

## Competence profiles, Certification levels and Functions in the Project management and Project support field

Based on ICB version 3

2nd revised Edition



	Project				Portfolio	Programs			
	Simple	Average	Complex	Very complex		Complex	Average	Simple	
A				Project Director	Portfolio director	Senior programme manager			
B		Senior project manager	Head project office	PM consultant	Head of PMO	Head programme office	Programme manager		
C		Project manager	Head project office	Senior PMO officer	PM specialist	Senior PMO Officer	Senior PMO Officer	Head programme office	Program manager
D	Junior project manager	PMO Officer	PMO Officer	PMO Officer	PMO Officer	PMO Officer	PMO Officer	PMO Officer	PMO Officer
E	PMO assistant	PMO assistant	PMO assistant	PMO assistant	PMO assistant	PMO assistant	PMO assistant	PMO assistant	PMO assistant



Jan Willem Donselaar

Bert Houtman  
Henry Fortman

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# Competence profiles, Certification Levels and Functions in the Project Management and Project Support Environment

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# **Competence profiles, Certification Levels and Functions in the Project Management and Project Support Environment**

**The question is not “will our projects run into problems?”, but “how can we create competent employees that are able to cope with project problems, and that are able to help troubled projects recoup effectively?”**

**Jan Willem Donselaar  
Bert Hedeman  
Henny Portman**

**on behalf of IPMA Netherlands**



# Colophon

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# Preface

Developments in the project management field are ongoing. This professional field continuously broadens and becomes profounder. Therefore, IPMA has extended its attention from project management to program management, portfolio management and project support (PMO).

This has made manifest the need for a reference model in which the various functions and corresponding competences and the relations between them are presented. Not only for HR managers, but also for project and program managers and PMO heads.

The second edition of this book does justice to PMO professionals' needs for recognition and appreciation of their added value for projects, programs and portfolios. I hope and also presume that with this publication, the PMO professional field will find its place in the IPMA certification system.

In the first edition of this book, attention was given to the regular functions in the project management field, as they are applied in the IPMA 4-level system. With the publication of this second edition, the wish has been realized to make a complete function building for the project management field available. I do not have the illusion, however, that this will last for eternity: *panta rhei*.

Considering the culture that characterizes IPMA, I would encourage “fierce” discussions and debates on the present publication. Only then will our beautiful profession continue developing.

Furthermore, it is not insignificant to mention that the templates of the function profiles included in this book are freely available on the PMwiki of IPMA Netherlands. The templates can easily be adapted to your own organization.

I hope that many organizations will use these templates and that they will share their experiences and expertise, to further advance the field.

Finally, I would like to thank Jan Willem Donselaar, Bert Hedeman and Henny Portman, who were willing to contribute their knowledge and experience to the writing of this IPMA Netherlands publication.

Ir. John Verstrepen  
Director IPMA-NL



# About the realization of this book

Within IPMA much attention has been given to the further professionalization of project managers. In this respect, an expert study group was formed by IPMA-NL in early 2008, which set out to contribute to the further professionalization and acceptance of the concept of competences in the project management environment.

One of the reasons was the observation that in the field of human resource management there appeared to be a great need to clarify the connection between competences as defined in the ICB version 3 and the functions / function descriptions for project management already existing in the work field.

In 2009, the Dutch version, and in 2010, the English version of the results were published in the first edition of this book: *Competence profiles, Certification levels and Functions in the project management environment*.

In 2010, IPMA-NL requested the authors of this publication to extend the above study to include the project support competences and to integrate these results with the results of the project management competences study.

The result of our efforts is laid down in this second edition of the publication. This publication offers:

- an overview of the different functions and roles within the field of project management;
- competence profiles of these functions and roles based on existing competence descriptions in the work field;
- a reference of these roles and functions to the various IPMA certification levels, including a proposal to extend the current levels with one new level E.

We expressly point out that it is not the intention to establish a set of (standard) function descriptions in this publication. Reporting lines are also not in the scope of this publication.

With this publication the authors intend to offer a guideline for the assessment of an individual project manager's and project support officer's competence level. In addition, this publication may serve as the basis for the assessment of a project manager's and project support officer's need for education in order to attain a higher level. This publication may also serve as a frame of reference for teachers and trainers that are actively setting up training schemes for project management and project support courses, training, etc.

We believe the end result is a strong tool to describe the project management and project support competences, roles and functions. We and IPMA-NL believe that this publication can also make a valuable contribution to the development of description

of project management and project support competences and the development of the IPMA Competence Baseline.

We are very grateful for the fact that GITP International made their ideas on the thinking in terms of competences available in an exceptionally unrestrained way, including the GITP Competence Model, which will be mentioned further on in this publication.

We like to thank the following experts in the field of project management and project support, because they were so kind to review the text of this publication:

- Ruurd Dijkman (GITP)
- John Verstrepen (IPMA-NL)
- Paul Hesselman (Ordina)
- Otto ten Dam (Intermedius)
- Harrie Loring (Philips)

We invite everyone to give IPMA/ IPMA Netherlands a response to the content of this publication, or to share their experiences with the application of its content with IPMA.

The email address [info@ipma-nl.nl](mailto:info@ipma-nl.nl) can be used to contribute.

Autumn 2011,

Jan Willem Donselaar  
Bert Hedeman  
Henny Portman

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# 1 Introduction

This publication describes the competence profiles, certification levels and roles and functions for the complete project environment, containing the management as well as the support roles and functions.

In this, the project and program manager and the projects director are considered as the management roles and functions.

Additionally, the support officer, the project specialist, the project consultant and the portfolio manager/head of PMO are considered as support roles and functions, whereby the noun 'PMO' stands for 'Project, Program or Portfolio Management Office'. In principle, the PMO contains a whole range of responsibilities or can be limited to single tasks and activities.

This publication is meant for project professionals, managers, employees of functional departments, HRM managers in the field of project management and everyone who is interested in the subject of project management and project support.

Also this second edition was written on behalf of IPMA Netherlands. This second edition is based on the same structure and the same competence model as the 1<sup>st</sup> edition of this publication.

In chapter 2 the project, program and portfolio framework is described. In chapter 3 the PMO framework is described. In chapter 4 the reference competence model is described, after which in chapter 5 a generic PM Competence Model is described. In chapter 6 the competences of the individual roles and functions are defined. In chapter 7 we summarize our conclusions. Finally in chapter 8 we present some recommendations. In Annex A we describe the different domain competences. In Annex B we describe the respective competence profiles.



## 2 Project, program and portfolio framework

In the work field of project management a consistent set of terms is missing. Moreover, the definitions for these terms are used ambiguously. Different titles are used for the same role or function and the same title is used for different roles and functions. In this book we use a consistent list of terms and definitions. To avoid misunderstanding and to define clearly the different roles and functions within the project, program and portfolio framework, see Table 1. These terms and definitions are derived from the terms and definitions in the ICB version 3.

- *Project* - A temporary organization created to deliver a pre-defined result within specified conditions.
- *Program* - A temporary organization created to coordinate, direct and oversee the implementation of a set of related projects and activities in order to deliver results and benefits related to the organization's strategic objectives.
- *Multi-project* - A set of unrelated projects, of which the resources must be managed effectively.
- *Portfolio* - A set of existing - and future - projects and programs, to optimize company objectives using available resources.

Table 1 The Project, program and portfolio framework

Features	Project	Program	Multi project	Portfolio
<b>Responsibility</b>	Delivering products and services	Realizing outcomes & benefits	Manage resources to optimize project outputs	Optimize realization strategic objectives organization
<b>Scope</b>	Project activities	Projects & business activities	Projects	Projects & programs
<b>Lifecycle</b>	Limited (shorter)	Limited (longer)	Permanent	Permanent
<b>Organization</b>	Own organization	Own organization	Supplier organization	Client organization

For convenience, the terms 'multi-project' and 'portfolio' are combined in this book. Where the term 'portfolio' is used, the term 'multi-project' can also be used.

### 2.1 Primary roles and functions

Within the project management field several primary roles and functions can be defined, where roles and functions are defined as:

- A *role* is set of connected behaviors, rights and obligations in a social situation, for example an organization, for which a person is temporarily responsible.
- A *function* is a general description or category of operations performed routinely to carry out an organization's mission, for which a person is responsible.

As primary roles within the project management field the roles of project manager, process/change manager and program manager can be defined as follows:

- *Project manager* - the person whom is given the authority and responsibility to manage a project on a day-to-day basis to deliver the required products within the constraints agreed with the project executive/ project board.
- *Process/change manager* - the person whom is given the authority and responsibility to implement change on a day-to-day basis to deliver outcomes and benefits within a designated organizational unit agreed with the program executive/ program board and the respective organization unit manager.
- *Program manager* - the person whom is given the authority and responsibility to manage a program on a day-to-day basis to deliver the outcomes and benefits agreed with the program executive /program board.

As primary function within the project management field the function of portfolio director can be defined as follows:

- *Portfolio director* - the person whom is given the authority and responsibility to direct a portfolio of projects and programs, with the corresponding resources, methodology and tools to deliver company strategies and objectives.

A senior project manager for an extraordinary complex project is often called project director.

## **3 The PMO framework**

### **3.1 Combining project management and project support offers the key to project success**

The importance of having proper project governance has been highlighted by numerous researches. According to Gartner Research, a world's leading information technology research and advisory company, organizations that establish enterprise standards for project management, including a project office with suitable governance, will experience half the major project cost overruns, delays and cancellations of those that fail to do so. In other words, project management and project support offer the key to project success.

### **3.2 Why projects fail**

Project managers whom are asked to manage a project without using a methodology, a standardized approach, or a process to support them will be challenged to keep that project under control. When individual project managers do succeed, this is often the result of heroic individual efforts — not something the organization is able to repeat. Some reasons for failure upon which establishing a PMO can have a direct impact include:

- Project managers who lack organization-wide multi-project planning and control skills and tools often find it impossible to comprehend the big picture. Thus projects get worked on individually, but overall company priorities are not necessarily supported.
- Projects are not actively and realistically tracked and managed throughout execution. Thus change, kill, or recover decisions are not made early enough.
- Executive support for/understanding of projects is lacking in many organizations, and there is a high correlation between lack of strong project sponsorship and failure.

### **3.3 What we can do about it**

Interestingly, many of the best practices for preventing failures are also directly related to PMOs:

- A PMO is a repository for best practices in planning, estimating, risk assessment, scope containment, skills tracking, and time and project reporting. It maintains and supports best practices for the project manager, providing the organization consistency in project performance.
- Project managers must be competent: able to define requirements, estimate resources and schedule their delivery, budget and manage costs, motivate teams,

resolve conflicts, negotiate external resources, manage contracts, assess and reduce risks, and adhere to a standard methodology and quality processes. Such project managers are grown in an environment that trains, mentors, and rewards them based on performance in projects — an environment best created under the oversight of a PMO.

- Project metrics and milestones must be defined, measured, and reported in a consistent manner. Setting up such processes is a core activity of a PMO.
- Critical dates must be monitored via time tracking software. This is a necessity for larger projects, multi-project environments, and dispersed project teams. Organization-wide software implementation and multi-project oversight can only be well managed by a PMO.
- Project portfolio management - the systematic selection, prioritization, and evaluation of projects across the organization - can only be deployed effectively through a centralized infrastructure facilitated by the PMO.
- Projects must be carried out in a standard, published way, with a project methodology that sets planning and control standards, review points, the nature and frequency of project management meetings and change control procedures.
- Organizations should harvest best practices and lessons learned, and identify reuse opportunities in order to lay the groundwork for future success.

### 3.4 What is a PMO?

PMO is an acronym, that is used to describe a Project, Program or Portfolio Management Office, or the overall model that consists of all three. A PMO is a centralized office, an operation centre, that strives to bring economies of repetition and that manages the running of multiple projects and programs at the same time from initiation to completion and that has the aim of achieving an optimum performance for the whole organization. A modern-day organization is challenged to be constantly on the move, in transition and to be proactive against the changes in the business environment or society. At the same time the organization has to run multiple projects and programs, each responding to a different challenge. Although the existence of a PMO is based largely on project management, its influence goes beyond the project environment. In the business or professional environment, a PMO is the liaison between the business and professional and project participants. A PMO is a strategic driver for organizational excellence and seeks to enhance the practices of execution management, organizational governance, and strategic change leadership. The PMO may consist of a single employee, but can also consist of dozen of employees, be centralized or decentralized, physical or virtual.

### 3.5 What kind of service does a PMO provide?

Depending on the project maturity of an organization a PMO could provide services like:

- *Industry Standards* - A PMO will ensure that the project management methodology used within the organization follows best practice, for example an industry standard such as PMBOK or PRINCE2 or their own company standard. The PMO also provides a mechanism to ensure that every project is run in accordance with any compliance obligations which must be met, such as Sarbanes-Oxley or Basel III and Solvency II.
- *Templates* - The PMO will provide standardized documents to all projects, such as Risk Logs and Issue Logs etc, freeing the project managers from creating these and allowing them to get on with the business of running their projects.
- *Metrics* - Over time, PMOs can establish objective metrics that provide an independent view as to how a project is progressing, provided in addition to the project manager's status report. For example, as an executive you might want to know that, despite the project manager being confident the project can be delivered on time, a project with this many defects and at this stage, typically takes 2 months longer to be delivered than the current projection.
- *Knowledge Base* - The PMO can build, maintain, and share a knowledge base of lessons learned and best practices from previous projects.
- *Process* - The PMO can ensure that standardized ways of managing risks, planning schedules, and managing communications are in place. Essentially we want the entire business to be on the same page, and to speak the same language when it comes to projects.
- *Resource Pool* - Some PMOs maintain a resource pool of project managers. This is useful for obtaining project managers who are project management professionals, 100% dedicated to managing projects. This might be the right choice for you if you have identified that your projects fail because your project managers are trying to fulfill more than one role, for example, business analysis and project management.
- *Tools* - The PMO ensures and promotes the use of the same project management tools throughout the organization, rolling out new tools in a controlled manner to meet the needs of the organization.

### 3.6 How does a PMO add value?

The benefits of a PMO can best be explained by answering the 4 basic questions on all change governance within an organization:

#### **Are we doing the right things?**

This is the question about the change strategy. It reflects the need to ensure that investment is spent to meet the demands and expectations of the business or social environment: validation. Each project or program needs to be assessed by its value and adherence to the strategy of the organization: validation.

It is not an easy task to determine the best projects for meeting the demands and expectations of the business or social environment.

The answering of this question is supported mainly by a portfolio management office.

### **Are we doing the things right?**

This is the question about change design. It reflects the need to deliver projects and programs consistently and well: verification.

The answering of this question is supported mainly by the centre of excellence

### **Are the results delivered as agreed?**

This is the question about change delivery. It reflects the need to deliver projects and programs consistently and well: verification.

The answering of this question is supported mainly by the project, program and portfolio management office.

### **Are the expected benefits realized?**

This is the question about change value. It reflects the need to ensure that investment is spent to meet the demands and expectations of the business or social environment: validation.

The answering of this question is supported mainly by the program and portfolio management office.



Figure 1 The four basic questions

## **3.7 PMO types**

Depending on specific conditions, such as importance of the desired change, impact on the existing organization, complexity, size, budget, expert availability, interdependencies with other projects and programs, a PMO can exist in different ways:

- A centralized office with or without satellite offices (hubs) in other departments and/or countries or a set of autonomous offices.
- A temporary office or a permanent office.
- A virtual office or a real office.
- A limited service offer or an extended service offer.
- One employee or numerous people.

Therefore the services undertaken by the PMO can strongly vary and thus also the tasks of the individual PMO employees.

- Organization portfolio office
  - Single central office focused on strategic support and center of excellence
  - Temporary program and project offices set up for new initiatives
- Central portfolio office with hubs
  - To be used in large organizations
  - One or more decentralized portfolio offices
- Temporary project and program support offices
  - Temporary PMO or individuals with support skills
  - Set up for new initiatives
- Virtual model
  - No physical central office
  - Functions carried out by business or functional units
- Small organization model
  - Very small office or single individual
  - Usually focused on consistency of methods training

Figure 2 PMO types

### 3.8 The PMO reference model

For the detailing of the different roles and functions within a PMO environment the following example of a PMO model will be used as reference in this publication, see Figure 3. The model exists of a permanent portfolio management office and a permanent centre of excellence, a temporary project office and a temporary program office, to support a specific initiative.

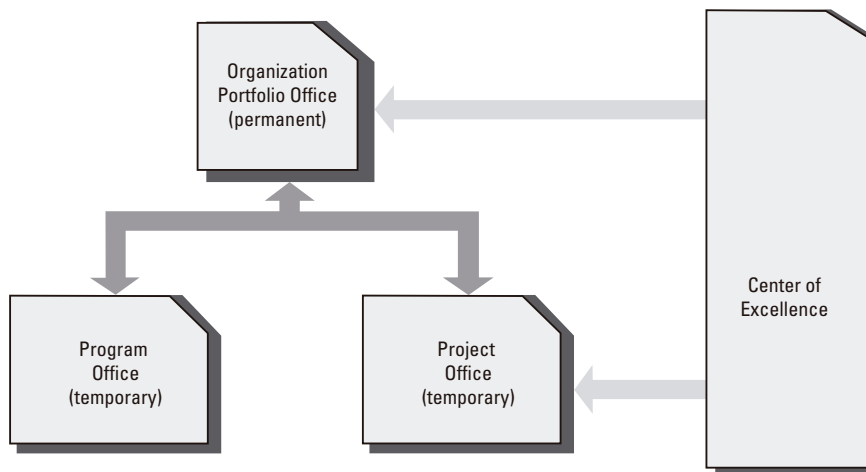


Figure 3 PMO services

Within a PMO generic, specialist and facilitating services can be distinguished (see Figure 4):

- *Process oriented services* - support and assurance of planning & control. These are generic services, focused on support and assurance of projects, programs and portfolios in general.
- *Content oriented services* - develop the individual best practices for project, program and portfolio management, including delivery of specialist support. This category includes the counter function for projects and programs in respect of corporate policies and strategies.
- *Pool services* - allocation of PMO employees and/or project and program manager to specific initiatives. A responsibility as a resource manager of the individual employees.

PMO services			
Process	Planning & control	Planning & control at portfolio level	Permanent
		Planning & control at program level	Temporary
		Planning & control at project level	Temporary
Pool	Pool	Managing of a pool of project and program managers	Permanent
		Managing of a pool of project and program support officers	
Content	Specialists / consultants	Content responsible for best practices for project, program and portfolio management	Permanent
		Contact point for staff services and corporate policies and strategies (counter function)	Permanent
		Delivery of temporary support and advice as specialist or consultant	Ad hoc, on request

Figure 4 PMO services

The description of the competence profiles in this publication will be limited to the process and content oriented services. The managerial competences of the head of the PMO as the resource manager of his employees remain outside the scope of this publication, because the required managerial competences for this function are identical to the competences of the other resource managers within the same organization.

### 3.9 PMO roles and functions

Within the context of this publication the following PMO roles and functions are defined as follows (see Table 2):

- *Head PMO* - the person who establishes and manages the PMO and as a portfolio manager supports the prioritizing of the projects and programs by the senior management of the organization.
- *PMO officer* - the person who can independently carry out PMO services.
- *PMO assistant* - the person who can carry out specific PMO tasks under supervision.
- *PM specialist* - the person who, based on functional expertise - e.g. finance, risk & quality management, planning - develops, promotes, implements and continuously improves one or more specific best practices for project, program and/or portfolio management and supports the project, program and/or portfolio management teams in respect of these best practices.
- *PM consultant* - the person who, based on general management and governance expertise in the project management field, develops, promotes, implements and continuously improves one or more specific best practices for project, program and/or portfolio management and supports the project, program and/or portfolio management teams in respect of these best practices.

Table 2 PMO roles and functions

<p><u>Permanent PMO functions:</u></p> <ul style="list-style-type: none"> <li>• Head of PMO</li> <li>• (senior) PMO officer</li> <li>• PMO assistant</li> <li>• PM specialist</li> <li>• PM consultant</li> </ul>	<p><u>Temporary PMO roles:</u></p> <ul style="list-style-type: none"> <li>• Head program office</li> <li>• Head project office</li> </ul>
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- *Head project office* - the person who establishes and manages the Project Office and supports the project management team in directing and managing the project.
- *Head program office* - the person who establishes and manages the Program Office and supports the program management team in directing and managing the program.



## 4 The reference competence model

With the increased complexity and knowledge intensity of products and services, not only the value of knowledge and expertise, but also the value of an individual's behavioral repertoire has been increased considerably.

Therefore it is of great importance for organizations that the people that are crucial in the project management field, learn to build a behavioral repertoire with sufficient extent and depth. Competence management can help with this.

Competence management is not only desirable, but also possible. A condition for this is, however, that an adequate system must be available, in which:

- The competences are clearly distinguished from each other (independent).
- The most important variation in competences relevant to work is covered (coverage).
- The competences are clearly and understandably described and are attuned to the daily reality (realism).
- All competences have been elaborated and made recognizable on multiple function levels (level differentiation).
- All competences are specified in indicators that make the competence noticeable in practice (measurable).

The authors have chosen the GITP competence model as it is a generic model, has been made available, and complies with the above conditions. Furthermore, this model is well known in the Netherlands and has proved itself.

### 4.1 What are competences?

There are many different definitions of what a competence is. In the ICB version 3, a competence is defined as a collection of knowledge, personal attitudes, skills and relevant experience, needed to be successful in a certain function.

According to the GITP Competence Model a competence is the ability to perform effectively in a specific task or in a specific predicament situation.

Both definitions comply with each other sufficiently, so that both definitions can be used next to each other within the context of this publication.

### 4.2 Structure of the GITP competence model

The GITP competence model is structured in domains, tasks, behavioral control levels and behavioral indicators, see Figure 5.

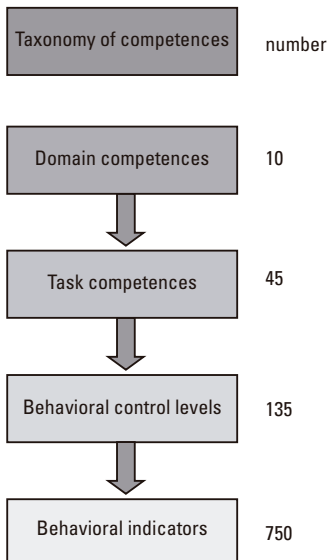


Figure 5 Structure of the GITP Competence Model

A domain is a broad set of related tasks. A task is a coherent set of effects that have to be reached in a certain situation. An effect is the result of behavior in a situation. Behavior is the set of a person’s goal-oriented actions that are directly observable. Behavioral competences constitute the most basic level at which competences can be expressed.

Ideally, the taxonomy of competence domains reflects the essences of structure and function. The GITP model contains 10 competence domains, which are divided across three focus areas (Tasks/Results, People/Social context and Self/Work role) and four phases (Initiate, Structure, Realize and Evaluate). In Table 3, the taxonomy of competence domains is shown. Table 4 shows the relation between the domain classification and the task competences in the GITP Competence Model.

Table 3 Taxonomy of competence domains in the GITP Competence Model

phase: focus:	<b>Initiate</b>	<b>Structure</b>	<b>Realize</b>	<b>Evaluate</b>
<b>Tasks, results</b>	Venture	Organize	Perform	Analyze
<b>People, Social context</b>	Influence	Manage	Relate	Transform
<b>Self, Work role</b>	Create confidence		Show resilience	

Table 4 Relation between domain classification and task competences in the GITP Competence Model

Venture	Organize	Perform	Analyze
1. Boldness 2. Initiative 3. Independence 4. Entrepreneurship	10. Planning 11. Organization 12. Progress control 13. Awareness of organizational context	23. Result orientation 24. Attention to detail 25. Persistence 26. Quality orientation 27. Ambition 28. Energy	34. Creativity 35. Problem analysis 36. Learning orientation 37. Conceptual thinking
Influence	Manage	Relate	Transform
5. Communication 6. Presentation 7. Persuasiveness 8. Sociability 9. Contracting	14. Decisiveness 15. Delegation 16. Leadership (individuals) 17. Leadership (group) 18. Vision propagation 19. Coaching	29. Service orientation 30. Listening 31. Cooperation 32. Empathy 33. Negotiation	38. Awareness of the external environment 39. Assessment 40. Vision development 41. Intercultural orientation
Create confidence		Show resilience	
20. Integrity 21. Loyalty 22. Reliability		42. Adaptability 43. Self-control 44. Stress tolerance 45. Flexibility	

### 4.3 Task, Activity and Competence

A task is a goal-oriented activity, focused on a result in the domain that has to be reached. Every activity is aimed at a certain object, of which the task type is clearly described. The way tasks are carried out is measured by the results, not by the person's behavior. Competence on a task level means that a task is executed so effectively that it leads to the intended results. For a description of the domain competences see Annex A.

Within the GITP competence model there are three functional control levels for each task competence. At each control level behavioral indicators can be defined that people exhibit to achieve their goals and that can be directly observed. Behavioral indicators constitute the most basic level at which competences can be expressed. An example of the indicators or behavioral competences on three levels is shown in Table 5: the description of Competence 26 *Quality Orientation*.

Table 5 The description of Competence 26 Quality Orientation

<b>Perform</b>	
<b>26. Quality orientation</b>	<b>Set high standards of the quality of one's own and other's work; continuously strive for improvements</b>
Level 1	<b>Striving for quality in one's own work</b>
	<ul style="list-style-type: none"> <li>• Sets high standards for oneself and constantly tries to live up to these.</li> <li>• Seeks out challenges; aims for success in difficult tasks.</li> <li>• Is critical of one's own performance.</li> <li>• Takes pride and care in one's work.</li> <li>• Strives for excellence; is not satisfied with "good enough".</li> <li>• Prepares well for important tasks.</li> </ul>
Level 2	<b>Improve quality in team or project</b>
	<ul style="list-style-type: none"> <li>• Gives constructive feedback to others if the quality of their work could be better.</li> <li>• Actively propagates the importance of quality and promotes that view in team or department.</li> <li>• Does his/her best to set quality standards and criteria.</li> <li>• Explains others clearly and explicitly what quality is expected.</li> <li>• Is able as a coach to give others a sense of quality, to pass on that inner standard.</li> <li>• Talks to others about the quality of their work as a matter of course.</li> <li>• Explicitly balances quality against (for example) speed or scope in the group and ensures that clear agreements are made about it.</li> </ul>
Level 3	<b>Organize quality</b>
	<ul style="list-style-type: none"> <li>• Recognizes the need for quality improvements in the project organization and takes adequate action.</li> <li>• Advocates and stimulates a quality oriented culture by actions, education, etc.</li> <li>• Spots opportunities to improve quality by changing the organization or logistics in the process chain.</li> <li>• Promotes regular inquiries of the client organization about the quality delivered.</li> <li>• Strives for mutual alignment of quality standards in the whole organization.</li> </ul>

## 4.4 Adaptation

The success of the application of a competence taxonomy in an organization largely depends on the extent to which the users adapt it to their own organizational processes, strategy and culture. The well-organized and generic character of the IPMA CP model will make this possible. The strength of the IPMA CP model is the possibility to translate its content for a specific organization.

# 5 A generic PM Competence Model

## 5.1 The ICB and NCB version 3 of IPMA

The International Project Management Association (IPMA) has developed a competence set for the project management field. This resulted in the IPMA Competence Baseline (ICB) version 3 in 2006. The Dutch Competence Baseline version 3 is an almost literal translation of the ICB version 3. Many national member organizations of IPMA have made their own interpretation and translations of the ICB.

An inquiry among personnel officials in organizations executed by IPMA has shown, that the ICB/NCB version 3 does not offer sufficient possibilities to construct a job function structure. Therefore, in particular, it was decided to seek connection with a publicly accessible competence model. The GITP Competence Model as described in this chapter, is such a model. This model served as the basis for the development of a generic PM Competence Model.

## 5.2 The development of a generic PM competence model

In 2008, the study group first defined the primary roles and functions in the field of project management. Then they established the relation with the ICB/NCB version 3 model. They took into account the initiative developed at that time within IPMA Netherlands to set up a separate accreditation for program managers. This led to the distinction between process oriented and content oriented professionals. Subsequently, the most characteristic and determining GITP competences for each role and function were defined.

To determine the competence model for the supporting roles and functions we first defined a PMO framework including the roles and functions distinguished. In accordance with the competence model for the primary roles and functions we also made the distinction between process oriented and content oriented professionals in the competence model for the supporting roles and functions. Subsequently, the link between the process model for the primary roles and functions and for the supporting roles and functions was established. This led to a necessary update of the original competence model for the primary roles and functions. Finally the competence profiles for the supporting roles and functions were defined.

The competence profiles for the senior program manager, the project director and the portfolio director at level A in the PM Competence Model, however, still need to be defined.

### 5.3 The PM competence model for primary roles and functions

The IPMA Competence Baseline distinguishes four certification levels from D (lowest level) to A (highest level).

The competence model for the primary roles and functions in the field of project management distinguishes content oriented and process oriented professionals. A program manager is more goal-oriented or process-oriented; a project manager is more content-oriented.

The above leads to a competence model with four certification levels structured alongside two axes: the project complexity and the context complexity, see Figure 6.

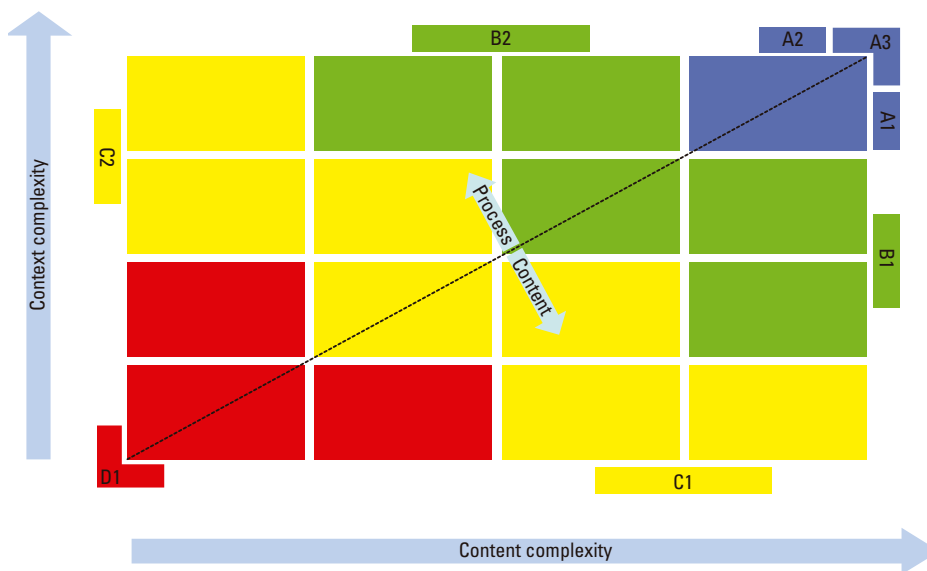


Figure 6 The PM competence model for primary roles and functions

- PM associate / Junior project manager (D1) - is able to lead simple projects under limited supervision and can support the project manager of a limited complex project in all aspects of project management.
- Project manager (C1) - is able to lead projects of limited complexity independently and can support the project manager of a complex project in all aspects of project management.

- Senior project manager (B1) - is able to lead complex projects independently.
- Project director (A1) – is able to lead very complex projects independently.
- Process/change manager (C2) - is able to lead changes of limited complexity independently and can support the program manager of a limited complex program in all aspects of program management.
- Program manager (B2) - is able to lead programs of limited complexity independently.
- Senior program manager (A2) - is able to lead complex programs.
- Portfolio director (A3) - is able to lead complex portfolios of projects and programs.

New is the distinction between the roles and functions of project director, senior program manager and portfolio director at level A.

## 5.4 The PM competence model for supporting roles and functions

To structure the supporting roles and functions and also link them to the IPMA certification levels, a similar competence model for the supporting roles and functions can be defined (see figure 7), based on the assumption that the level of the supporting role or function is at least one level lower than the role or function they report to:

- PMO assistant (E) – is able to support the project, program or portfolio management team for a limited number of PMO services under direct supervision.
- PMO officer (D2) – is able to support the project, program or portfolio management team for all PMO services under limited supervision.
- Senior PMO officer (C4) – is able to support the project, program or portfolio management team for all PMO services independently and can act as head of a project office for a complex project and head of a program office for a program of limited complexity.
- PM specialist (C3) – is able to support the project, program or portfolio management team for a limited number of PMO services independently and to develop the respective best practices.
- PM consultant (B3) – is able to support the project, program or portfolio management team in the whole the project management field and to lead the development of the respective best practices.
- PMO manager (B4) – is able to establish and manage the PMO and can act as portfolio manager, as head of a project office for a very complex project or as head of a program office for a complex program.

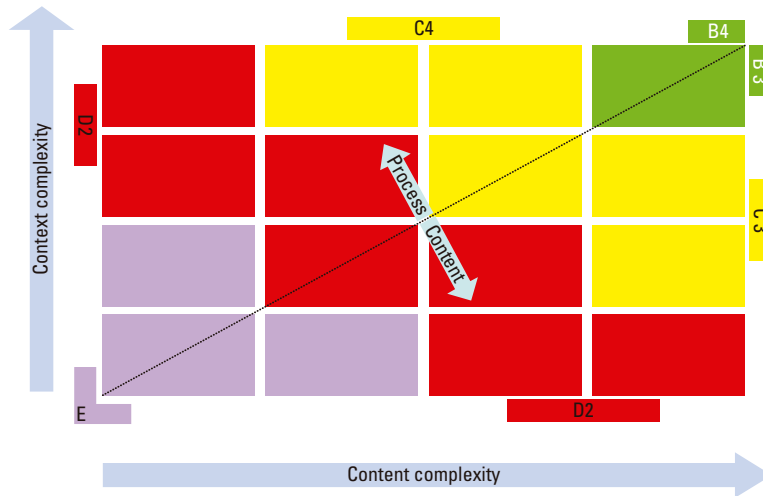


Figure 7 The PM Competence Model for supporting roles and functions

## 5.5 The link between primary and supporting roles and functions

Based on the individual PM competence model for the primary and the supporting roles and functions an integrated scheme of roles and functions in the project management field can be drawn (see figure 8).

The different colors indicate the different certification levels.

The scheme is based on the following assumptions:

- The level of the supporting role or function will be at least one level lower than the role or function they report to.
- Simple projects do not need a project office.
- Projects of limited complexity are supported by just one project officer. In these cases the project officer reports directly to the project manager.
- Complex projects are supported by a project office team.
- Programs are supported by a program office team.
- Portfolios are supported by the head of the PMO with his team.

In practice actual situations in organizations can vary.