreword in the 3rd Edition and in my book review for IPMA's website.

What is new in the 4th Edition? The first good news is that the user needs the new edition due to the change from the IPMA ICB's version 3 to version 4 which is a very remarkable step of evolution. Sufficient competence in project, programme and portfolio management means to take the opportunity of using the ICB4, for sure. The second good news is that there is enough time for a serious change. Urgency exists however for those managers who want to be certified with the new version of the ICB.

John follows again the competence element structure of the global ICB standard. This means that the number of competence elements is reduced from 46 to 29 and about 150 new Key Competence Indicators are available as criteria for the competence of individuals.

The new version of the ICB no longer defines the possible process steps for each competence element. But John uses actions signaled by a hiking shoe and steps for their application instead. I felt familiar with the efforts and rewards of hiking from my experience in the Swiss Alps.

The book is not only very rich in subjects but also provides good advice for many kinds of real situations, including the subjects related to the personal and social competences. This seems to have been also a main reason for the success of the earlier edition. With the new edition it can be such a reason again, not less but more.

Self-assessments and assignments are added now to encourage the users for their reflection and competence development. Finally an eSchool engagement is suggested with a guest or registered status for the further communication with the author.

I wish you much pleasure in asking questions to the new Edition of the book and its author. The response of the book and its author will give you an excellent support for your management, controlling, supervision, teaching and competence development.

Dr. Hans Knoepfel

International Assessor and Validator for the IPMA Certifications

Past Chairman of the IPMA Certification Validation Management Board

Honorary President of the Swiss Project Management Association

6th June 2016

Foreword 2nd and 3rd edition

In front of you is a book, which, in my opinion, you are not going to read but use. It is a particularly informative and useful book, the content of which you not only need, but also must know, in order to become a better project manager. This book provides a significant contribution to achieving that. The profession and your skills are elaborated on from various viewpoints, also from an international perspective.

The project management profession, and with it the development of the project manager, has taken a significant forward step in recent years. As well as the project manager's knowledge and experience, the understanding has developed that, in particular, the project manager's professional behavior is essential to ensure the success of a project.

For this purpose, IPMA has developed three competence groups; technical project management competences, behavioral competences, and competences that determine the relationship between the projects and the organizational context.

The number of IPMA certified Project Managers is rapidly increasing, and furthermore, more and more organizations are choosing the IPMA model as the standard for the quality and development of the project manager.

This is the first international book covering all subjects and competences of the IPMA Competence Baseline (ICB), which makes it not only unique, but also important. This book offers every project manager the opportunity to learn, understand and apply the project management competences. It is self-evident that, if you want to successfully achieve international IPMA certification, this book is indispensable.

Projects and project managers can be found everywhere, and every different type of project contains its own complexities. You can devise as many methodologies as you like, but every country or continent has its own culture. Project managers, and their projects, are successful within their own culture and values, and when they understand their own stumbling blocks and political power relationships within another culture they can be successful everywhere.

John Hermarij has succeeded in combining his substantial knowledge of the project management profession with his international experience, and to look at the world of project management and the competences of the project manager from an intercultural perspective.

Over recent years, I have witnessed John Hermarij in many different roles; as trainer, coach, IPMA assessor and especially also as a positive critical conscience for IPMA and the advancement of the profession. John is able to put things into perspective, and is also sharp, but above all else, he always radiates pleasure. In my opinion it is this combination of qualities that has enabled John to compile this book.

I wish you a lot of pleasure and success with your further development in our fascinating profession of Project Management.

Joop Schefferlie, *President of the Board, IPMA Netherlands*

March 2011

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Introduction

Suddenly, you are *thrown* into a project/programme. You are called the project or programme manager, and someone makes you responsible for ensuring the project/programme is concluded successfully. Sometimes you get a team, into which the members have also been *thrown*, in the same way that you just have. At other times, you coordinate the different suppliers, who will deliver to your project(s). I consciously use the term *thrown*, because I do not have a better word for what happens to someone, when he becomes part of something that we call a project/programme. I have borrowed the term from Heidegger¹, a well-known 20th Century philosopher.

As it is characterized by a lot of things that are not routine, a project/programme is not an everyday activity. Sometimes you have to produce something new, an example of which is the first space flight to the moon. Sometimes you have to work with people you do not know, and who have never worked with you, or each other, before. Often, there are so many uncertain aspects that you just do not know where to begin. After having just *thrown* yourself into a swirling sea of uncertainty, your manager expects that you organize all of this.

Now just imagine, you are the responsible line manager, as a decision maker you are involved with a project/programme manager, who will present you with a number of demands, and who uses such terms as the triple constraint, control cycle, priority and so on and forth. The project/programme manager takes time to develop a plan, and he will regularly wants to discuss a number of aspects with you, particularly the support you are going to give him. After some time, he begins calling you the *sponsor*, and so by simply appointing a project/programme manager, and without really being aware of it, you have also *thrown* yourself into the project/programme.

The organization's senior management sees a broad collection of projects being created, some of which are stand-alone, but others are related to each other and serve the same strategic goal. Also without being aware of it, they have *thrown* themselves into a pool of projects. Consultants then talk of a project portfolio and portfolio management.

As well as portfolio, programme and project managers, there are: sponsors; senior managers; assistants; team members; suppliers; users; auditors; controllers and all the other stakeholders that are also involved. All people who in that same project/programme/portfolio try to do their best after "*being thrown into*". But that is not enough, and for one reason or another, we wrestle with the situation, and it seems as if projects more often disappoint, than turn out better than expected.

For this reason, you have probably purchased this book. You want to work on your skill set, you want to improve your competence. Congratulations, because this book will help you to better understand and improve your own behavior in your professional role as project/programme or perhaps portfolio manager, or at least that is the reason it has been written.

This book provides an answer to the question:

What can I do when someone throws me into a project/programme/portfolio?

¹ (1927) Martin Heidegger, *Sein und Zeit*

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Please note: I consciously write CAN instead of MUST, and I shall explain this in more detail further on in this introduction.

The word "competence"

The International Project Management Association (IPMA) has developed a standard for competent project/programme/portfolio management, which is the basis for this book. The *Individual Competence Baseline* (ICB) describes 29 competence elements, which you have to develop in order to successfully manage projects/programmes/portfolios. These are also the 29 chapters of this book, one for each competence element. For this reason, this book is suitable as preparation for the various certifications that IPMA has developed to verify whether or not you are competent.

IPMA CERTIFICATIONS				
IPMA certifies competent project professionals in three domains. Depending on your experience and the level of complexity that you have managed there are four levels.				
Domain				
Portfolio			Senior Portfolio Manager	Portfolio Director
Programme			Senior Programme Manager	Program Director
Project	Project Management Associate	Project Manager	Senior Project Manager	Project Director
	Level D	Level C	Level B	Level A

Depending on the level on which you want to become certified, you need to prove that you have knowledge, experience, and that you are competent in managing a certain level of complexity..

For more information go to www.ipma.world, or to you national IPMA association.

In fact, this book provides several answers to the question:

What can I do to become (more) competent on projects/programmes/portfolios?

The ICB² gives the following definition of the competence concept: *Individual competence is the application of knowledge, skills and abilities in order to achieve the desired results.*

Everything starts with knowledge; knowledge which you know how to translate into technical and social skills. When you know how to combine these effectively, then you are competent. You are able to demonstrate your competence. For the project manager this is demonstrated by a successful project delivery, for the programme manager this could be the manifestation of certain benefits.

2 (2015) *The Individual Competence Baseline*, International Project Management Association

However, there is more work to do, because you only remain competent by continuous development. This requires repetition and discipline. Perhaps you have been thrown into a certain task, which you have managed competently, but remember that following this, another one will come along. This book, therefore, is there to help you to continuously improve your competence.

There are three areas of competence:

- *Perspective*: the interaction with the permanent organization and society.
- *People*: the interpersonal competences.
- *Practice*: the technical management competences.

Each area has several competence elements:

Perspective	People	Practice
1. Strategy. 2. Governance, structures and processes. 3. Compliance. 4. Power and interest. 5. Culture and values.	1. Self-reflection and self-management. 2. Personal integrity and reliability. 3. Personal communication. 4. Relations and engagement. 5. Leadership. 6. Teamwork. 7. Conflict and crises. 8. Resourcefulness. 9. Negotiation. 10. Result orientation.	1. Design. 2. Requirements, objectives and benefits. 3. Scope. 4. Time. 5. Organization and information. 6. Quality. 7. Finance. 8. Resources. 9. Procurement and partnership. 10. Plan and control. 11. Risk and opportunity. 12. Stakeholders and transformation. 13. Select and balance.

The common theme through these is always your behavior, and competence then means to the extent that this is effective. For each competence element there are *key competence indicators* that help you to identify what competent project/programme/portfolio behavior is.

In this book I have used these indicators to determine the actions that you need to take during your projects/programmes/portfolios in order to become more competent during your daily practice. When you want to know more about these key competence indicators you can visit www.ipma.world to download your own copy of the ICB.

Projects, programmes and portfolios

The executive management provides leadership to an organization. They develop a mission and a vision. From that a strategy is developed. Often we see that they need to change the way of working. Transformation is inevitable. When the current structure of the organization isn't capable to implement this change, a project is born.

The number of projects that an organization starts, depends on the need for change and the amount of resources that are available. Often we see that external consultants and/or workers are hired to supplement the lack of internal resources. When there are many projects the investments increase, it becomes necessary to develop a governance system.

Introduction

A good development could be to cluster related projects into *programmes* that support the achievement of specific strategic goals. Next to that, all programmes and all projects together form the *project portfolio*, that has to be managed too.

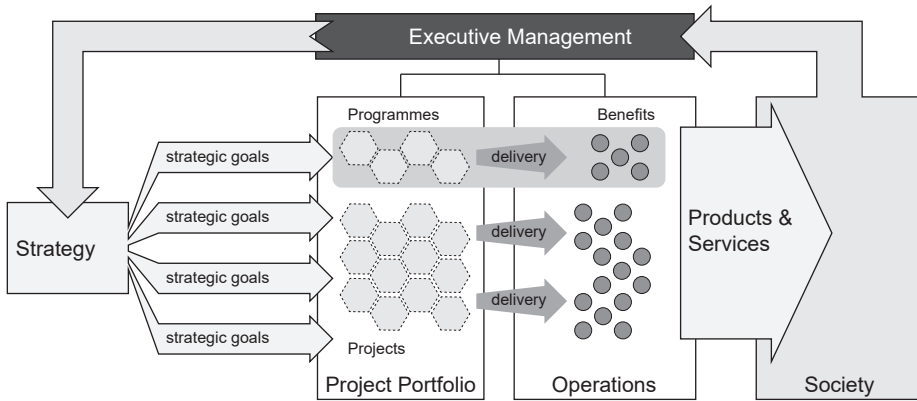


Figure I-1 Projects and their environment

First, we look at the definitions that IPMA has developed, and then I add another alternative, my own, to these:

- A *project* is a unique, temporary, multidisciplinary and organized endeavor to realize agreed deliverables within predefined requirements and constraints.
- A *programme* is a temporary organization of interrelated programme components managed in a coordinated way to enable the implementation of change and the realization of benefits.
- A *portfolio* is a set of projects/programmes, which are not necessarily related, brought together to provide optimum use of the organization's strategic goals while minimizing the portfolio risk.

We need managers for all three of these domains, but I shall start with the IPMA definitions for the first two:

- *Project Management* is the application of methods, tools, techniques and competences to a project to achieve goals.
- *Programme Management* is the coordinated management of all components in order to implement change and to realize benefits.

Although IPMA, and also many other authors, emphasizes the differences between these two (complexity, change, benefits orientation, mutual dependency), there are also similarities.

You suddenly realize that you have been *thrown* into a cluster of work, for which you are responsible, and instead of achieving a goal, you now have to implement change and realize benefits. They call it a programme. But what if you replace the word goal for "change and benefits"? It is only a more complex job than the average project, and although the mix of competences is probably somewhat different, these are all covered in the following 29 chapters. Therefore, this is a book for both project managers and programme managers, who want to become more competent.

When an organization has more than one project/programme, and that is nearly always the case, then a portfolio exists which has to be managed. IPMA's definition is:

- *Project portfolio management* is a dynamic decision-making process in which new projects and programmes are evaluated, selected, prioritized and balanced in the context of the existing projects/programmes within the portfolio.

And, it is:

- An organizational approach to the holistic management of a portfolio of projects.

The core difference between the first two domains and the last one, is that as long as there are projects and programmes, there is a portfolio. Projects and programmes have a life cycle which ends at some point in time, whereas the life cycle of a portfolio only stops when there are no longer any projects/programmes.

An alternative definition

I am going to stick to *being thrown into a project* (or programme, or portfolio). When this happens to you, then you have to look into what it means for you, and you will also have to make it clear to your team what this means for them. One way or another, it needs to make sense for them and for you.

At first you will discover what this means in the project/programme/portfolio context, and this is what the competence area *perspective* is about. Projects are for other people i.e. the bystanders and the stakeholders in the environment of the project/programme. The users of the product your project delivers. What does it mean for those parties? What is the need that the project will fulfill? What kind of result will the project deliver? With the help of the technical competences, covered in *practice*, you translate this into what the people have to do and can expect. Because you are dealing with people, social competences are inextricably linked to this, and we can find these social skills in the area *people*.

In the French language, we have the concept of *bricolage*, which is making something with the available materials. The *bricoleur* is a professional do-it-yourself person, and Weick³ compares this with the role of the manager. A quotation from his book inspired me to come to an alternative definition for the project, programme, or portfolio manager:

“His first practical step is retrospective. He interrogates the existing set of resources to see what it contains. What it contains is defined in large part by the uses to which it has been put up to that point. It are these prior uses (what the object signifies) that are manipulated and recombined in an effort to advance the project/programme.”

Because management is much more improvisation than it is carrying out a rational process, this book tells you what you CAN do, which is working with what's available! Therefore, it is meaningless to describe what you MUST do. You

3 (2001) Karl E. Weick, *Making Sense of the Organization*, Blackwell Publishing

Introduction

will never succeed in establishing ALL the enabling conditions that you really want; project management is improvisation in a structured and planned manner.

- Project management is now about achieving the project goals with the available resources.
- Programme management is the same, only with different, at a higher level, goals.
- Portfolio management is the sharing of the available resources fairly across the projects/programmes.

When you are *thrown* into one of these three, then the above is what is actually expected of you. To help you achieve it, this book contains a collection of techniques, insights, and ideas you can use as "*bricoleur*" during the leadership of the project/programme/portfolio. You can view it as a large tool box, in which you can always find something that is helpful for the task you have been appointed to.

Very consciously this book is about what could and not what should, as the latter is inconsistent with the "*bricolage*" that is project/programme/portfolio management. You manage with the competences you have available at the time, and develop new ones during the project/programme. It is a succession of small improvisations. Even in the drawing up of a plan we do this; what is available we use, and for what is not available we think up a ploy. We also do this during the execution, only because we have already produced a plan, we improvise faster and better. There exists no method that is suitable for every situation, and although consultants and trainers will try to make you believe otherwise, in practice everyone constructs something that suits their managerial need. Ultimately, most project/programme/portfolio managers remain "*bricoleurs*" and that is precisely what this profession is.

How to use this book and the website

This book is much more than the seven hundred pages bound in a cover. It comes together with a website where, in more depth, you can go into all elements of the project/programme/portfolio management competence. It is a manual for *becoming-more-competent*, so as well as helping you to prepare for the IPMA certification theory exams, it also provides you with reference points for use in practice.

The book

There are 29 chapters, and each chapter consists of the following sections:

- *Key concepts*, with definitions of the most important concepts.
- *Introduction*, what is actually covered in this chapter.
- *Actions*, which you could take in order to develop this competence element.
- *Self-assessment*, to quickly identify your development areas.
- *Special topics*, summary of important topics.
- *Assignments*, in order to build up a better understanding of this element.
- *eSchool*, what you can find on the website.

The website

There is a website (www.betterpracticesofpm.com) associated with this book, and it is an interactive learning environment, which is an integral part of *The Better Practices of Project Management*. This book is also the key to the website, and dependent on the target group to which you belong, you obtain access to specific content. Much is free, although it is possible that, in the near future, for some of the more extensive eCourses a small contribution will be requested. When you register you can participate in online discussion with the author and other readers around the world. You can register by sending a mail to info@betterpracticesofpm.com.



Target audience

This book is designed for a broad audience, as each individual has his own particular needs. In order to familiarize you, for each target group there is a guide with a suggestion how you can get started. That could already be from the first page, but of course, you can also trace out your own path.

These are the target groups:

- Those who have been *thrown into the project (or programme/portfolio)*.
- Those that want to increase their competence.
- College or University students.
- Those that want to achieve their IPMA certification.
- National IPMA Associations.
- Developers of training courses.

THOSE THROWN INTO THE PROJECT/PROGRAMME

When someone makes you responsible, you will be confronted with a lot of things all at once, so where do you begin? The first and most important task is to apply a structure and obtain an idea of where you are going to start. You will find the points of reference for this in the part that covers the *practice*. If you take the first element on *Design*, this is about the way in which you develop the project/programme approach or strategy. You then look for the chapter which you think you can gain the most benefit from, you should follow your intuition to decide which one. Remember this book is a toolkit and not a methodology.

The first contact you have with the sponsor will already provide you with a number of clues. What words did he use when he gave you this assignment? Note these down, and search through the contents of the book for the competence elements that are most appropriate for the situation. The third section, following the *key concepts* and the *introduction*, concerns the actions you could take in order to become competent. If you do not really know where you should begin, you can also carry out the self-assessment included at the end of the actions.

THOSE THAT WANT TO INCREASE THEIR COMPETENCE

You are already experienced, and you want to become more competent. You almost certainly have an idea in which area, or areas, you want to improve, so look up the related chapter(s), carry out the self-assessment and read through the

Introduction

relevant subjects. The interviews with the author in the eSchool also give you a more in-depth insight into the importance of the competence(s) in question.

Take a technique, a concept or a piece of advice that you encounter, and try to translate this into your own situation. Look at what will work and what will not work, and amend it until you see the effects of it.

COLLEGE OR UNIVERSITY STUDENTS

In all probability, you have only heard indirectly about projects/programmes/portfolios in the news media. Perhaps you have come across it in your study, and dependent on the study programme developed by the lecturers, you now study the various chapters. To develop a good picture of what a project or programme manager actually does, you can initially best concentrate on the chapters, which form part of the *practice* and you can get started with these immediately.

At the end of each chapter, you will find exercises that you can carry out with your fellow students. Also make sure that you obtain a student account for the website, because you will then have access to a number of explanatory videos and interviews with the author.

THOSE THAT WANT TO GET THEIR IPMA CERTIFICATION

When you want to become certified you need to prove your knowledge, your experience and your competence. Knowledge is tested by a written or multiple choice exam; this book and the website help you to study for the exam.

As each National IPMA Association itself has some freedom to develop exams within the framework of the *Individual Competence Baseline (ICB)*, firstly you must always inquire about the requirements for the specific exam. In the detailed index at the end of the book, you can then find the relevant page, and if you cannot find a particular subject, you can always send a message in the eSchool, and we shall then look how we can assist you further. I do advise you to find a local trainer that coaches you for the exam, because he can give you more specific details on the type of questions you can expect.

To proof your experience and your competence is a different ballgame. First you need to decide the level of certification (A, B, C or D), then the domain (project, programme or portfolio). Because you need to provide evidence of projects you have managed yourself, and whether you have managed in a way the ICB prescribes. For this reason I have added for each competence element a set of actions you could follow, and a self-assessment in each chapter to reflect on your competence. Here my advice is, to start with improving your project/programme/portfolio immediately.

Your competence will be tested in an assessment interview. During a discussion with the IPMA assessors you need to prove your competence. Consult your national IPMA Association for the procedure.

I do want to stress, that this book cannot replace the ICB, when you go to the IPMA website, you will find instructions how to get your own copy.

NATIONAL IPMA ASSOCIATIONS

This book is for the benefit of the IPMA certification. When you feel the need to provide comment, or find that certain subjects have been omitted or should be covered in more depth, please contact us. Send a message, and then we can

decide whether or not we can include these subjects in a following edition of the book and on the website. The website provides us with a quick way of remaining up-to-date. We are very pleased to work together with you to further develop project/programme management competence in your country.

TRAINING COURSE DEVELOPERS

If you are a trainer, or you develop training courses in the area of project/programme management, then this book and the website together form a powerful aid for supplementing your training material. In the trainers section, you will find all the illustrations from the book in a format that is easy to integrate in your presentation material. The only thing we ask of you is that you include a reference to this book. There is also the opportunity to ask questions and place comments.

Next to this the author has a large portfolio with presentations that could help you to develop your own training programme. You don't have to start from scratch. Ask about the license options that are available for you.

The transition from the third to the fourth edition

Much has changed when compared to the previous edition, and mainly due to the fact that IPMA has re-classified the competence elements, a lot of the text needed to be re-written. For each competence element, the previous edition contained a number of possible process steps, which in the fourth ICB have been replaced by (and detailed further into) *key competence indicators* with associated *measures*. In order to make the transition into daily practice, each chapter describes which actions you can take to satisfy these.

The fourth edition of the ICB makes a clearer distinction between the three domains: project, programme and portfolio. I have consciously chosen to handle these in one book as if they form one domain. I have done this on pragmatic grounds, because otherwise three separate books would have been required containing a large number of overlaps. I have confidence you will be able to determine what is relevant for you.

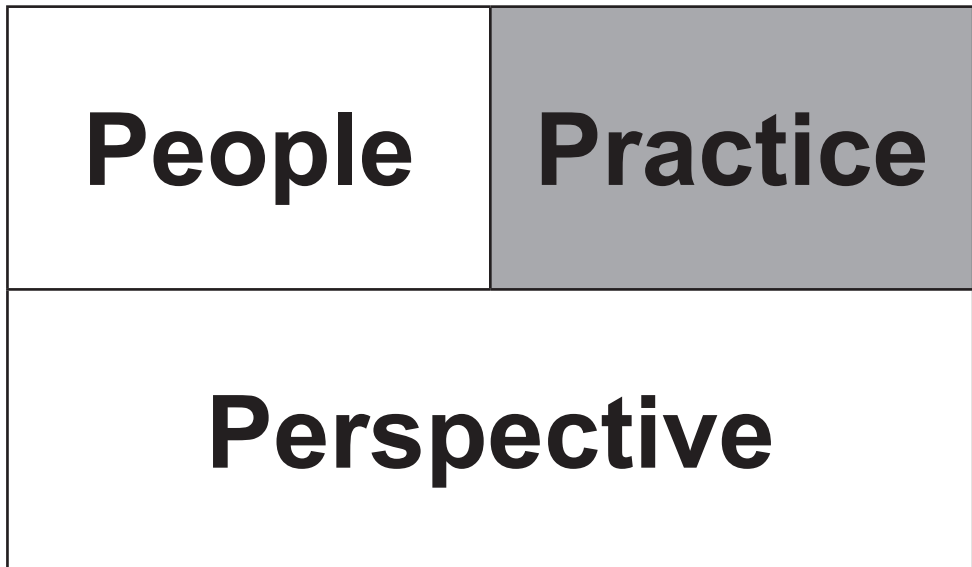
The sequence in which the *Individual Competence Baseline* presents the areas of competence is *perspective*, *people* and *practice*. Looked at didactically, the story is better told by starting with the *practice*, then looking at the *people* competences, and finally considering everything from a broader *perspective*. Therefore, in this book I have employed a different sequence, for the only reason that this reads better.

When we moved from the third to the fourth edition of this book, we had to re-write much of the text, and during this process, certain subjects were lost. This was due to the maximum number of pages we set for the book, but from the website you can still download these complementary subjects.











This was the introduction, now you can start with the actual content of the book. Enjoy your journey into the richness of project/programme/portfolio knowledge and application.

A. Practice

NOT THE BEST PRACTICE, BUT BETTER!



Practice Competences

	<p>1. Design Criteria; Lessons Learned; Complexity; Approach.</p>
	<p>2. Requirements, objectives and benefits Goals; Needs; Requirements; Acceptance.</p>
	<p>3. Scope Deliverables; Structure; Work Packages; Configuration.</p>
	<p>4. Time Activities; Effort; Duration; Phases (or Tranches); Plan; Manage.</p>
	<p>5. Organization and information Information needs; Functional roles; Responsibilities; Structure; Processes; Infrastructure; Temporary organization.</p>
	<p>6. Quality Plan; Assess; Verify; Validate.</p>
	<p>7. Finance Estimate; Costs; Budget; Fund; Monitor; Report.</p>
	<p>8. Resources Resource strategy; Determine; Acquire; Allocate; Monitor.</p>
	<p>9. Procurement Procurement needs; Select; Negotiate; Contract Management.</p>
	<p>10. Plan and control Plan; Initiate; Compare; Report; Change Requests; Close.</p>
	<p>11. Risk and opportunity Framework; Identify; Assess; Responses; Monitor.</p>
	<p>12. Stakeholders Identify; Analyze; Strategy; Involve; Networking.</p>
	<p>13. Change and transformation Adaptability; Requirements; Options; Strategy; Implementation.</p>
	<p>14. Select and balance Identify; Analyze; Prioritize; Create; Predict; Decide.</p>

A1 Design

*DEVELOP AN APPROACH THAT IS IN LINE WITH THE
CONTEXTUAL PERSPECTIVE.*



*If you think that the engineer is the only person
who designs things, then you are wrong.*

*Someone has to design the approach
for the project or programme.*

*There are people who,
through their approach, make life easier,*

*And then, in fact,
there are those who make it more complex.*

A1-1 Definitions and key concepts



Agile, a highly flexible, interactive and incremental method of managing activities in a project or programme.

Benefit, an outcome of change that is perceived as positive.

Complexity, the state of having many parts and being difficult to understand or find an answer to.

Failure Criteria, standards used by a person to decide if something is not successful.

Failure Factor, a condition that increases the probability of failure.

Initiation Documents, a set of documents with all the information that is needed to start a project on a sound basis.

Lessons Learned, a review of best practices, project/programme/portfolio insights, and client information.

Management of Expectations, to prevent disappointment by expressing what can realistically be achieved or delivered by a project/programme/portfolio.

Paradigm, intellectual perception or view, accepted by an individual or a society as a clear example, model, or pattern of how things work in the world.

Parsimony, adoption of the simplest solution to a problem or challenge.

PMO, project/programme/portfolio management office.

Project Approach, the way in which the project deliverables will be realized.

Project Management Success, the appreciation of the project management results by the relevant parties.

Project Sponsor, the person that authorizes the project, makes executive decisions and solves problems and conflicts beyond the projects manager's authority.

Project Success, the extent to which the actual result is in accordance with the result expected, by the relevant interested parties.

Sprint, a set period of time during which specific work has to be completed and made ready for review.

Success Criteria, standards used by a person to decide if something is successful.

Recognize success criteria, classify and discuss these

Success Factor, a condition that increases the probability of achieving success.

Waterfall, a sequential design process, used in projects, in which progress is seen as flowing steadily downwards (like a waterfall) through the phases of conception, initiation, analysis, design, construction, testing, production/implementation and maintenance.

A1-2 Introduction

This chapter covers the management approach you develop, in order to ensure the project/programme/portfolio satisfies the expectations, and also remains controllable from start to finish. It is a description of the organization that executes the work and delivers a concrete result from the original idea.

It is not something you design on your own, it is done in cooperation with important and influential key players. You ensure you implement a way of working (together), which is suitable for the cultural, organizational and personal interests.

An approach which, among other things, consists of:

- Rules with respect to decision-making.
- The way of gathering information and reporting.
- The different meeting structures.
- The hiring policy.
- The responsibilities and accountabilities.
- The make and buy decisions.
- The way in which purchasing takes place.
- The interface with the permanent organization.

Note that this is an outline approach, before we produce the detailed plans. We look at the extent to which the contextual *perspective* (page 569) influences the way in which we set about the work. As we advance further, and review the needs at the current point in time, we adapt the way of working as necessary. The approach, therefore, follows and could change during the life cycle.

This competence, which calls on your inventiveness, can be expressed in the following actions:

- Recognize success criteria, classify and discuss these.
- Discuss lessons learned, apply and exchange these.
- Determine complexity and consequences for the management approach.
- Choose the best management approach and discuss it.

A1-3 Actions

1. Recognize success criteria, classify and discuss these

It still frequently happens that when people think about the management of a project or programme, they look for a standard approach to apply. There are various methods you can choose from, and although this seems obvious, I do not believe it is sufficient to just choose an approach. Adopting a particular standard method does not discharge you from the

