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Department of Defence
Defence Materiel
Organisation

INTERNATIONAL
CENTRE FOR
**COMPLEX PROJECT
MANAGEMENT**



Complex Project Manager Competency Standards

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Complex Project Management Leadership and Excellence



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The International Centre for Complex Project Management (ICCPM) is the review, update and authorisation authority for the Complex Project Managers Competency Standard. Requests for further authorisations should be directed to the Chief Executive Officer ICCPM: ceo@iccpm.com

PREFACE

Complex project management has evolved over time as a result of the identification and recognition of issues exhibiting complex characteristics that traditional project management methodologies have not had the capability to adequately address. Complex projects are undertakings for which traditional methods, practices and processes are inadequate in terms of scale, rate of change, heterogeneity, multiple pathways and ambiguous objectives. The complex project management function assesses and comprehends project context, criticality, collaboration, convergence and confluence at various points along the project life cycle. To enable the best possible prospect for success complex project managers require additional skills, knowledge and experiences in order to operate effectively in complex environments.

The intrinsic complexity of projects, in part, is driven by political, social, technological and environmental issues, as well as tight fiscal pressures, end user expectations which may change dramatically during the life of a project, and governmental instability. Advances in knowledge and capability have raced ahead of social and political change with only the most agile and adaptable organisations able to absorb the impact of this new reality. The willingness and ability of project managers to update their skills and knowledge to keep pace with the changes in managing complexity and complex projects is imperative to the successful delivery of projects in the future. Organisations must also commit to the transition from traditional project management to complex project management by providing the opportunity and support for project managers to obtain the required skills, knowledge and experience to move to the next level.

The Complex Project Management Competency Standards have been developed to outline and define the project management paradigm (mindset), behaviours and knowledge as well as the special attributes required to operate effectively within the complex project environment. The standards as presented here provide a high level view of each competency, elements that contribute to each competency, the underpinning knowledge and detailed actions that must be demonstrated in order to be determined to be a competent complex project manager.

In order to ensure that the standards keep pace with the ever changing environment the Australian Department of Defence will ensure they are reviewed, updated and presented to relevant stakeholders on a periodic basis.

We commend this version to you.



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Stephen Hayes MBE
Managing Director and CEO
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FOREWORD

Complex Project Management is defined as the lifecycle delivery of emergent strategic outcomes through projects which are usually adaptive system of systems; have high uncertainty in scope definition; are distributed; have ongoing environmental and internal turbulence; are implemented through wave planning; and are unable to be decomposed to elements with clearly defined boundaries.

Complex Project Management not only delivers organisations the capability to project manage highly complex projects in pluralist environments, but just as importantly, it delivers a strategic capability to organisations and governments in the management of their ongoing businesses. These Complex Project Manager Competency Standards lay the foundation for project management to effectively deal with complex projects, and in doing so, to add real value to our world. They recognise that complex projects require additional competencies to those required for traditional projects. In particular, these Standards provide a framework that can be used not only to develop the full potential of emerging project managers, but also to provide a higher level of competence to which existing project managers can aspire.

The Complex Project Managers Competency Standard has two sections:

Section 1 provides the underlying research to the Standards, and is based upon the work of Prof Dr David H Dombkins (2007) *Complex Project Management*.

Section 2 contains the Complex Project Managers Competency Standards.

The Standards:

- bring together seminal research from a broad range of research including: strategy, anthropology, change, organisational design, organisational behaviour, culture, law, economics, leadership, cognition, sociology, psychology, ethics, politics, communication, systems, chaos, philosophy, motivation, quality, innovation, and complexity.
- are evolving - ICCPM is collaborating with the international project management community to continually collect and review other work on complex project management and related areas to broaden and strengthen the research base and provide input into future revisions of this standard
- are designed to operate across sectors - in each sector there are sector specific competencies and underpinning knowledge which is not included in the standards

The Standards specify the competencies, Underpinning Knowledge, and Special Attributes for Traditional, Executive and Complex Project Managers. However, the Standards are not intended to define competency standards for the certification of Traditional and Executive Project Managers. Reference for the certification of Traditional and Executive Project Managers should be made to bodies such as IPMA, PMI, and other national entities.



Prof Dr David H Dombkins

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SECTION 1

COMPLEXITY AND PROJECT TYPOLOGY

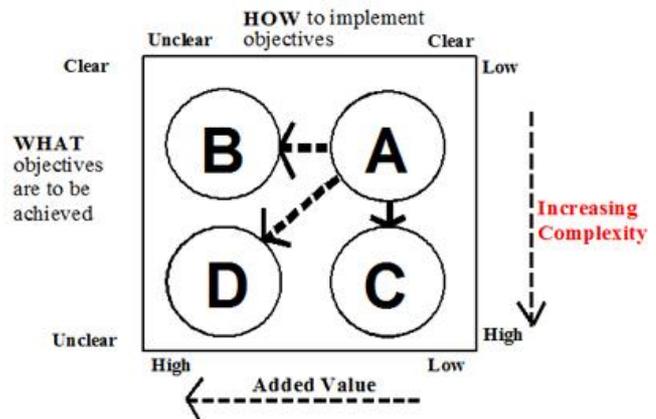
Projects can be classified according to their certainty in both scope (WHAT) and delivery methodology (HOW):

Complex projects are open, emergent and adaptive systems that are characterised by recursiveness and non-linear feedback loops. Their sensitivity to small differences in initial conditions significantly inhibits detailed long-term planning for these projects, and their implementation is a dynamic process.

Complex projects:

- are usually adaptive systems of systems;
- have high uncertainty in scope definition;
- are distributed;
- have ongoing environmental and internal turbulence;
- are implemented through wave planning; and
- are unable to be decomposed to elements with clearly defined boundaries.

WHOW MATRIX



Project management is a continuum: at one node is traditional project management, with its philosophy, organisational architecture, methodology, tool set and contracts all firmly based upon the expectation of relatively stable conditions and certainty; at the other node is complex project management, with its philosophy, organisational architecture, methodology, tool set and contracts all firmly based upon uncertainty and complexity.

The intersection between traditional and complex project management is a class point on this continuum called executive project management, where the project manager is highly competent in traditional project management, has an awareness of the complex project management paradigm, and has developed competences in a range of the complex project management competencies.

Applying traditional project management approaches to complex projects is counterproductive. The focus of traditional project management on detailed long-term planning, rigid structures, precise work breakdown structure definition and elaborate control rules will drive complex projects towards failure.

Although the specific path followed by the behaviour of complex systems is chaotic, there are underlying patterns. The ability (competence) to understand and proactively deal with these patterns is what distinguishes complex, executive and traditional project managers.

PROJECTS AS SYSTEMS

Project management as a profession is presently debating the suitability of existing vocationally-based project management bodies of knowledge, methodologies and tools, and their relevance to complex projects. Other management disciplines, such as Systems Thinking, have faced similar challenges and provide insights that are useful for project management. Systems Thinking parallels project management in many ways, being largely project-based, and having encompassed complexity.

Systems Thinking originated and developed during the early 1960s, and its dominant methodologies were built upon the scientific method. In a traditional positivist paradigm each system is broken down into its components, each component is analysed in detail, and facts are established – there usually being only one acceptable fact for each issue. Throughout its development as a discipline, Systems Thinking has faced similar problems of project complexity to those currently being faced by project management. During this period, Systems Thinking has developed a typology which enables practitioners to select the appropriate philosophy, methodology, and tool set for a particular project.

The Systems Thinking typologies represent a continuum of views and frameworks based on specific metaphors that are used as useful constructs to provide insights into different types of projects: at one end are traditional positivist approaches, and at the other are anti-positivist approaches. The anti-positivist approach to Systems Thinking shall be referred to as complex Systems Thinking. A key aspect of this contingency approach is that, depending upon a project's level of complexity, different Systems Thinking methodologies should be used.

By viewing a problem using multiple metaphors and dialectics, a better and more practical understanding is obtained. Traditional positivist Systems Thinking (including Systems Engineering) focuses upon the rationality of certainty and prediction driven empirical observation, whilst complex Systems Thinking systems approaches use multiple perspectives and dialectics to make sense of projects. Through complex Systems Thinking, an issue and/or system is looked at from multiple perspectives (views) using metaphors and dialectics. Dialectics provide nodal points through which to analyse equally strong and opposing positions within a single area. Whilst using a single node of analysis within an area significantly increases depth in understanding, using multiple dialectic foci across multiple areas provide both breadth and depth in understanding.

As with Systems Thinking, project management must be capable of dealing holistically with the project – that is, approaching the project in context, rather than in isolation from its environment. Most projects operate within larger systems, and in fact represent systems themselves being comprised of multiple smaller but interconnected systems.

This approach is being reflected internationally, with clients' expectations from projects now moving away from inputs and outputs, towards a focus upon project outcomes, results and benefits realisation. These changes, along with increasing environmental uncertainty, are driving project management to not only view the project as a system with internal subsystems, but also just as importantly to view the project itself as part of a much larger system. Achieving this holistic view requires project management to use a new way of thinking. Traditional positivist project management methodologies and tools logically break down projects, organisations and issues into their constituent parts, analyse those parts, and then re-assemble them. This logical approach is significantly limited by its failure to address the interaction, interdependence of and synergy between constituent parts. The interaction and synergy between the elements within a system, and the interaction of that system with its environment, are the critical issues – not how the parts of that system operate in isolation. As with Systems Thinking, the complexity and uncertainty of many projects necessitates the use of anti-positivist project management methodologies and tools that use multiple perspectives and metaphors.

A systems view of projects provides a powerful tool for establishing a philosophical understanding of projects. The subsystems and processes comprising a system can only be understood in terms of their relationship with: each other; the system as a whole; and the system as part of a larger system. Understanding a system therefore requires an understanding of those relationships.

PROJECT STRATEGIES

There are four contenders operating in the project management space – general management (GM), traditional project management (TPM), systems thinking (ST) including systems engineering (SE), and complex project management (CPM).

GENERAL MANAGEMENT

In many ways general management and traditional project management have developed concurrently, and they possess similar approaches to certainty. General management is based upon the machine metaphor, and focuses on ongoing organisations. Organisational architecture, business process, long range planning, and even new tools such as six-sigma are based upon project stability and certainty. Over the past decade, the failure of strategic planning and the increased rate of environmental change have brought these assumptions of certainty under increasing pressure. In response, whilst still maintaining its philosophical foundations in certainty, general management has moved to stress the importance of leadership, emotional intelligence, empowerment, communication, alignment, and teams in providing flexibility and responsiveness. Traditional project management has followed general management, and has incorporated similar criteria into traditional project management competency standards. The concurrent development of general management and traditional project management in response to these changes has established a significant overlap between traditional project management and general management. However, it is equally clear that general management has not embraced either systems engineering or systems thinking.

TRADITIONAL PROJECT MANAGEMENT

Traditional project management is based upon relative project certainty – certainty in both the project scope, and in respect to the project context (environment). Traditional project management was initially based upon three outcomes – time, cost and quality – with trade-offs being made between them. Traditional project management's toolset has since expanded to now include nine tools with matching sets of competency standards – integration, scope, time, cost, quality, risk, human resources, communication and procurement. Continuing high incidents of project failure have led to an international movement to expand traditional project management competencies, by including general management. These changes are designed to enable traditional project management to:

- overcome the increasing failure rate of traditional project management in projects with scope certainty that are implemented in uncertain environments; and
- overcome the adversarial nature of the traditional project management paradigm

Traditional project management's new competency areas include a range of business and soft competencies, and have blurred the boundaries between traditional project management and general management. Similar to general management, changes to traditional project management have also failed to adopt systems engineering and systems thinking.

SYSTEMS THINKING

As with general management, systems thinking was initially focused upon project certainty and built on the machine metaphor as a way to understand how projects operate. However, unlike project management and general management, systems thinking has developed a contingency approach that includes a continuum of approaches: at one node is systems engineering, which is based upon certainty and alignment in the environment; and at the other node are approaches based upon recognition of the uncertainty, and the nature of power dynamic environments. Unlike general management's strategic and long range planning, systems thinking's continuum of approaches to gain understanding of systems has proven to deliver effective planning tools in both closed and open systems.

Systems thinking remains focused on developing systems engineering tool sets. It has accepted the philosophical differences required to operate at the two nodal points on its tools continuum – a positivist philosophy at the certainty / alignment node; and an anti-positivist philosophy at the uncertain / coercive node. Systems thinking offers a contingency based interpretive and critical framework for understanding the dynamics of large scale projects.

COMPLEX PROJECT MANAGEMENT

Unlike project management, general management and systems thinking, which have evolved through attempts at improving performance, complex project management was specifically developed to be philosophically based upon uncertainty and emergent environments. Although complex project management uses project management as an entry gateway, its competency framework, underpinning knowledge and tools are built upon a broad range of other disciplines which deal with various aspects of complexity. Complex project management has nine views which define behaviours of complex project managers in the workplace, each of which operates as a continuum with a TPM/GM node and a complex project management node. The key differences between traditional project management and complex project management are their underlying assumptions and philosophies.

	TPM / GM	ExecPM	CPM
Scope	Clear <i>Traditional Projects</i>	Clear <i>Complicated Projects</i>	Unclear, Change & Chaos <i>Complex Projects</i>
Environment	Stable	Political	Political and Emergent
Philosophical Base (Paradigm)	Certainty	Certainty & Pluralism	Pluralism, Uncertainty, Change & Chaos
Training / Education	Vocational	Tertiary	Tertiary

The philosophical differences between TPM/GM, ExecPM and complex project management are highlighted by the differing approaches they use to integrate their respective functions and views. Both TPM/GM and ExecPM use a systems engineering decomposition process to develop their base elements, and then a progressive rebuild process to integrate those base elements. These processes assume that integration occurs primarily during the early phases of the project lifecycle, with the ExecPM project manager acting as a boundary manager to protect the project's core from external change.

By way of contrast, in complex project management, such decomposition alone cannot be used as the overall scope cannot be fully defined: even in circumstances where the scope can be generally defined, any such decomposition will be invalidated by ongoing change. The systems engineering decomposition process 'freezes' the project scope and stops emergence. This 'freezing' is particularly an issue in System of Systems projects, and may be addressed by either a modular architecture that significantly reduces the impact of decomposition upon emergence, or developing a vertically and horizontally integrated project solution. Instead of decomposition into base elements and a rebuild using staged integration, complex project management uses a systems thinking approach with multiple views to provide a holistic understanding of the project.

As technology and the environment change quickly, technologies of systems engineering are not sufficient, and must be augmented and/or replaced. This is because traditional project management and systems engineering focuses on boundable problems for which optimal solutions can be found. In complex project management we are dealing with unboundable problems.

Complex project management uses traditional project management to deliver short term projects where there is scope certainty (boundable problems); wave planning to deliver projects with uncertain scope (unboundable problems); and double loop learning to periodically reframe the project.

PROJECT CATEGORISATION FRAMEWORK (PCAT)

The following Project Categorisation Framework (PCAT) provides one gateway point method at project inception to: categorise projects by their systems type; determine the appropriate project strategy and contract; and select appropriately competent project managers.

PCAT categorises projects into five types:

- Traditional Projects: PCAT types 5 and 4
- Complicated Projects: PCAT type 3
- Complex Projects: PCAT types 2 and 1

PCAT provides a structured methodology to select appropriately competent project managers:

PCAT Type	Project Description	IPMA Level	Project Management Competency	CPM Level
PCAT 1	Highly complex project		Complex Project Management (CPM)	Level 1
PCAT 2	Complex project		Complex Project Management (CPM)	Level 2
PCAT 3	Traditional project within a highly political environment	Level A	Executive Project Management (ExecPM)	
PCAT 4	Traditional project	Level B	Traditional Project Management (TPM)	
PCAT 5	Minor works	Levels C	Minor works project management	
	Project Team Member	Level D		

PCAT uses the following assessment criteria to categorise projects:

Assessment Criteria	
A	<p>Level of Emergence</p> <p>The project is a journey driven by a vision. There is high uncertainty in scope definition. Systems function as a whole, so they have properties above and beyond the properties of the parts that comprise them. These are known as emergent properties, and they emerge from the system whilst in operation. You cannot predict the behaviour of an emergent system from studying its individual parts. The level of emergence is a measure of the:</p> <ul style="list-style-type: none"> • scale of strategic change • depth of cultural change • level of technical emergence in the project.
B	<p>Internal System Complexity</p> <p><u>Project Team Complexity</u> - is a measure of the complexity of the internal architecture of the project team, and the maturity of the project team in this type of project.</p> <p><u>Technical Difficulty</u> - is a measure of the novelty of the project, and inherent complexities that arise from technical undertakings such as conflicting user requirements, integration with supra system, project architecture, design and development, assembly, technical emergence, incremental/modular builds, integration, and test and acceptance</p> <p><u>Commercial</u> - the level of usage of relational performance based, phased, and layered incentive driven contracting arrangements, and the complexity of the commercial arrangements being managed, including the number and level of interdependent commercial arrangements.</p>
C	<p>External System Complexity</p> <p><u>Stakeholder Complexity</u> - is a measure of the complexity of the project's stakeholder relationships. It includes the number of stakeholders, the level of alignment versus pluralism, cultural diversity, and geographic dispersal</p> <p><u>Schedule Complexity</u> - is a measure of the inherent complexity arising from schedule pressures on the project. The project is delivered using Wave Planning, and is subject to competing and conflicting priorities</p> <p><u>Life Cycle</u> - is a measure of uncertainty arising from the maturity of the project delivery organization, and the environmental maturity within which the project will be operated, supported and sustained.</p>
D	<p>Project Cost</p> <p>Includes requirements development (empirically 6-10% of acquisition cost) and through life operating, maintenance and support costs, asset management and periodic upgrading (empirically 3- 4 times acquisition cost).</p>

Methodology for PCAT Criteria Assessment

EMERGENCE

Emergence is a measure of the scale of emergence in the overall project /program. Emergence is measured against **three criteria**:

- scale of strategic change
- depth of cultural change, and
- level of technical emergence.

First, each of the three criteria of emergence is classified as having either:

- | | | |
|-----------------------|---------|--|
| • very high emergence | score 4 | } and the three criteria scores are added to give a total score for emergence |
| • high emergence | score 3 | |
| • moderate emergence | score 2 | |
| • low emergence | score 0 | |

Using this total score, the **overall emergence of the project/program** is then classified using the following grades:

- | | |
|----------------------|------------------------|
| ❖ High emergence | score between 6 and 12 |
| ❖ Moderate emergence | score between 4 and 6 |
| ❖ Low emergence | score between 0 and 4 |

INTERNAL SYSTEM COMPLEXITY

Internal system complexity is a measure of internal system complexity in the overall project /program. Internal system complexity is measured against **three criteria**:

- project team complexity
- technical difficulty, and
- commercial complexity.

First, each of the three criteria of internal system complexity is classified as having either:

- | | | |
|--|---------|---|
| • very high internal system complexity | score 4 | } and the three criteria scores are added to give a total score for internal system complexity |
| • high internal system complexity | score 3 | |
| • moderate internal system complexity | score 2 | |
| • low internal system complexity | score 0 | |

Using this total score, the **overall internal system complexity** of the project / program is then classified using the following grades:

- | | |
|---------------------------------------|------------------------|
| ❖ High internal system complexity | score between 6 and 12 |
| ❖ Moderate internal system complexity | score between 4 and 6 |
| ❖ Low internal system complexity | score between 0 and 4 |

EXTERNAL SYSTEM COMPLEXITY

External system complexity is a measure of external system complexity in the overall project /program. External system complexity is measured against **three criteria**:

- stakeholder complexity;
- schedule complexity; and
- life cycle complexity.

First, each of the three criteria of external system complexity is classified as having either:

- | | | |
|--|---------|---|
| • very high external system complexity | score 4 | } and the three criteria scores are added to give a total score for external system complexity |
| • high external system complexity | score 3 | |
| • moderate external system complexity | score 2 | |
| • low external system complexity | score 0 | |

Using this total score, the **overall external system complexity** of the project / program is then classified using the following grades:

- ❖ High external system complexity score between 6 and 12
- ❖ Moderate external system complexity score between 4 and 6
- ❖ Low external system complexity score between 0 and 4

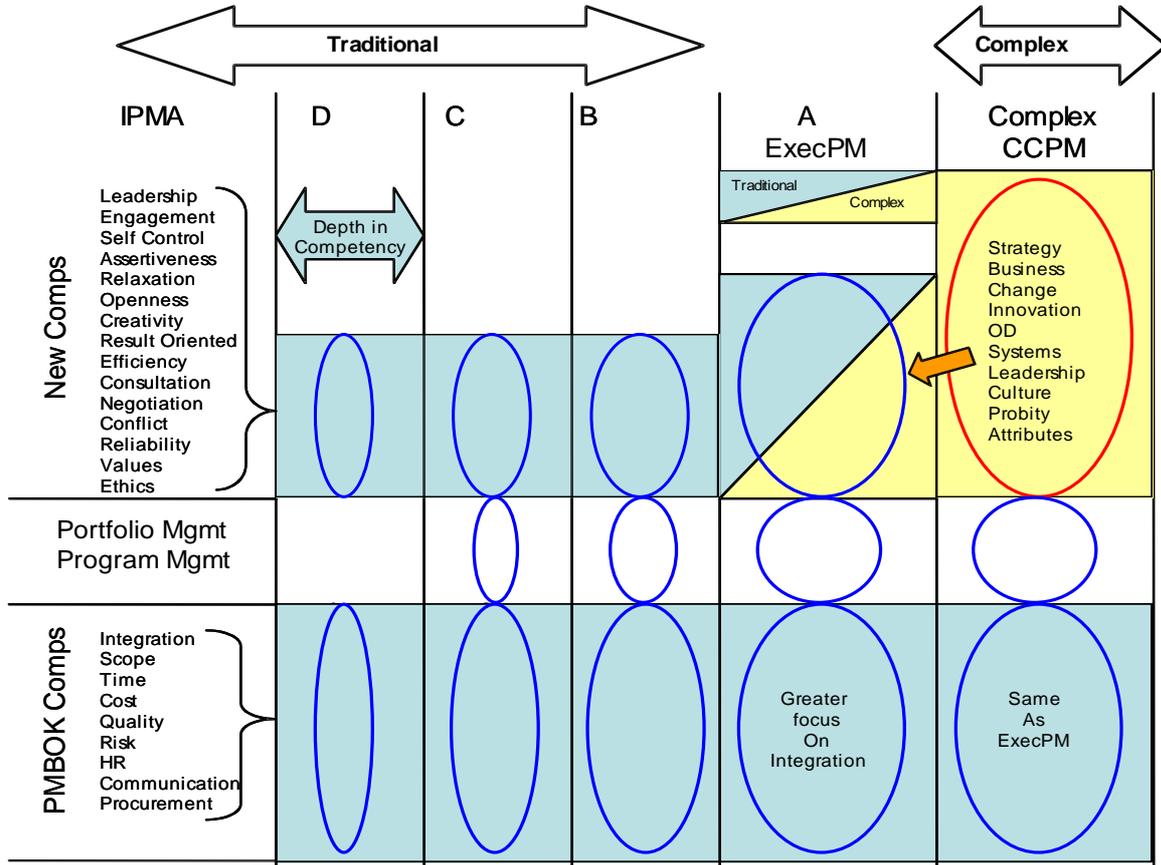
PCAT CATEGORISATION

Projects are categorised by inserting grades for each of the three criteria into the following table:

PCAT	Emergence	Internal system Complexity	External system Complexity	Cost (Euros)
1	If at least two criteria are graded as high			> 2.0 b
2	If at least two criteria are graded as high			> 1.0 but < 2.0 b
3	At least two criteria grades are graded as moderate or higher			Programs > 100m, Projects > 500m
4	No more than one criteria is graded as moderate or higher			> 20m, but < 500m
5	All criteria are graded as low			< 20m

PROJECT MANAGER COMPETENCIES

For some, recognition as a complex project manager represents the pinnacle of the project manager career pathway. In moving along the continuum from traditional project management to complex project management, there is a progressive building of competencies – that is, complex project management includes all the traditional project management competencies (including Program and Portfolio Management). The cusp / transition area between the two philosophies (ExecPM) highlights the differences between traditional project management and complex project management:



This document provides a certification model for Executive Project Managers or Complex Project Managers should organisations choose to include CPM in their PM certification framework.

The model requires a candidate to satisfy the following requirements:

- Proven competence in TPM, ST, and GM: the initial gateway for a complex project manager is proven competence in TPM, ST, and GM, since most complex projects include subprojects which are PCAT 3, 4, or 5
- Possessing the Special Attributes (at the appropriate level), and an ability to work in both certainty and complexity based paradigms
- Proven underpinning knowledge for each of the nine Views - representing distinct actions in the workplace (at the appropriate level)
- Proven competence in each of those nine Views (at the appropriate level).

These CPM competency standards are fundamentally different to TPM competency standards – whilst TPM competency standards are structured for operational management and technical training, these standards are structured for executive / strategic management and tertiary education.

In particular, these CPM competency standards:

- are based upon a complexity / uncertainty and emergence-based paradigm
- use multiple views and dialectics to define behaviours that together provide insight and understanding
- require a substantial level of underpinning knowledge
- rely on an understanding of the business mindset needed to achieve project outcomes
- define required special attributes.

Complex Project Management Paradigm (Mindset)

The project management mindset drives:

- the design of the strategic approach to deliver the project
- the selection of the contracting model
- the criteria and process to select the project manager, project team, and the contractor
- the tool set to be used in planning and delivering the project.

The decisions made for these issues significantly varies, dependent upon whether the TPM or CPM mindset is applied. TPM's certainty-based philosophy (mindset) assumes relative certainty and stability as the normative condition. In contrast, the CPM mindset assumes uncertainty, change and emergence as the normative condition. A CPM mindset enables a complex project manager to comfortably understand and proactively deal with complex projects. Without a complex project paradigm, a traditional project manager will inevitably look to decomposition as their base assumption. There are five key influences which shape the mindset of a complex project manager:

- Uncertainty
- Inherent Complexity
- Chaos
- Emergence
- Double Loop Learning.

Multiple views and dialectics define behaviours

These CPM competency standards define the behaviours in the workplace for executive project managers and complex project managers, according to nine distinct Views: Strategy; Business Planning; Change; Innovation; Organisational Architecture; Systems; Leadership; Culture; and Governance. Seen through the CPM paradigm, the Views provide insights into a project from nine perspectives. Although Systems (including Systems Thinking) and Change (including Journey Management) represent the core Views, it is only through viewing a project through each of the nine Views, that a holistic understanding of the project is achieved.

Underpinning Knowledge

Unlike TPM where underpinning knowledge is a minor factor in competency assessment, underpinning knowledge plays a significant role in the competency assessment of Complex (and Executive) project managers. Complex (and Executive) project managers require a deep and broad underpinning knowledge:

- Complex (and Executive) project managers must be competent across a broad range of areas, and correspondingly require a significant breadth of knowledge. The CPM competency standards draws its theoretical base from a broad range of literatures, and the depth of underpinning knowledge it requires is moderated through four levels.

- Complex (and Executive) projects are generally 'one-of-one' and do not repeat themselves, with past projects at best providing insight only. Complex (and Executive) project managers require significant depth of knowledge in key areas to support the project's architecture design.

Each View defines the scope and depth of the Underpinning Knowledge required for that View. Underpinning Knowledge is drawn from a broad range of disciplines, and is an essential aspect of the CPM standards. The Underpinning Knowledge provides Complex Project Managers with the ability to develop first principle solutions, to question orthodoxy and the normative, and to integrate the Views.

SPECIAL ATTRIBUTES

Whilst the paradigm defines the mindset, and the views define the behaviours in the workplace, the special attributes define the personal characteristics that are essential for complex project managers. The special attributes deliver two critical abilities for complex project managers:

- they enable complex project managers to provide leadership and a pathway forward, when continuously confronted with multiple and opposing paradigms, views and dialectics
- they enable individuals to not only survive, but flourish in what many would perceive as a high pressure and personally demanding environment.

There are five elements in the special attributes:

1. Wisdom
2. Action and outcome oriented
3. Creates and leads innovative teams
4. Focused and courageous
5. Ability to influence.

Each element represents a different focus (view) within the special attributes, and provides a different perspective. Holism is only achieved by looking at all the elements.

Wisdom

The categories of young and old are not tied to specific ages, but rather to psychological, biological, and social qualities. As individuals progress through their lifecycle, they reach gateway points at which they make decisions that significantly shape their future. These gateway points represent transition points, in which the individual's life vision is modified and placed into a new context.

Wisdom is developed by passing through these gateway points throughout the lifecycle, during which the individual's psyche evolves from an undifferentiated image, into an increasingly complex internal figure that maintains a dialectic of young and old. Whilst the internal young psyche maintains significant energy and capacity for further development, the internal old psyche has already reached its potential. The location of these gateway points within the lifecycle are commonly accepted amongst ancient scholars, including the Talmud, Confucius, and Solon.

A key characteristic of complex project managers is that they do not believe they have yet reached their full potential. Rather, they continually explore and re-define the dialectic between young and old so as to stretch their personal potential.

Action and Outcome Oriented

The drive to take action and the desire to deliver outcomes are essential for complex project managers. No matter what obstacles or resistance they inevitably encounter, complex project managers remain focused on delivering the project outcomes.

Creates and Leads Innovative Teams

Complex project managers lead, inspire, and provide the energy to teams, enabling them to deliver more, both as individuals and through synergy than they have ever previously achieved. They utilise their broad range of experience to drive creativity, by providing the building blocks required to seed ideas into teams.

Focused and Courageous

Complex project managers lead from the front, create a safe environment for their team, and have the courage to push boundaries and make hard decisions.

Ability to Influence

A significant ability to influence others is essential for complex project managers – in many instances, it is only through this special attribute that project support is achieved.

SECTION 2

DEVELOPMENT OF THE STANDARDS

These standards were initially developed in Australia in 2005 and reviewed at a high-level workshop by representatives from the Australian Department of Defence's Defence Materiel Organisation, the UK Ministry of Defence (MoD) and leading multi-national defence contractors. The final draft was approved by the Defence and Industry PM Council in June 2006.

The Defence Materiel Organisation owns the Standards and the International Centre for Complex Project Management is responsible for their periodic review and update in consultation with the international complex project management community.

HOW TO READ THE STANDARDS

Traditional approaches to competency standards have used a reductionist approach that deconstructs roles down into units, elements, underpinning knowledge and actions in the workplace as the assessment criteria.

These standards move away from traditional philosophies, approaches and languages, which cannot adequately describe complex projects. Instead these standards use a Systems Thinking philosophical approach and methodology, based upon the premise that *you cannot understand a whole through analysing its parts*:

- Views provide insights from multiple perspectives, that together provide holistic understanding
- a holistic understanding of the competencies required for the project management of complexity, and the assessment of individuals against those competencies, can only be achieved through using multiple Views
- behaviours are complex sets of interactions arising from cognitive and emotional responses to dynamic conditions. While specific behaviours are described in the standards, their source and effect are neither simple nor prescribed. It is in these complex interactions across multiple set of behaviours that competency is achieved. Behavioural flexibility and differentiation to suit the situation are measures of success.

The methodologies used in this standard draw upon both positivist and anti-positivist methodologies for analysis and assessment, with a strong focus on both action learning and the use of tools including rich pictures, metaphors, tests (including cause-and-effect modelling and scenario strategy development), personality profiling, and workshops.

VIEWS

The complexity of defining complex project manager competencies means that such competencies cannot be assessed against role descriptions using a traditional reductionist approach.

These standards apportion the role description of complex project managers across nine Views:

View 1 – Systems Thinking and Integration

View 2 – Strategy and Project Management

View 3 – Business Planning, Lifecycle Management, Reporting and Performance Measurement

View 4 – Change and Journey

View 5 – Innovation, Creativity and Working Smarter

View 6 – Organisational Architecture

View 7 – Leadership and Communication

View 8 – Culture and Being Human

View 9 – Probity and Governance

Each View is structured to reflect distinct competencies that are relevant to project management practitioners. The Views represent multiple perspectives that may conflict with each other. The montaging of multiple Views permits a holistic understanding of the system in which complex project managers operate.

Each View has its key Underpinning Knowledge areas listed. For each Underpinning Knowledge area, the Specific Knowledge and Theories are then listed, and the required depth of knowledge specified.

Each View is internally consistent, and is decomposed into Elements of Competency that describe more specifically the observable and assessable behaviours (Actions in the Workplace) particular to that View. For each Action in the Workplace, these standards define the level of competency required for each project manager classification.

LEVEL OF COMPETENCY

These standards classify project managers into the following competency-based categories:

- Traditional project management (including Project Manager and Senior Project Manager roles)
- Executive project management (including Program Manager and Program Manager roles)
- Complex project management (defining equivalent levels for CPM Level 2 and CPM Level 1).

For each Action in the Workplace, these standards define the appropriate levels of competency required by each project manager category. Actions in Workplace are assessed against four levels:

Development: (D)	applies the competency under direct supervision.
Practitioner: (P)	applies the competency without the need for direct supervision, but within the bounds of standardised processes, procedures and systems.
Competent: (C)	applies the competency without the need for direct supervision, provides direct supervision of the competency for others, and mentors development of the competency in others.
Leader: (L)	provides professional leadership in the competency. They are a recognised leader in the design of processes, procedures and systems, and have the ability to use the competency flexibly and creatively.

LEVEL OF UNDERPINNING KNOWLEDGE

Underpinning knowledge enables project managers to respond adaptively and flexibly to their changing environment using a first principles approach. A strong underpinning knowledge enables the complex project manager to move away from using competencies rigidly or restrictively, to applying them on a contingency basis where each project strategy and organisational architecture is tailored to fit appropriately within that particular project's lifecycle.

For each View, these standards define the appropriate level of underpinning knowledge required by each project manager category. The level of underpinning knowledge is assessed against four levels:

1. Awareness
2. Understands Concepts
3. Understands Theoretical Foundations
4. Expert

Since both Level 2 and Level 1 CPMs are responsible for leading complex projects, it is appropriate that these categories of project manager require the same level of underpinning knowledge of each View. The defining difference between Level 2 CPMs and Level 1 CPMs is depth and breadth of experience.

SPECIAL ATTRIBUTES

There are five special attributes:

- Wisdom
- Action and outcome orientated
- Creates and leads innovative teams
- Focused and courageous
- Ability to influence.

Each Special Attribute consists of multiple individual attributes. The required level of behaviour is specified for each individual attribute.

These standards define the extent to which each project manager category exhibits each Special Attribute, according to four levels:

Experiential Learning:	(EL)	the project manager uses their behaviours experientially in developing the special attribute
Normative:	(N)	the project manager is recognised as using the special attribute as normal behaviour
Mentor:	(M)	the project manager mentors others in their use of the special attribute
Symbol:	(S)	the project manager is regarded as providing a symbol for the special attribute through their behaviours, and leads the development of the special attribute in their project teams

DEFINITIONS

Anti-positivist	A philosophical position where certainty and facts are accepted only as useful constructs, and there is no such thing as a theory describing reality.
Architecture (System)	Functional, physical, and operational systems design that satisfies strategic whole of life and operational concepts and outcomes, from which flows the concept design and the development of component level requirements
Bounded rationality	We are all limited in our understanding of others through our personality, culture, upbringing and experience.
Performance measurement	Multiple Views are used in measuring performance. The performance measures are layered and tangible.
Change management	The implementation of strategy and change.
Chaos	Dynamic systems characterised by non-linear and recursive activities.
Complementarity	A dialectic is established where a leader's individuals strengths / weaknesses are matched with a person who has equal strengths in the opposite pole.
Complexity	Complex projects are characterised by a degree of disorder, instability, emergence, non-linearity, recursiveness, uncertainty, irregularity and randomness, and dynamic complexity where the parts in a system can react / interact with each other in different ways.
Dialectic	There is strength in both aspects, for example strategy / planned versus opportunistic. There is not a bias towards one aspect, nor is there a balance which delivers mediocrity.
Discovery planning	A structured up front process that is based on systems thinking, client needs determination, systems engineering to develop the project architecture, concept design, and implementation plan to reduce uncertainty in project scope.
Double loop learning	A formal process where the basis upon which decisions were originally made are periodically reviewed. Double loop learning assumes that as we change a system, so we change.
Emergence	Systems function as a whole, so they have properties above and beyond the properties of the parts that comprise them. These are known as emergent properties, and they emerge from the system whilst in operation. You cannot predict the behaviour of an emergent system from studying its individual parts.
Gateway	A formal process where external reviewers conduct lifecycle phase reviews of a project. The external reviewers must be experienced in similar projects. The Gateway process is recursive and continually revalidates the project against its changing strategy and business case. The Gateway process was initially developed by the UK Office of Government Commerce.
Governance	The implementation of policy and strategy that flows through all aspects of a system. Governance ensures that alignment, transparency, fit for purpose, and value for money are maintained throughout the implementation of the emergent strategy.
Governance contracting	A strategic form of relational contracting for use on projects with high levels of complexity, where the emergent strategy requires double loop learning.
Holism	Understanding is only achieved though looking at a system / project through multiple and divergent views.
Integrated	An integrated team from the project stakeholders is established to implement a

Process Team (IPT)	specific process, using the best person for the job and shared systems.
Journey management	Complex projects have emergent strategies, and follow a journey towards their strategic vision. The journey is often uncertain. Journey management is the system through which the journey is managed.
Knowledge management	A system to collect, sort and distribute knowledge.
Layering	Strategic objectives and performance measures are flowed down through the project to ensure their tangibility and ownership.
Lifecycle management	The project lifecycle commences with strategy and client's needs determination, and includes implementation, ongoing change and support, and project replacement / transition.
Maturity	Individuals and organisations vary in their ability to work in relational contracts, to take an asset management responsibility, and in what they consider to be uncertain.
Metaphors	A view, word, or phrase used to describe something in an alternative and abstract way. Using metaphors enables insights which aid in gaining understanding and help deal with bounded rationality.
Modular	Change occurs at three scales: incremental; modular; and revolutionary. Modular change is when change occurs in sections / units as an ongoing strategy.
Montaging	The integration of multiple views.
Obligations to the community	Responsibilities to the community that transcend specific project objectives. For example, cultural, social, environment, quality of life.
Organisational architecture	The overall organisational / project design, including structure, culture, technology, and context.
Population ecology	In many cases organisations do not change, but are replaced by other organisations that are better suited to the new environment.
Positivist	A philosophical position where theories and facts are accepted as being real.
Project	These standards focus upon complex projects, programs and portfolios. To provide parsimony and provide clarity, the term project is used to refer collectively to 'projects, programs and portfolios'.
Public Finance Initiatives (PFI)	Projects financed using private financial sources. For example, build, own, operate and transfer (BOOT) projects.
Public Private Partnerships (PPP)	Relational contracts where the public client and the private sector work together using alliancing or governance contracting towards shared objectives. PPP contracts use performance-based reward system, and are strategically driven.
Punctuated equilibrium	As normal science exhibits problems in describing anomalies, pressure builds until a revolution takes place with an innovative new theory becoming the new accepted normal science.
Relational contracting	Contracts using alignment, integrated process teams, transparency, and a layered performance based reward system that is linked to the project's lifecycle outcomes.
Rich pictures	Using a graphical mind map to increase understanding through montaging multiple views.
Sustainability	An architectural property of a project which enables: its continued viability; the project to coexist in the supra system; and an ongoing process of development or redevelopment; all without either system being damaged;

System	A system is a number of parts acting as a single entity, functioning as a whole through the interaction of its parts. A key aspect of systems is that if you change one part of a system, you in fact change the whole system
System of Systems	A set or arrangement of systems that results when independent and useful systems are integrated into a larger system that delivers unique capabilities. Planning, analysing, organizing, and integrating the capabilities of a mix of existing and new systems into a SoS capability greater than the sum of the capabilities of the constituent parts.
Systems Thinking	Studies the whole in order to understand the parts, by looking at the whole, and the parts, and the relationship between the parts. It is the opposite of reductionism – the idea that something is simply the sum of its parts. A collection of parts that do not connect is not a system, it is a heap. Systems Engineering is a subset of Systems Thinking.
Tangible	To motivate individuals, the objectives must be understandable and controllable at the individual level.
Uncertainty	The degree to which the project's scope and implementation are unclear to its stakeholders. Uncertainty is relative – what is uncertain to one person, may be certain to another person possessing a higher level of maturity.
Views	Looking at a problem / issue through a particular lens or paradigm.
Wave Planning	In complex projects the planning process is usually recursive and non-linear, rather than linear. Wave Planning plots nodal points for gathering information, design and implementation, allowing non-linear and recursive patterns to be portrayed in a linear model.
Whole of Life Management	The project scope covers the whole project life cycle. It commences at the initial idea / need, and includes system thinking, architecture, concept, implementation, testing, verification and commissioning, operation, sustainability and journey management, routine and major periodic maintenance, facilities and asset management, logistic support, incremental and modular upgrades, and disposal.

EXAMPLE

VIEW 4: Change and Journey

ELEMENT 4.8: Establish a stakeholder management strategy and plan

ACTIONS IN THE WORKPLACE	Traditional		Exec PM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
	4.8.1 Identifies project internal and external stakeholders	D	D	P	C
4.8.2 Defines stakeholder positions, values, objectives, key influencers, cultures, resources, competencies, decision making process and political approach	D	D	P	C	L
4.8.3 Analyses stakeholders using rich pictures and cause and effect diagrams	D	D	P	C	L
4.8.4 Uses integration techniques (bringing together individual stakeholder views) to understand stakeholders	D	D	P	C	L
4.8.5 Develops stakeholder management strategy, including ongoing review	D	D	P	C	L
4.8.6 Uses double loop learning to drive ongoing review and updating of the stakeholder management strategy	D	D	P	C	L

Potential New Competencies for Traditional Project Managers

CPM Certification Levels

Each Element of Competency is defined by Actions in the Workplace

Actions in the Workplace are graded into four levels:

- Development (D)
- Practitioner (P)
- Competent (C)
- Leader (L)

COMPLEX PROJECT MANAGER COMPETENCY STANDARDS

VIEW 1: SYSTEMS THINKING AND INTEGRATION

This view specifies the competencies required to use systems thinking in the project management of complexity. Systems thinking is a conceptual framework that is valuable to effectively deal with the ever increasing complexity and rate of change in our world. Project managers need the capability to deal with the project as a whole and the project in context, rather than the project in isolation to its environment.

Systems thinking provides project managers with a powerful methodology to increase project performance and reduce / resolve key project risks. Systems thinking is not a single approach, but encompasses a range of methodologies and possible tools.

Most projects operate within larger systems, and are themselves systems. Internationally, project performance measures are moving away from inputs / outputs to be based on project outcomes. These changes, along with increasing environmental uncertainty are driving project managers to not only deal with the project as a system but just as importantly to treat the project as part of a much larger system. In many projects, it is the failure to deal with external forces which has driven project failure.

Elements of Competency

- 1.1 Classify systems by type
- 1.2 Apply systems thinking using a contingency approach
- 1.3 Integrate appropriate systems thinking philosophy in designing the project organisational architecture
- 1.4 Design the organisational architecture to fit with chaos and uncertainty
- 1.5 Implement systems thinking
- 1.6 Planning for chaos and / or high uncertainty
- 1.7 Planning for a project which exhibits characteristics of complexity and chaos

Underpinning Knowledge

- 1A Philosophy of Science
- 1B Types of Systems Thinking and System Thinking tool sets
- 1C Complexity Theory
- 1D Chaos Theory

VIEW 1: Systems Thinking and Integration

ELEMENT 1.1: Classify systems by type

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
1.1.1 Uses PCAT type framework to Classify issues / projects by their level of complexity	P	P	C	C	L
1.1.2 Understands what a system is, its context within its environment, the hierarchy of systems, boundaries, interfaces, and lifecycle	P	P	C	C	L

ELEMENT 1.2: Apply systems thinking using a contingency approach

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
1.2.1 Applies system thinking in all areas of the project	P	P	C	C	L
1.2.2 Selects systems thinking approaches to fit with the level of complexity and the nature of the environment	P	P	C	C	L
1.2.3 Understands how actions and decisions in one area affect another, and that the optimisation of a system within its environment does not necessarily come from optimising the individual system components	P	P	C	C	L
1.2.4 Appreciates the role the systems play in the supra system of which it is a part. Capturing the complete set of system requirements is not possible unless the context of the supra system is fully appreciated	P	P	C	C	L
1.2.5 Systems thinking is conducted in a supra system context, systems engineering is then conducted within an enterprise and technological context.	P	P	C	C	L
1.2.6 Defines the Lifecycle of the project and establishes lifecycle phases and their relationships depending upon the scope of the project, supra system characteristics, stakeholder requirements, and the level of risk. Defines fit for purpose life cycles to different system elements	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 1: Systems Thinking and Integration

ELEMENT 1.3: Integrate appropriate systems thinking philosophy in designing the project organisational architecture

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
1.3.1 Integrates systems thinking into organisational and project architecture	P	P	C	C	L
1.3.2 Aligns systems thinking / organisational architecture / contract	P	P	C	C	L
1.3.3 Applies basic analytical techniques – analyses, models, and prioritises	P	P	C	C	L
1.3.4 Sets priorities for activities in order of importance	P	P	C	C	L
1.3.5 Makes appropriate plans or analysis, systematically breaking down a complex problem or process into component parts.	P	P	C	C	L
1.3.6 Understands how actions taken on the project may impact other areas of the project, other projects in the organisation or other organisational operations	P	P	C	C	L
1.3.7 Provides the framework so that solutions to problems or concerns involving the immediate project team are addressed	P	P	C	C	L
1.3.8 Observes discrepancies, trends, and interrelationships in data, or sees crucial differences between current situation and past situations	P	P	C	C	L
1.3.9 Applies complex concepts (e.g., root-cause analysis, portfolio analysis, natural selection), or applies knowledge of past discrepancies, trends, and relationships to look at different situations	P	P	C	C	L
1.3.10 Applies or modifies complex learned concepts or methods appropriately	P	P	C	C	L
1.3.11 Simplifies complexities by pulling together ideas, issues, and observations into a single concept or a clear presentation	P	P	C	C	L
1.3.12 Considers the project holistically to provide early recognition of detrimental impacts to safety, quality and the environment as well as emerging opportunities for positive impacts to the same.	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 1: Systems Thinking and Integration

ELEMENT 1.4: Design the organisational architecture to fit with chaos and uncertainty

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
1.4.1 Systems Architecture – uses systems thinking and system engineering to develop the project architecture and concept design		D	P	C	L
1.4.2 Designs the overall project organisational architecture and its systems to deliver an emergent strategy			D	C	L
1.4.3 Designs the business planning system to fit with and support recursive and non-linear behaviour as normal			D	C	L
1.4.4 Ensures projects are outcomes / results focused	P	P	C	C	L
1.4.5 Ensures double loop learning is built into all processes and systems			D	C	L
1.4.6 Ensures the reward system is linked through to performance measurement (layered). Re-weights it as necessary to drive changes that occur in the business plan and includes planning for the management and mitigation of risk			P	C	L
1.4.7 Ensures contracts support flexibility, responsiveness and change			D	C	L
1.4.8 Analyses the stakeholder needs and expectations to establish and manage the requirements for the system.		D	P	C	L
1.4.9 Defines the system architecture and derived requirements to produce a solution that: can be implemented; delivers desired strategic outcomes over the project lifecycle; and supports emergent change		D	P	C	L
1.4.10 Develops a systems architecture that can be partitioned into realisable system elements which can be bought together to meet the requirements		D	P	C	L
1.4.11 Develops an architecture where there are more than one credible and feasible solution		D	P	C	L
1.4.12 Ensures that the system architecture, concept, and systems design are tolerant of misuse, out of spec scenarios, component failure, environmental stress, and evolving needs		D	P	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 1: Systems Thinking and Integration

ELEMENT 1.5: Implement system thinking

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
1.5.1 Identifies, confronts, and renegotiates the constraints and assumptions	P	P	C	C	L
1.5.2 Ensures that the requirements of later lifecycle stages are addressed at each point in the system design	P	P	C	C	L
1.5.3 Reviews the system thinking approach over the project life cycle	P	P	C	C	L
1.5.4 Plans for nonlinear and recursive actions	D	D	P	C	L
1.5.5 Reduces uncertainty through using discovery	P	P	C	C	L
1.5.6 Estimates uncertainty using modelling	P	P	P	C	L
1.5.7 Integrates using montaging. Integration includes within both within and across systems boundaries	P	P	C	C	L
1.5.8 Determines which functions are required by the system to meet the requirements. Transforms the requirements into a coherent description of the system functions and their interfaces that can be used to guide the design activities. The functional requirements decompose higher level functions to lower levels and provide traceability of requirements to functions	P	P	C	C	L
1.5.9 Ensures that the overall coherence and cohesion of the evolving system design is maintained, in a verifiable manner, throughout the lifecycle, and retains the strategic intent	P	P	C	C	L
1.5.10 Uses simulation and modelling to: provide early indicators of function and performance; to enable risk mitigation; and to test verification and validity of the system solution	P	P	C	C	L
1.5.11 Manages concurrent lifecycle activities and the parallel development of system elements	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 1: Systems Thinking and Integration

ELEMENT 1.6: Planning for chaos and / or high uncertainty

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
1.6.1 Classifies projects according to their level of uncertainty			P	C	L
1.6.2 Assesses maturity of stakeholders as their level of maturity will affect what they perceive as being uncertain			P	C	L
1.6.3 Selects project strategy and project delivery methodology based on the level of uncertainty and stakeholder maturity			P	C	L
1.6.4 Uses wave planning (how nonlinear and recursive actions can be planned) in planning for complexity and chaos, and to support incremental build strategies			P	C	L
1.6.5 Uses discovery planning (how uncertainty in scope can be reduced) to reduce uncertainty in scope and as a means of driving congruence among the stakeholders	D	D	P	C	L
1.6.6 Uses Views (looking at an issue using multiple different perspectives, paradigms, metaphors) broadly to develop a better understanding	P	P	P	C	L
1.6.7 Uses montaging (how multiple views can be brought together) to develop an holistic understanding			D	C	L
1.6.8 Classifies sub projects into types, according to their individual level of uncertainty			D	C	L

ELEMENT 1.7: Planning for a project which exhibits characteristics of complexity and chaos

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
1.7.1 Bases planning system and methodologies on recursive and non-linear behaviours				C	L
1.7.2 Incorporates ongoing double loop learning in planning system				C	L
1.7.3 Focuses the planning system on delivering outcomes using an emergent pathway (incremental / modular build)				C	L
1.7.4 Incorporates problem solving, innovation, and creativity, as pathways to deliver desired outcomes				C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 1: Systems Thinking and Integration

UNDERPINNING KNOWLEDGE

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
1A Philosophy of Science	Falsification				2
	Normal science				2
	Anomalies and revolutionary science				2
	Punctuated equilibrium				2
	Quantitative versus qualitative Research				2
	Grounded and action research				2
1B Types of Systems Thinking and System Thinking tool sets	SD – System dynamics	2	2	3	3
	VSM – Viable systems model	2	2	3	3
	SAST – Strategic assumption surfacing and testing	2	2	3	3
	IP – interactive planning	2	2	3	3
	SSM – Soft system methodology	2	2	3	3
	CSH – Critical system heuristics	2	2	3	3
	Systems integration	2	2	3	3
1C Complexity Theory	Definition of complexity				3
	Structural complexity				3
	Managing complexity				3
1D Chaos Theory	Definition and characteristics of chaos. Chaos in nature, society, and organisations				3
	The nature of chaos – recursive and non-linear				3
	The butterfly effect				3
	Strange attractors				3
	Patterns within chaos				3
	Strategies to manage chaos				3

Awareness (1); Understands Concepts (2); Understands Theoretical Foundations (3); Expert (4)

VIEW 2: STRATEGY AND PROJECT MANAGEMENT

This view specifies the competencies required to understand the context of the complex project, and to develop and implement a project strategy and system to deliver the client's emergent outcomes.

The strategy will take into account the project's context, the alignment of the project to its organisational setting, the level of complexity and uncertainty of the project, the maturity of the client and contractors, the market, and compliance, to deliver the client's outcomes which are fit for purpose and provide value for money.

Elements of Competency

- 2.1 Establish the vision and mission statements, and define outcomes
- 2.2 Establish the environmental scanning system
- 2.3 Select the strategy
- 2.4 Establish the strategic project set
- 2.5 Project / program implementation

Underpinning Knowledge

- 2A Strategic Planning and Uncertainty
- 2B Program and Portfolio Management
- 2C Outsourcing
- 2D Alignment
- 2E Project Delivery Methodologies
- 2F The International Environment in which the Client Operates
- 2G The Commercial and Business Environment in which the Client Operates

VIEW 2: Strategy and Project Management

ELEMENT 2.1: Establish the vision and mission statements, and define outcomes

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
2.1.1 Develops in consultation with the stakeholders the vision statement, values charter, code of conduct, and mission statement.	D	D	P	C	L
2.1.2 Analyses the purpose, goals, scope, outputs, outcomes and constraints for the project and links them to the client's emergent strategy.	P	P	P	C	L
2.1.3 Links the outcomes to the organisational goals and the client's vision and mission statements through measurable key performance indicators and a review and assurance process.	D	D	P	C	L
2.1.4 Ensures that the strategy fits with the project's context and the underlying nature and level of uncertainty of the project, the project environment, and the stakeholder maturity.	D	D	P	C	L
2.1.5 Reviews the strategy and makes changes through double loop learning progressively over the life of the project.	D	D	P	C	L
2.1.6 Defines the desired project objectives in measurable terms and flows them down through the project / program to the implementation level.	D	D	P	C	L
2.1.7 Establishes weighting of the key performance indicators (KPI) to reflect strategic focus and makes changes over the lifecycle to steer the project.	D	D	P	C	L
2.1.8 Uses strategy and mission statements to drive the ongoing business planning process.	D	D	P	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 2: Strategy and Project Management

ELEMENT 2.2: Establish the environmental scanning system

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
2.2.1 Uses ongoing stakeholder mapping and management of relationships with stakeholders including defining stakeholder requirements, managing expectations, and ensures that client accountability requirements are addressed at all stages in a project.	P	P	P	C	L
2.2.2 Understands both the formal and informal structure or hierarchy of key stakeholder organisations, including the "chain of command", key actors, and decision makers, and uses this understanding to influence support to accomplish goals and objectives of the project.	D	D	P	C	L
2.2.3 Understands the climate and culture of the key stakeholder organisations and recognises the unspoken organisational constraints - what is and is not possible at certain times or in certain positions.	D	D	P	C	L
2.2.4 Conducts ongoing competitor / technology mapping			P	C	L
2.2.5 Maps stakeholder alignment / differences over the project life cycle	D	D	P	C	L
2.2.6 Uses ongoing strengths, weaknesses, opportunities, and threats (SWOT) analysis using multiple views	D	D	P	C	L
2.2.7 Continually uses surveys to gather data relevant to the project environment (internally and externally)	D	D	P	C	L
2.2.8 Uses history as a guide: <ul style="list-style-type: none"> reviews documentation on previous projects to incorporate lessons learned undertakes regular reviews and discusses aspects of previous projects' histories to provide direction to the project team to aid in the reduction of risk to the project. 	D	D	P	C	L
2.2.9 Maps and analyses key persons and decision makers over the project lifecycle.	P	P	C	C	L
2.2.10 Seeks out appropriate leaders and subject-matter experts for their knowledge.	P	P	C	C	L
2.2.11 Specifies and manages project assumptions and provides guidance on the difference between project assumptions and benefits.	P	P	C	C	L

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
2.2.12 Builds processes and structures that ensure transfer of information and understanding from programs to the organisation as a whole that influence strategic decisions and produce foundations for new capabilities.	P	P	C	C	L
2.2.13 Continually seeks new information to assess the effectiveness of the project strategy	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 2: Strategy and Project Management

ELEMENT 2.3: Select the strategy

	ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
2.3.1	Designs the strategy to fit with the level of complexity and maturity of the client, contractor and stakeholders, and selects and contextualises a contract document	D	D	C	C	L
2.3.2	Writes the business strategy in plain language, and keeps it up-to-date to maintain linkage to business needs. Ensures the business strategy (project execution plan) describes the business direction for the future (short and medium term as minimum; ideally covering longer term as well) in terms of a vision, strategic themes and a portfolio of planned changes to which every program and project contributes	D	D	C	C	L
2.3.3	Continually updates the business strategy to reflect changes in the business and the contribution made by programs and projects	D	D	C	C	L
2.3.4	Incorporates key elements that influence client contractual arrangements with industry - legal framework; business environment; competition policy; prices; are incorporated into strategy development and in manages milestone payments in accordance with performance outcomes	D	D	C	C	L
2.3.5	Gains initial agreement on the project goals with the client, key stakeholders, and the project team	D	D	C	C	L
2.3.6	Maps the project goals, sub projects, and performance measures within the clients strategic framework, and establishes a governance framework to support delivery in an environment with emergent issues	P	P	C	C	L
2.3.7	Classifies the project maturity and assesses stakeholder maturity	D	D	C	C	L
2.3.8	Ensures that the interfaces between projects and between projects and business maintain business as usual activities	D	D	C	C	L
2.3.9	Uses ongoing assessment of compliance / probity issues	P	P	C	C	L
2.3.10	Uses critical analysis (e.g. SWOT analysis) to identify and plan alternative strategies and business cases	P	P	P	C	C

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex		
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1	
2.3.11	Determines the appropriate project management lifecycle to achieve the project deliverables	P	P	P	C	C
2.3.12	Provides direction on the strategic project plan and ensures the most effective means of delivering the objectives throughout the life of the project is chosen	P	P	P	C	C
2.3.13	Uses appropriate (modular or incremental) approaches to the project to help break it down into manageable components and reduce risk	P	P	P	C	C
2.3.14	Uses a whole of life approach	P	P	P	C	C
2.3.15	Establishes systems that integrate the ongoing change management of the scope, schedule, estimates, risks and resources and their communication and acceptance by the client, the project team, and key stakeholders	P	P	P	C	C
2.3.16	Provides assurance that the appropriate critical success factors and 'trade-offs' are applied to the project and provide guidance on the formulation of the mitigation plans	P	P	P	C	C
2.3.17	Ensures that the strategic resource plan, including human capital, tools and systems, satisfies both current and emergent needs across the life of the project	P	P	P	C	C
2.3.18	Specifies and delivers project benefits and realisation	P	P	P	C	C

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 2: Strategy and Project Management

ELEMENT 2.4: Establish the strategic project set

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
2.4.1 Establishes the system for the operation of the strategic project set. Ensures the strategic project set lists the key projects / sub projects that are included in the current business plan. Assesses all project options for strategic alignment, and value for money through a business case as part of the annual (or more frequent if required) business planning process	D	D	P	C	L
2.4.2 Identifies project options and develops direction of business cases. Provides direction on the implementation of the investment appraisal process and assurance that the business case reflects the outcome	D	D	P	C	L
2.4.3 Uses strategic fit, value for money and fit for purpose to select projects to make up the strategic project set	D	D	P	C	L
2.4.4 Uses strategic analysis to select the project delivery methodology (PDM)	D	D	P	C	L
2.4.5 Ensures that project business cases are fully developed	D	D	P	C	L
2.4.6 Conducts ongoing reviews of projects (drop old / select new) against strategic criteria. Frequently reviews the composition of the strategic project set. Modifies or cancels a project if it is not delivering, or is considered no longer strategic or value for money	D	D	P	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 2: Strategy and Project Management

ELEMENT 2.5: Project / program implementation

	ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
2.5.1	Designs and establishes the project management office (PMO) to lead and manage overall project implementation	D	D	C	C	L
2.5.2	Leads the overall project strategically. <ul style="list-style-type: none"> provides direction in the management of the project sponsor provides detailed information that establishes the definition of the new capabilities, the way they are going to be delivered, details of how the program will be run, changes implemented and benefits delivered 	D	D	P	C	L
2.5.3	Leads the overall project operationally	D	D	C	C	C
2.5.4	Ensures that the planning system integrates simple / complex projects	D	D	C	C	L
2.5.5	Ensures that there is ongoing integration and management of risk, estimating, resources levelling and scheduling	P	P	C	C	C
2.5.6	Focuses on project lifecycle management (whole of life)	D	D	C	C	L
2.5.7	Leads strategic change management. <ul style="list-style-type: none"> establishes standard systems follows through on client enquiries, requests, and complaints defines the project change control process to ensure that all proposals are fully assessed for their impact on the project deliverable prior to acceptance 	D	D	C	C	L
2.5.8	Uses a systemic process for establishing realistic, tangible and emergent outcomes throughout the project lifecycle	D	P	C	C	L
2.5.9	Deals with project risk proactively including providing advice and guidance on the identification of the factors that may affect the project and assurance of the timely resolution of novel and contentious issues	D	D	C	C	L
2.5.10	Focuses on delivering reliable project outcomes	D	D	C	C	L
2.5.11	Maintains clear communications with the client regarding mutual expectations and provides advice on the project stakeholder community and assists in the evaluation of their risk to the project objectives	D	D	C	C	L

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex		
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1	
2.5.12	Provides guidance and direction on the allocation of the right resources to the right programs and projects in line with the realisation of the required benefits	D	D	C	C	L
2.5.13	Integrates all project activity using the views in this document as a basis for defining activity to be integrated across all views	D	D	C	C	L
2.5.14	Focuses visible leadership attention on Safety, Quality and the Environment.	P	P	C	C	L

VIEW 2: Strategy and Project Management

UNDERPINNING KNOWLEDGE:

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
2A Strategic Planning and Uncertainty	Planned (intended) strategy	1	1	2	3
	Emergent strategy	1	1	2	3
	Approaches to strategy	1	1	2	3
	Contingency theory	1	1	2	3
	Resource dependency and population ecology	1	1	2	2
	Strategic planning processes and tools	1	1	2	4
	Strategic implementation	1	1	2	4
	Games theory	1	1	2	2
	Performance – strategy versus structure	1	1	2	3
	Uncertainty – The WHOW Matrix	2	2	3	3
	Project types – classified by their level of uncertainty	2	2	3	3
	Project strategies to fit with project types – a contingency approach	2	2	3	3
The impact of maturity on uncertainty	1	1	3	3	
2B Program and Portfolio Management	Portfolio management & Program management	1	1	3	3
	Project management office (PMO)	1	1	3	3
	Project types and classification	2	2	3	3
	Project lifecycles – simple and complex	2	2	3	3
	Change management	1	1	2	4
	Resources management / levelling	2	2	3	3
2C Outsourcing	Outsourcing strategy	1	1	2	3
	Types of outsourcing	1	1	2	3
	Contractor selection, contract options	2	2	3	3
	Taking charge, transition-in, transition-out, and lifecycle	1	1	2	3
	Managing outsourcing contracts	1	1	2	3

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
2D Alignment	Fit	2	2	3	3
	Using dialectics to drive performance	2	2	3	3
	The impact of the culture and the contract	2	2	3	3
	Using the reward design and the performance measures to drive motivation	2	2	3	3
	Partnering and integrated process teams (IPT)	2	2	3	3
2E Project Delivery Methodologies	Traditional contracting	3	3	3	3
	Design construct and maintain (DCM)	3	3	3	3
	Partnering	3	3	3	3
	Public private partnerships (PPP)	1	1	2	3
	Private finance initiative (PFI)	1	1	2	3
	Evolutionary acquisition	2	2	3	3
	Alliancing	2	2	3	3
	Joint ventures	2	2	3	3
	Integrated product and process development (IPPD)	2	2	3	3
	Integrated product team (IPT)	2	2	3	3
Managing Successful Programs (MSP)	2	2	3	3	
2F The International Environment in which the Client Operates	Foreign Review Board (FRB) regulations			1	2
	Commodities			1	2
	Trade agreements			1	2
	International competitiveness			1	2
	Intellectual property (IP)	1	1	1	2
2G The Commercial and Business Environment in which the Client Operates	International markets			1	2
	Investment decisions	1	1	2	3
	Market size			1	2
	Market share			1	2
	Dealing with multi nationals	1	1	2	3
	Dealing with international boards	1	1	2	3
	The impact of local legal systems on international contracts	1	1	2	3

Awareness (1); Understands Concepts (2); Understands Theoretical Foundations (3); Expert (4)

VIEW 3: BUSINESS PLANNING, LIFECYCLE MANAGEMENT, REPORTING AND PERFORMANCE MEASUREMENT

This view specifies the competencies required to develop and implement the project business planning, reporting, and performance measurement systems. The business plan defines the program at an overview level with a high-level view of the project schedule and the overall project budget. The business plan also identifies and defines the operational goals and objectives of the project and establishes the reporting framework to be used and the performance management methodology that forms part of that reporting methodology. Additionally, the business planning process identifies the lifecycle management process to be followed and provides the planning basis for the establishment of the project's gate review framework.

Elements of Competency

- 3.1 Design and establish the business planning, lifecycle management, reporting and performance measurement systems
- 3.2 Ongoing leadership and management of the business planning, gate review, lifecycle management, reporting and performance measurement systems
- 3.3 Ongoing management of the strategic business plan and budget to maintain achievement of strategic outcomes
- 3.4 Establish project exit criteria
- 3.5 Procurement

Underpinning Knowledge

- 3A Business Planning
- 3B Performance Measurement
- 3C Reporting
- 3D Governance and Financial Legislation
- 3E The overall financial management of the project

VIEW 3: Business Planning, Lifecycle Management, Reporting and Performance Measurement

ELEMENT 3.1: Design and establish the business planning, lifecycle management, reporting and performance measurement systems

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
3.1.1 Designs and establishes a formal business planning (BP) process that supports an emergent, transformational, project management strategy	D	D	P	C	L
3.1.2 Demonstrates ability to select appropriate contracting instrument. For example: from traditional, alliance, accord or public private partnership (PPP) models	D	D	P	C	L
3.1.3 Designs and implements the lifecycle management (LCM), reporting and performance management (RPM) system	P	P	P	C	L
3.1.4 Establishes the project budget, schedule and risk register	D	P	C	C	L
3.1.5 Implements and commissions the BP and RPM systems	D	D	P	C	L
3.1.6 Establishes the business plan framework and pro forma and templates for all project plans and communication documents	D	D	P	C	L
3.1.7 Transitions BP and RPM systems throughout the project organisation	P	P	C	C	L
3.1.8 Establishes methodology for shared systems	P	P	C	C	C
3.1.9 Designs and implements appropriate project security system	P	P	P	C	C
3.1.10 Progressively ratchets up performance levels, balanced with incremental cost considerations	P	P	C	C	L
3.1.11 Balances speed of provision of information against reliability of information	P	P	C	C	C
3.1.12 Establishes LCM and gate review framework	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 3: Business Planning, Lifecycle Management, Reporting and Performance Measurement

ELEMENT 3.2: Ongoing leadership and management of business planning, gate review, lifecycle management, reporting and performance measurement systems

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
3.2.1 Designs and runs efficient Project Control Group (PCG) meetings	P	P	C	C	L
3.2.2 Performs time scale tracking and analysis of outcomes from RPM system	P	P	C	C	L
3.2.3 Designs and implements strategic change management	P	P	C	C	L
3.2.4 Develops KPI that are aligned to the strategic objectives, are tangible, timely, and changes the KPI to reflect the project life cycle stage	P	P	C	C	L
3.2.5 Establishes a collaborative environment, data collection, data warehouse and performance assessment system that supports lifecycle management, performance assessment and timely feedback	D	D	C	C	L
3.2.6 Conducts ongoing KPI tracking, analysis, relevance and review	P	P	C	C	L
3.2.7 Designs and implements corrective actions	P	P	C	C	L
3.2.8 Regularly reviews business case and project management plan in the light of changing circumstances and the current strategic environment	P	P	C	C	L
3.2.9 Manages progress of the project against scope, quality, safety, time and cost baselines including approved changes and does so within the distributed gate review plan requirements	P	P	C	C	L
3.2.10 Manages within organisational governance requirements	D	D	C	C	L
3.2.11 Establishes base line data on KPI and builds baseline data to measure subsequent performance and project maturity	D	D	C	C	L
3.2.12 Focuses performance measures and reporting to different stakeholders and ensures the presentation of performance data is clear and understandable	D	D	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 3: Business Planning, Lifecycle Management, Reporting and Performance Measurement

ELEMENT 3.3: Ongoing management of the strategic business plan and budget to maintain achievement of strategic outcomes

	ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
3.3.1	Reviews project plans and general documentation for relevance within the project's changing environment	P	P	C	C	L
3.3.2	Reviews client objectives and environment	P	P	C	C	L
3.3.3	Employs double loop learning techniques within the gate review process	P	P	C	C	L
3.3.4	Monitors project performance through peer and gate reviews aimed at establishing shortfalls against contract performance, technical performance and process performance	P	P	C	C	L
3.3.5	Reviews / changes KPI to reflect the project stage and changed circumstances	P	P	C	C	L
3.3.6	Reviews risk register and effectiveness of mitigation/control plans	P	P	C	C	L
3.3.7	Regularly tests the project budget elements of expenditure, invoicing and cash flow	P	P	C	C	L
3.3.8	Manages ongoing testing for value for money and fit for purpose	P	P	C	C	L
3.3.9	Regularly reports to client and stakeholders	P	P	C	C	L
3.3.10	Provides feedback to projects and teams	P	P	C	C	L
3.3.11	Monitors client satisfaction. Distributes helpful information to clients	P	P	C	C	L
3.3.12	Analyses and implements the business implications of change	P	P	C	C	L
3.3.13	Ensures that change fits with the project strategy and desired outcomes	P	P	C	C	L
3.3.14	Ensures that changes are tangible, strategic and achievable	P	P	C	C	L
3.3.15	Ensures that the project is adding to the strategic advantage of the client	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 3: Business Planning, Lifecycle Management, Reporting and Performance Measurement

ELEMENT 3.4: Establish project exit criteria

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
3.4.1 Establishes a completion plan that includes all aspects of delivery of project outcomes across the entire project life cycle	P	P	C	C	C
3.4.2 Establishes testing and release mechanism in conjunction with stakeholders including the use of pilot projects to ease transition to operational service	P	P	C	C	C
3.4.3 Determines appropriate commissioning/transition staging	P	P	C	C	L
3.4.4 Chairs all transition meetings	P	P	C	C	C
3.4.5 Identifies achievement of the provision of contract deliverables through sound reconciliation process	D	D	P	C	C
3.4.6 Shares lessons learned, best practices, etc. with project stakeholders	P	P	C	C	C
3.4.7 Manages the transition to the operational/support stage of the project's lifecycle using the approved gate review process	D	D	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 3: Business Planning, Lifecycle Management, Reporting and Performance Measurement

ELEMENT 3.5: Procurement

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
3.5.1 Develops and assesses the bid documents, conducts environmental scanning, and develops a focused strategy and project plan to manage the bid as a project	P	P	C	C	L
3.5.2 Develops a contingency based procurement strategy that includes testing potential contractors for appropriate maturity, competency and culture	P	P	C	C	L
3.5.3 Ensures procurement processes and contracts to satisfy probity and governance requirements while maintaining competition and a structured negotiation process that uses convergence	P	P	C	C	L
3.5.4 Ensures procurement assessment systems and tools are based on value for money, fit for purpose, and the risk of doing business			C	C	L
3.5.5 Focuses procurement on outcome and results, not outputs	P	P	C	C	L
3.5.6 Ensures procurement is established and operates as a system. A procurement plan is reviewed and updated as part of the annual business planning process	P	P	C	C	L
3.5.7 Develops a detailed procurement strategy that covers a full range of procurement options	D	D	C	C	L
3.5.8 Ensures that contracts are designed to accommodate complexity and uncertainty	D	D	C	C	L
3.5.9 Recognises and respects the expectations of both the client and the contractor	P	P	C	C	L
3.5.10 Understands and integrates government industry and procurement policies into the overall procurement system	P	P	C	L	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 3: Business Planning, Lifecycle Management, Reporting and Performance Measurement

UNDERPINNING KNOWLEDGE:

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
3A Business Planning	Business plan structure	2	2	3	4
	Business planning process	2	2	3	4
	Business cases	2	2	3	4
	Value for money / fit for purpose / risk of doing business	2	2	3	4
	Budgeting and reporting	3	3	3	4
	Strategic alignment	2	2	3	4
3B Performance Measurement	Using data for quantitative data decision-making				2
	Layering and using performance measurement as an alignment tool	2	2	3	3
	Reliability and validity				2
	Timeliness and tangibility	2	2	3	3
	Balanced score card design	2	2	3	3
	Alignment to strategy - tangibility and ownership	1	1	3	3
	Expectancy theory	1	1	2	3
	Instrumentality	1	1	2	3
	Pareto	2	2	3	3
	Using partnering to establish performance measures	2	2	3	3
3C Reporting	IT&T design and operation	1	1	2	3
	Report confidence levels / timing				2
	Decision information systems	1	1	2	3
	Triangulation				2
	Bounded rationality	1	1	2	3
3D Governance and Financial Legislation	Governance	2	2	3	3
	Agency theory	1	1	2	3
	Transparency	2	2	3	3
	Empowerment	2	2	3	3
	Role and responsibility design	2	2	3	3
	Financial legislation	2	2	3	3

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
	Codes of conduct	2	2	3	3
3E The overall financial management of the project	Assessing financial performance, performance ratios and analysis, discounted cash flow (DCF), internal rate of return (IRR), sensitivity analysis, performance indicators, and audit requirements	1	1	3	3
	International transfer pricing - understanding transfer pricing in the business environment in which the client operates, internal and external pressures in transfer pricing, and transfer pricing methods			2	2
	Stock market and share trading - an understanding of how the stock market works.			2	2
	Company structures and the flow of funds - relationships between parent and subsidiary companies			3	3
	Contractual obligations - Subcontractors – “profit on profit” and “overhead on overhead”.	2	2	3	3
	An understanding of profit - profit ratios, an overview of what drives profit and return on investment, sources of profit, funds transfer, international parent and holding companies and joint ventures			3	3
	Governance responsibilities	2	2	3	3

Awareness (1); Understands Concepts (2); Understands Theoretical Foundations (3); Expert (4)

VIEW 4: CHANGE AND JOURNEY

This view specifies the competencies required to develop and implement the ongoing change and journey management system to support implementation of the emergent strategy. As complex projects are dynamic and emerging systems, dealing with ongoing change becomes routine. Most complex projects embark on a journey towards a vision. Complex project managers have to plan and constantly adapt their strategy and implementation plan along the journey.

Communication and stakeholder management are central to: alignment of stakeholders; creating motivation; driving continuous improvement; problem avoidance and resolution; the creation and development of the project culture; and political management.

Elements of Competency

- 4.1 Define culture of the project environment including key values and their hierarchy
- 4.2 Classify projects by size, risk and complexity
- 4.3 Classify the maturity levels of the client (customer), contractors and key stakeholders, personality profiles, and leadership style(s)
- 4.4 Determine the scale of change required in project environment and the rate of change that is needed
- 4.5 Classify the level of impact of change, uncertainty, risk areas, and resistance to change
- 4.6 Develop a change and journey management strategy to fit with the project culture and leadership style
- 4.7 Establish a change and journey management system
- 4.8 Establish a stakeholder management strategy and plan
- 4.9 Establish a communication strategy and plan
- 4.10 Uses Symbolism and the management of meaning
- 4.11 Double loop learning

Underpinning Knowledge

- 4A Change Management
- 4B Resource Dependency
- 4C Stakeholder Management
- 4D Management of Meaning
- 4E Pluralism and Political Management
- 4F Project and Organisational Lifecycles

VIEW 4: Change and Journey

ELEMENT 4.1: Define culture of project environment, including their key values and their hierarchy

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
4.1.1 Understands the project environment, its history, and the values / behaviours that form the basis of its culture	D	D	P	C	L
4.1.2 Understands the project needs and ramifications for safety, quality and environmental impact beyond the legal framework	P	P	P	C	L
4.1.3 Logs the history of change in the project environment	D	D	P	C	C
4.1.4 Shows respect for the values and the project environment history	D	D	P	C	L
4.1.5 Identifies cultural dimensions of the project and organisation using a range of audit techniques	D	D	P	C	C

ELEMENT 4.2: Classify the projects and subprojects by size, risk and complexity

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
4.2.1 Classifies programs by type and specifies the level of complexity and uncertainty	D	D	P	C	L
4.2.2 Classifies sub projects by type and specifies the level of their complexity and uncertainty	D	D	P	C	L

ELEMENT 4.3: Classify the maturity levels of the client (customer), contractors and key stakeholders, personality profiles and leadership style(s)

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
4.3.1 Tests organisational maturity	D	D	P	C	L
4.3.2 Develops personality profiles of key individuals across project lifecycle	D	D	P	C	C
4.3.3 Develops personality profile map of the organisation	D	D	P	C	C
4.3.4 Defines leadership styles of key individuals across project lifecycle	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 4: Change and Journey

ELEMENT 4.4: Determine the scale of change required in project environment and rate of change that is needed

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
4.4.1 Uses proposed project / project organisational design to complete gap analysis	D	D	P	C	L
4.4.2 Defines scale/impact of change required (overall and by view)	D	D	P	C	L
4.4.3 Defines rate of change required (overall and by view)	D	D	P	C	L
4.4.4 Understands history of change in project / project organisation including the reasons for success or failure of previous changes	D	D	P	C	C

ELEMENT 4.5: Classify the level of impact of change, uncertainty, risk areas, and resistance to change

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
4.5.1 Identifies the potential impacts on personnel affected by the change	D	D	P	C	C
4.5.2 Identifies the level of resistance to change / journey	D	D	P	C	C
4.5.3 Identifies the level of uncertainty in change / journey	D	D	P	C	L
4.5.4 Completes a risk analysis that deals with rate of change, scale of change, and current leadership style, and analyses the impact of change	D	D	P	C	L

VIEW 4: Change and Journey

ELEMENT 4.6: Develop a change and journey management strategy to fit with the project culture and leadership style

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
4.6.1 Develops the change / journey management strategy	D	D	P	C	L
4.6.2 Identifies and analyses implementation risks	D	D	P	C	L
4.6.3 Selects proposed change / journey management strategy	D	D	P	C	L
4.6.4 Tests fit of strategy with strategic objectives and program restraints	D	D	P	C	L
4.6.5 Defines change / journey strategy and obtains approval	D	D	P	C	L
4.6.6 Identifies leadership / personality profile issues and options	D	D	P	C	L
4.6.7 Develops the strategy and implementation plan to deliver change	D	D	P	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

ELEMENT 4.7: Establish a change and journey management system

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
4.7.1 Develops the journey navigation map for the establishment, implementation, commissioning and close out of the project	D	D	P	C	L
4.7.2 Ensures that change / journey management is integrated with all other views and plans	D	D	P	C	L
4.7.3 Ensures that change / journey management is included in key performance indicators, benefits identification and realisation requirements	D	D	P	C	L
4.7.4 Ensures that change / journey management is specifically resourced	D	D	P	C	L
4.7.5 Ensures that change / journey management is included in sub projects	D	D	P	C	L
4.7.6 Builds change / journey management into roles and responsibility statements and ensures that they are appropriately weighted	D	D	P	C	L
4.7.7 Uses the management of meaning as a key tool in cultural change	D	D	P	C	L

VIEW 4: Change and Journey

ELEMENT 4.8: Establish a stakeholder management strategy and plan

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
4.8.1 Identifies project internal and external stakeholders	D	D	P	C	L
4.8.2 Defines stakeholder positions, values, objectives, key influencers, cultures, resources, competencies, decision making process and political approach	D	D	P	C	L
4.8.3 Analyses stakeholders using rich pictures and cause and effect diagrams	D	D	P	C	L
4.8.4 Uses integration techniques (bringing together individual stakeholder views) to understand stakeholders	D	D	P	C	L
4.8.5 Develops stakeholder management strategy, including on-going review	D	D	P	C	L
4.8.6 Uses double loop learning to drive ongoing review and updating of the stakeholder management strategy	D	D	P	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

ELEMENT 4.9: Establish a communication strategy and plan

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
4.9.1 Develops internal and external communication strategy and plan.	D	D	P	C	L
4.9.2 Establishes the communication system which defines the processes and information flows associated with communications	D	D	P	C	L
4.9.3 Designs the communication system to work both ways (to provide feedback as well as deliver information)	D	D	P	C	L
4.9.4 Links communication system to performance and reporting system	D	D	P	C	L
4.9.5 Uses communication system to build project team, to develop and maintain project culture.	D	D	P	C	L
4.9.6 Details the type, normal frequency and subject coverage of project communication	D	D	P	C	L
4.9.7 Regularly audits project communication to identify issues and improve practice	D	D	P	C	L

VIEW 4: Change and Journey

ELEMENT 4.10: Uses symbolism and the management of meaning to facilitate change

	ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
4.10.1	Uses the creation of myths as a key tool in cultural change	D	D	P	C	L
4.10.2	Provides visible leadership that “walks the talk”. Sets high performance standards for self, acting as a role model for the team	P	P	C	C	L
4.10.3	Searches out opportunities that link project values to outcomes to create new symbols of behaviour	D	D	P	C	L
4.10.4	Uses both positive and negative symbolism	D	D	P	C	L
4.10.5	Uses first level supervision as a primary source of communication	P	P	P	C	C
4.10.6	Searches out opportunities that link the project values to social values for human safety, standards of quality and environmental stewardship.	P	P	P	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

ELEMENT 4.11: Double loop learning

	ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 2	Level 1
4.11.1	Is willing and able to change foundational views and look at issues through others’ eyes	D	D	P	C	L
4.11.2	Reframes the business plan to fit with change in environment and project position	D	D	P	C	L
4.11.3	Uses multiple and divergent views to gain understanding	D	D	P	C	L
4.11.4	Is aware of and deliberately works to avoid pride of authorship issues	D	D	P	C	L
4.11.5	Is able to work in an environment that is non-linear and recursive	D	D	P	C	L
4.11.6	Defines the project review and assurance process and provides direction on its implementation within the team	D	D	P	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 4: Change and Journey

UNDERPINNING KNOWLEDGE

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
4A Change Management	Scale of change	1	1	2	3
	Rate of change	1	1	2	4
	Depth of change			2	3
	Resistance to change	1	1	2	4
	Project managed change	1	1	2	4
	Change strategies	1	1	2	4
	Impact of leadership styles	2	2	3	4
	Process consulting	1	1	2	3
	Facilitation and workshop design	3	3	3	3
4B Resource Dependency	Resource dependency theory	1	1	2	3
	Creating unique competencies	1	1	3	4
	Organisational maturity	1	1	3	4
4C Stakeholder Management	Stakeholder mapping	2	2	3	4
	Analysing stakeholders	2	2	3	4
	Using views to understand stakeholders	2	2	3	4
	Alignment	2	2	3	4
	IPTs	2	2	3	3
4D Management of Meaning	Symbolism	1	1	2	4
	Cognition			2	3
	Anthropology – cultures and how they are created / changed	1	1	2	3
	Behaviourism	1	1	2	3
4E Pluralism and Political Management	Pluralism	1	1	2	3
	Games theory	1	1	2	3
	Power	1	1	2	3
	Empowerment	2	2	3	3
	Decision making process and influencers	2	2	3	3
4F Project and Organisational Lifecycles	Traditional PM lifecycle	3	3	3	3
	Outsourcing / change project lifecycle	1	1	2	3
	Program management lifecycle	1	1	3	3
	Chaos theory			2	3
	Planning for complexity			2	4

Awareness (1); Understands Concepts (2); Understands Theoretical Foundations (3); Expert (4)

VIEW 5: INNOVATION, CREATIVITY AND WORKING SMARTER

This view specifies the competencies required to design, develop, lead and manage a project organisation that delivers innovation, creativity and continuous improvement in projects that are complex and non-linear/recursive in their nature.

Elements of Competency

- 5.1 Driving innovation
- 5.2 Identifying key innovative opportunities
- 5.3 Evaluating innovative opportunities
- 5.4 Driving continuous improvement
- 5.5 Benchmarking / best of breed
- 5.6 Design management

Underpinning Knowledge

- 5A Cognition
- 5B Innovation and Creativity
- 5C Organisational Learning
- 5D Planning Design

VIEW 5: Innovation, Creativity and Working Smarter

ELEMENT 5.1: Driving innovation

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
5.1.1 Develops a strategy that creates environments and systems to encourage / support innovation and creativity. Scans the environment for opportunities	D	D	P	C	L
5.1.2 Establishes an organisational architecture that fosters innovation and creativity and uses a top down / bottom up approach	D	D	P	C	L
5.1.3 Develops creative teams and selects team members that are intuitive and provides opportunities for them to respond creatively	D	D	P	C	L
5.1.4 Provides opportunities and rewards for innovation that add value to the project	D	D	P	C	L
5.1.5 Uses workshops and integrated process teams that bring in outsiders and different disciplines	P	P	P	C	L
5.1.6 Thinks outside the box and encourages blue sky approaches. Assesses levels of innovation according to project lifecycle stage. Closes out and provides feedback	D	D	P	C	L

ELEMENT 5.2: Identifying key innovative opportunities

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
5.2.1 Focuses on key opportunity areas	P	P	C	C	L
5.2.2 Supports multiple initiatives and progressively selects best value for money options	P	P	C	C	L
5.2.3 Looks for initiatives occurring in the workplace	P	P	C	C	C
5.2.4 Encourages / empowers teams at the operational level to identify opportunities and to defeat organisational inertia against change	P	P	C	C	L
5.2.5 Uses new continuous improvement tools	D	D	P	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 5: Innovation, Creativity and Working Smarter

ELEMENT 5.3: Evaluating innovative opportunities

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
5.3.1 Evaluates competing opportunities, prioritises and focuses resources	D	D	C	C	L
5.3.2 Runs multiple innovation opportunities concurrently and progressively selects the most beneficial business cases	D	D	P	C	L
5.3.3 Tests at the operational level	D	D	P	C	C
5.3.4 Uses peer review and pilot projects – looks at all the angles and covers all the bases	D	D	C	C	C
5.3.5 Uses devil advocates to test ideas and processes	D	D	P	C	C
5.3.6 Analyses the risk of using innovation vs existing tried and proven methodologies	D	D	P	C	C

ELEMENT 5.4: Driving continuous improvement

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
5.4.1 Develops a continuous improvement organisational architecture and culture. Drives increased effectiveness of the project team and the way it does business	D	D	P	C	L
5.4.2 Instils a no-blame culture	P	P	C	C	L
5.4.3 Fosters a collaborative approach amongst stakeholders	P	P	C	C	L
5.4.5 Sets baselines and stretch targets	P	P	C	C	L
5.4.6 Empowers teams through business case approaches linked to a performance measure and encourages use of collaborative tools	D	D	P	C	L
5.4.7 Uses a top down / bottom up approach	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 5: Innovation, Creativity and Working Smarter

ELEMENT 5.5: Benchmarking / best of breed

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
5.5.1 Understands where they are now and the need to change	P	P	C	C	L
5.5.2 Uses best of breed and benchmarking on key activities	P	P	C	C	L
5.5.3 Is aware of incremental costs	D	D	C	C	C
5.5.4 Uses gap analysis	P	P	C	C	L
5.5.5 Periodically re-evaluates process targets – raises the bar	D	D	P	C	L
5.5.6 Closes the loop	P	P	C	C	L

ELEMENT 5.6: Design management

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
5.6.1 Establishes a client needs determination process	D	D	P	C	L
5.6.2 Implements a linear and recursive design process	D	D	P	C	L
5.6.3 Designs and implementation teams are fully integrated into one aligned team	D	D	P	C	L
5.6.4 Uses convergence / divergence processes with milestones	D	D	P	C	L
5.6.5 Designs to a cost / value for money / fit for purpose	D	D	C	C	L
5.6.6 Uses prototyping and pilot projects	D	D	C	C	L
5.6.7 Avoids pride of authorship	D	D	C	C	L
5.6.8 Uses Design thinking as a focused strategy for project whole of life and sustainability	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 5: Innovation, Creativity and Working Smarter

UNDERPINNING KNOWLEDGE

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
5A Cognition	Cognition			2	3
	Learning styles	1	1	2	3
	Memory			2	3
	Bounded rationality	1	1	2	3
5B Innovation and Creativity	How creativity occurs in the human brain			2	2
	Creative teams	1	1	2	4
	Blue sky	1	1	2	2
	Complementarity	2	2	3	3
	Impact of personality profile	2	2	3	3
	Strategies to support / drive creativity	1	1	2	3
5C Organisational Learning	Culture	1	1	2	3
	Bounded rationality	1	1	2	3
	Expectancy theory	1	1	2	3
	Management of meaning	1	1	2	4
	Learning loops	1	1	2	3
	Kaizen	2	2	3	3
5D Planning Design	Design process	2	2	3	4
	Convergence / divergence	2	2	3	4
	Client needs determination	2	2	3	4
	Milestones	3	3	3	3
	Design standards	2	2	3	3
	Integrating design and implementation in complex projects	1	1	3	4
	Prototyping and pilot projects	2	2	3	4

Awareness (1); Understands Concepts (2); Understands Theoretical Foundations (3); Expert (4)

VIEW 6: ORGANISATIONAL ARCHITECTURE

This view specifies the competencies required to design, establish and manage the organisational architecture for complex projects.

Elements of Competency

- 6.1 Designing the project organisation
- 6.2 Establishing and managing the project organisation
- 6.3 Developing project maturity
- 6.4 Strategic human resources management

Underpinning Knowledge

- 6A Organisational Design
- 6B Seven S's and Dialectics
- 6C Networks
- 6D Teams
- 6E Organisational Maturity
- 6F Integrated Project and Process Teams
- 6G Reward Design
- 6H Fit, Split, and Congruence

VIEW 6: Organisational Architecture

ELEMENT 6.1: Designing the project organisation

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
6.1.1 Designs the overall organisational architecture	P	P	C	C	L
6.1.2 Ensures that fit, congruence and creative tension exist and are managed to deliver creative energy to the project	P	P	C	C	L
6.1.3 Develops the organisational architecture to take account of governance requirements	P	P	C	C	L
6.1.4 Uses an integrated multidisciplinary approach throughout the organisation) to deliver project outcomes and avoid stovepipes	P	P	C	C	L
6.1.5 Develops implementation and operational plans for each key system	P	P	C	C	L

VIEW 6: Organisational Architecture

ELEMENT 6.2: Establishing and managing the project organisation

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex		
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2	
6.2.1	Obtains agreement and commitment to organisational architecture among key stakeholders	P	P	C	C	L
6.2.2	Aligns and keeps stakeholders informed	P	P	C	C	L
6.2.3	Establishes roles and responsibilities, systems, policies and processes	P	P	C	C	L
6.2.4	Establishes the operational management team	P	P	C	C	L
6.2.5	Establishes and manages integrated project and process teams and their shared systems	P	P	C	C	L
6.2.6	Reviews organisational architecture to maintain fit with changing project phase / circumstances	P	P	C	C	L
6.2.7	Uses workshops and facilitation to create synergy, alignment and draw out deeper issues	P	P	C	C	L
6.2.8	Creates an organisational architecture that facilitates a positive work environment	P	P	C	C	L
6.2.9	Brings out the best in people	P	P	C	C	L
6.2.10	Expresses positive expectations of others directly involved in the project. Speaks to team members in positive terms	P	P	C	C	L
6.2.11	Genuinely values input and expertise of others on the team and is willing to learn from others (especially subordinates)	P	P	C	C	L
6.2.12	Publicly credits others who have performed well. Encourages and empowers the project team, making them feel strong and a true contributor to overall project success	P	P	C	C	L
6.2.13	Deals with conflict in an open and collaborative way to facilitate a beneficial resolution	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 6: Organisational Architecture

ELEMENT 6.3: Developing project maturity

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
6.3.1 Reviews existing key stakeholder maturity	P	P	C	C	L
6.3.2 Defines the level of project maturity required - continuously improves processes; ensures common processes are used across the project; records lessons learned and applies those lessons to the project	P	P	C	C	L
6.3.3 Uses gap analysis and SWOT	P	P	C	C	L
6.3.4 Develops and implements change strategy	P	P	C	C	L
6.3.5 Reviews the organisation's maturity over the project lifecycle	P	P	C	C	L
6.3.6 Establishes an induction process for new stakeholders	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 6: Organisational Architecture

ELEMENT 6.4: Strategic human resources management

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
6.4.1 Leads the design of the strategic organisational architecture including defining the skills and roles required to meet the project deliverables throughout the life of the project	P	P	C	C	L
6.4.2 Uses environmental scanning	P	P	C	C	L
6.4.3 Implements succession planning	P	P	C	C	L
6.4.4 Leads change strategies to facilitate human resource management	P	P	C	C	L
6.4.5 Understands competency gaps and establishes competency development strategies and programs	P	P	C	C	L
6.4.6 Measures the cultural and climate management	P	P	C	C	L
6.4.7 Establishes mentoring in the project	P	P	C	C	L
6.4.8 Ensures that the design and reliability of recruitment processes is reliable	P	P	C	C	L
6.4.9 Uses workshop based recruitment	D	D	P	C	L
6.4.10 Leads an organisation which is characterised by low turnover of key personnel	P	P	C	C	L
6.4.11 Ensures the relevant skills are available within the organisation to facilitate the appointment of suitable individuals to the project delivery teams	P	P	C	C	L
6.4.12 Identifies and secures the commitment of necessary internal and external resources, including internal and external expertise	P	P	C	C	L
6.4.13 Develops champions of change, including line and functional managers, steering group members, stakeholders and project managers	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 6: Organisational Architecture

UNDERPINNING KNOWLEDGE

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
6A Organisational Design	Strategy	1	1	2	3
	Structural forms	2	2	3	3
	Basis of groupings	2	2	3	3
	Empowerment	2	2	3	3
	Liaison devices	2	2	3	3
	Coordinating mechanisms	2	2	3	3
	Unit size	2	2	3	3
	Span of control	2	2	3	3
	Agency theory	1	1	2	3
Virtual organisations	2	2	3	3	
6B Seven S's and Dialectics	Strategy Planned ↔ Opportunistic	1	1	2	4
	Structure Elitist ↔ Pluralist				
	Systems Mandatory ↔ Discretionary				
	Style Managerial ↔ Transformational				
	Staff Collegial ↔ Individuality				
	Shared values Hard minds ↔ Soft hearts				
	Skills maximise ↔ Meta-mize				
6C Networks	Characteristics of network organisations	2	2	3	3
	Design of network organisations	2	2	3	3
	Creating alignment in network organisations	2	2	3	3
	Trust	2	2	3	3
	Cultural selection	2	2	3	3
	Maturity	1	1	3	4
	Dealing with complexity and change in networks			2	3
6D Teams	Characteristics of teams	2	2	3	3
	Designing teams	2	2	3	3
	Motivating teams	2	2	3	3
	Empowerment / basis of grouping / co-ordinating mechanism	2	2	3	3
	Team member selection and complementarity	2	2	3	3
	Leading teams	2	2	3	4
	Creative teams	2	2	3	3

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
	Virtual teams	2	2	3	3
	Team member role rotation and complementarity	2	2	3	3
	Impact of personality and culture on teams	2	2	3	3
	First line supervisor and the impact of empowerment	2	2	3	3
	Team dynamics, process design, and workshop design	2	2	3	3
6E	Organisational Maturity				
	Maturity models – definitions and stages in development	1	1	3	4
	Characteristics of organisational maturity at each stage	1	1	3	3
	Gap analysis	2	2	3	3
	Maturity development process	1	1	3	4
	Testing for maturity – maturity, competencies, and culture	1	1	3	4
6F	Integrated Project and Process Teams				
	Characteristics of IPTs	2	2	3	3
	Leadership team structure and operation	2	2	3	3
	Management team structure and operation	2	2	3	3
	Project teams’ structure and operation	2	2	3	3
	Functional teams’ structure and operation	2	2	3	3
	Stakeholder membership in IPTs	2	2	3	3
	Shared systems	2	2	3	3
	Lines of reporting / accountability	2	2	3	3
6G	Reward Design				
	Reward design	2	2	3	3
	Expectancy theory	1	1	2	3
	Instrumentality	1	1	2	3
	Motivation theory	2	2	3	3
	Cultural differences	2	2	3	3
	Alignment	2	2	3	3
6H	Fit, Split, and Congruence				
	Organisational fit	2	2	3	3
	Congruence	2	2	3	3

Awareness (1); Understands Concepts (2); Understands Theoretical Foundations (3); Expert (4)

VIEW 7: LEADERSHIP AND COMMUNICATION

Good Leadership is the most important competence of a Project Manager.

This view specifies the competencies required to lead complex projects. Leadership is a key variable in the success of a project, and greatly impacts the project philosophy, culture, and the ability of the project to develop an emergent strategy and to deliver a successful outcome. Central to the practice of good leadership is the capacity of the leader to engage their stakeholders (both internal and external), and to develop strong interpersonal relationships with their teams, clients and senior staff through establishing shared meaning about the project's goals and activities at the personal, project and organisational level.

Elements of Competency

- 7.1 Understanding
- 7.2 Sculpturing
- 7.3 Mobilising
- 7.4 Inspiring
- 7.5 Situational Leadership
- 7.6 Communication

Underpinning Knowledge

- 7A Leadership frameworks
- 7B Complementarity
- 7C Empowerment
- 7D Values and Trust
- 7E Communication frameworks
- 7F Teams / Perceived Communication Reliability
- 7G Issues Resolution

VIEW 7: Leadership and Communication

ELEMENT 7.1: Understanding

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
7.1.1 Understands what drives and motivates the project team, and their capabilities and is aware of cultural differences	P	P	C	C	L
7.1.2 Understands themselves and the individuals in the project team, what drives and motivates them personally, and their individual capabilities	P	P	C	C	L
7.1.3 Actively seeks many external views to help them gain understanding	D	D	C	C	L
7.1.4 Is able to effectively deal and understand views opposing their own views and is open to criticism and learning	P	P	C	C	L
7.1.5 Uses their understanding of individuals and teams to make the project strategy tangible to individuals and teams	P	P	C	C	L
7.1.6 Understands how individuals and teams contribute and create synergy	P	P	C	C	L
7.1.7 Takes time to understand how individuals and teams are performing and working together to deliver the project outcomes	P	P	C	C	L
7.1.8 Analyses and reviews how the individuals and teams are working together. Strives to understand both the present emotions and explicit content of communications from stakeholders	P	P	C	C	L
7.1.9 Accepts responsibility and admits failures or shortcomings	P	P	C	C	L
7.1.10 Learns from own mistakes	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 7: Leadership and Communication

ELEMENT 7.2: Sculpturing

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex		
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2	
7.2.1	Communicates the project strategy to the project stakeholders and makes it tangible at a persona level and human scale	P	P	C	C	L
7.2.2	Is viewed as fully committed to a successful project and the project team	P	P	C	C	L
7.2.3	Is focused on the big picture	D	D	C	C	L
7.2.4	Selects key people (competences, political, symbolic, etc.) and actively involves them in developing and implementing the project's strategy over the project lifecycle	P	P	C	C	L
7.2.5	Responds flexibly and strategically to ongoing change	P	P	C	C	L
7.2.6	Creates a compelling vision of the project's future that is tangible to the project's stakeholders	P	P	C	C	L
7.2.7	Avoids taking quick decisions based on limited information	P	P	C	C	L
7.2.8	Strives to understand underlying problems, and the reasons for someone's ongoing or long-term feelings, behaviours, or concerns	P	P	C	C	L
7.2.9	Objectively presents a balanced view of someone's specific strengths and weaknesses	P	P	C	C	L
7.2.10	Is viewed as fully committed to safety, quality and the environment, communicates the project impacts in these domains and influences personnel development to incorporate these values in their own decision making.	P	P	C	C	L

VIEW 7: Leadership and Communication

ELEMENT 7.3: Mobilising

	ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
7.3.1	Shows confidence in the project team	P	P	C	C	L
7.3.2	Ensures that timely, reliable, and tangible feedback is provided	P	P	C	C	L
7.3.3	Clearly defines expectations	D	D	C	C	L
7.3.4	Is trusted and respected by the project team	P	P	C	C	L
7.3.5	Proactively uses trust as a competitive advantage to reduce transaction cost	P	P	C	C	L
7.3.6	Motivates the project team both emotionally and professionally	P	P	C	C	L
7.3.7	Is supportive and caring of the project team and its individual members	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 7: Leadership and Communication

ELEMENT 7.4: Inspiring

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
7.4.1 Generates commitment in individuals and the team	P	P	C	C	L
7.4.2 Creates a fun and energetic environment that promotes creativity	P	P	C	C	L
7.4.3 Recognises individual and team performance, even when things go wrong	D	D	C	C	L
7.4.4 Is focused on bringing out the best in people to achieve their personal stretch goals	P	P	C	C	L
7.4.5 Empowers and trusts the project team and individuals. Expresses positive expectations of others regarding their abilities or potentials, even in 'difficult' cases. Believes others want to and can learn	P	P	C	C	L
7.4.6 Establishes and leads mentoring and coaching programs	P	P	C	C	L
7.4.7 Invests extra time and effort over an extended period of time to lead the project team	P	P	C	C	L
7.4.8 Takes care of the project team, protecting it and its reputation vis-à-vis the larger organisation or community at large. Ensures that the self-realisation and practical needs of the project team are met	P	P	C	C	L
7.4.9 Uses authority fairly, making a personal effort to treat all team members equitably	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 7: Leadership and Communication

ELEMENT 7.5: *Situational leadership*

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
7.5.1 Is able to use a range of leadership styles	P	P	C	C	L
7.5.2 Mostly uses a consultative / participate style	P	P	C	C	C
7.5.3 Is able to be directive	P	P	C	C	C
7.5.4 Uses empathetic listening	P	P	C	C	L
7.5.5 Treats people with respect	P	P	C	C	L
7.5.6 Links the leadership style to the situation	P	P	C	C	L
7.5.7 Picks up clues to others' feelings or meanings, and uses this understanding to explain others' past behaviours, understand current behaviours, and anticipate future behaviours	P	P	C	C	L
7.5.8 Informs a person affected by a decision about what is happening, ensuring that the group has all of the necessary information	P	P	C	C	L

ELEMENT 7.6: *Communication*

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
7.6.1 Is able to use a range of communication styles to match the needs of the situation	P	P	C	C	L
7.6.2 Is able to establish effective environments where shared meanings amongst stakeholders about situations, the project and organisational processes are achieved	P	P	C	C	C
7.6.3 Uses storytelling to create a positive and engaging environment for staff and external stakeholders	P	P	C	C	C
7.6.4 Uses empathetic listening					
Uses effective non-verbal communication to reinforce verbal strategies	P	P	C	C	L
7.6.5 Uses persuasion effectively to advocate ideas	P	P	C	C	L
7.6.6 Plans project communication effectively	P	P	C	C	L
7.6.7 Regularly audits project communication to gauge effectiveness	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 7: Leadership and Communication

UNDERPINNING KNOWLEDGE

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
7A Leadership Frameworks	Directive leadership style	2	2	3	3
	Participative leadership style	2	2	3	3
	Consultative leadership style	2	2	3	3
	Coercive leadership style	2	2	3	3
	Impact of using one type of leadership style as the dominant style	2	2	3	3
	Complexity leadership theory (CLT)			3	3
	Creative tension	2	2	3	3
7B Complementarity	Dialectics in each area	2	2	3	3
	Empowerment	2	2	3	3
7C Empowerment	Expectancy theory and instrumentality	2	2	3	3
	Impact on supervisors	2	2	3	3
	Team maturity	2	2	3	3
	IPTs - maintaining control and alignment	2	2	3	3
	Impact of matrix reporting lines	2	2	3	3
	National values and their impact on the project	1	1	2	3
7D Values and Trust	Espoused vs enacted	1	1	2	3
	Walking the talk / visibility	2	2	3	3
	Creating symbols and myths	2	2	3	3
	Trust	2	2	3	3
	Hierarchy of values	1	1	2	3
	Communication as transmission and mean-making	2	2	3	3

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
7E Communication Frameworks	Language strategies and shared meaning	2	2	3	3
	Impact of language strategies and storytelling	2	2	3	3
	Cultural differences in language	2	2	3	3
	Empathetic listening	2	2	3	3
	Persuasion	2	2	3	3
	Communication planning	2	2	3	3
	Non-verbal communication	2	2	3	3
	Impact of national culture on communication	2	2	3	3
Trustworthiness of information to teams	2	2	3	3	
7F Teams/Perceived Communication Reliability	Sources of information to teams	2	2	3	3
	Using first line supervisors / team leaders as primary sources of information to teams	2	2	3	3
	Negotiation and mediation	2	2	3	3
	No blame issues resolution				
7G Issues Resolution	Impact of culture and personality profile	1	1	2	3

VIEW 8: CULTURE AND BEING HUMAN

This view specifies the competencies required to understand culture, cognition, personality, and human lifecycle, and to use them in the design and operation of the project organisation and its systems.

Being human refers to the psychological realities of being human and its impact on how we think, make decisions, and hold memory and values. It also includes issues such as our personality and aging.

Elements of Competency

- 8.1 Understand and integrate international cultural differences
- 8.2 Cultural values (national, organisational, and sub cultures) are used to understand people and are key inputs / drivers in designing the project organisational architecture and change / journey
- 8.3 Understand the project's people and stakeholders to use in systems / process design
- 8.4 Personality profiling to understand people and to design the project organisational architecture and change / journey
- 8.5 Understand human lifecycle stages to understand people

Underpinning Knowledge

- 8A Cognition
- 8B How Cultures are Established
- 8C How Cultures Evolve / Change
- 8D Personality Profiles
- 8E Lifecycle Stages
- 8F Bounded Rationality

VIEW 8: Culture and Being Human

ELEMENT 8.1: Understand and integrate international cultural differences

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
8.1.1 Analyses cultural composition of stakeholders and key people	D	D	P	C	L
8.1.2 Designs systems to fit with cultural differences	D	D	P	C	L
8.1.3 Takes cultural differences into account in all process design, communications and meetings strategies	D	D	P	C	L
8.1.4 Builds the project cultures on existing national and organisational cultures	D	D	P	C	L
8.1.5 Takes the culture's hierarchy of values into consideration when making decisions and in the design of organisational processes	D	D	P	C	L

ELEMENT 8.2: Cultural values (national, organisational, and sub cultures) are used to understand people and are key inputs / drivers in designing the project organisational architecture and change / journey

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
8.2.1 Analyses stakeholder organisational cultures and values	D	D	P	C	L
8.2.2 Uses organisational culture as a key aspect in selection of contractors / consultants	D	D	P	C	L
8.2.3 Uses cultural insights as a key aspect of organisational architecture design	D	D	P	C	L
8.2.4 Recognises and builds in the impact of change/ journey on culture as a key risk / aspect of the strategic plan and how it affects the risk profile of the project	D	D	P	C	L
8.2.5 Understands that the strategic plan is influenced by the scale / rate of change / leadership style	D	D	P	C	L
8.2.6 Designs project systems and process to take into consideration organisational culture in their design. Time and cost contingencies are used to deal with cultural differences and uncertainties	D	D	P	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 8: Culture and Being Human

ELEMENT 8.3: Understand the project's people and stakeholders to use in systems / process design

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
8.3.1 Ensures that key people understand themselves, their strengths and their weaknesses, and implements strategies to overcome their weaknesses	P	P	C	C	L
8.3.2 Ensures strategies are put in place to overcome lack of understanding in key areas	D	D	P	C	C
8.3.3 Uses complementarity and multiple views to reduce the impact of bounded rationality	D	D	P	C	L
8.3.4 Ensures processes are designed to avoid group think and individuals dominating	P	P	C	C	C
8.3.5 Ensures processes are designed to support synergy	D	D	P	C	C

ELEMENT 8.4: Personality profiling to understand people and to design the project organisational architecture and change / journey

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
8.4.1 Ensures that key people understand their own personality profile	D	D	P	C	L
8.4.2 Uses profiling of key stakeholders	D	D	P	C	L
8.4.3 Uses profiling in selection of key personnel and in design of teams	D	D	P	C	L
8.4.4 Takes profiling into consideration in designing the project processes and the change / journey implementation strategy	D	D	P	C	L
8.4.5 Takes profiling into consideration in selecting the type of information that is provided, how it is provided, and who provides it	D	D	P	C	L
8.4.6 Establishes development programs to address key individuals and the project's development needs	P	P	C	C	L
8.4.7 Understands and uses the hierarchy of needs and culture in designing the project's reward and communication systems	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 8: Culture and Being Human

ELEMENT 8.5: Understand human lifecycle stages to understand people

ACTIONS IN THE WORKPLACE		Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
8.5.1	Understands and takes into consideration a person's lifecycle stage in managing their career	D	D	P	C	C
8.5.2	Understands and takes into consideration their own lifecycle stage, and structures their career to fit	P	P	P	C	C

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 8: Culture and Being Human

UNDERPINNING KNOWLEDGE:

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
8A Cognition	How human cognition works	2	2	3	3
	How memory works	2	2	2	2
	How and where memory is held	2	2	2	2
	Stereotyping	2	2	3	3
	Cognitive biases	2	2	3	3
	Learning strategies – different styles of learning	2	2	3	3
	Creativity	1	1	2	3
	IQ and EQ	2	2	2	2
8B How Cultures are Established	Creating cultures	1	1	2	3
	Hierarchy of values	1	1	2	3
	Symbols, myths and the management of meaning	1	1	2	4
	Causal links	1	1	2	3
	Strength and depth of cultures	1	1	2	3
	The importance of leadership in development of cultures	1	1	2	3
8C How Cultures Evolve / Change	Building on existing values as a change strategy	1	1	2	3
	Resistance to change	1	1	2	4
	Impact of (using) crisis in overcoming resistance to change			2	3
	Strategies to manage resistance to change			2	4
	Management of meaning / symbolism / myths	1	1	2	4

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
8D Personality Profiles	Personality profiling	1	1	2	3
	Demographics	1	1	2	3
	Impact on career choice and effectiveness	1	1	2	2
	Dominant traits, strengths of traits, and developing strengths in recessive traits	1	1	2	3
	Impact of learning	1	1	2	3
	Impact of decision making	2	2	3	3
	Impact on leadership	2	2	3	3
	Impact on problem solving	1	1	2	3
	Emotional Intelligence	1	1	2	3
8E Lifecycle Stages	Lifecycle stages – early development			2	3
	Lifecycle stages – teen years	2	2	3	3
	Lifecycle stages - adult life			2	3
	Male versus female lifecycle stages			2	3
8F Bounded Rationality	Bounded rationality (personality, culture, lifecycle, IQ, experience, training, etc), its impact, and strategies to minimise its effects	1	1	2	3
	Understanding yourself	3	3	3	3
	As others see you – using feedback to better understand yourself	2	2	3	3
	Becoming a learning person	2	2	3	3
	Hierarchy of needs	1	1	2	3

Awareness (1); Understands Concepts (2); Understands Theoretical Foundations (3); Expert (4)

VIEW 9: PROBITY AND GOVERNANCE

This view specifies the competencies required to deliver probity and governance in complex projects.

Elements of Competency

- 9.1 Establish probity and governance statutory and organisational requirements
- 9.2 Define project specific probity and governance requirements
- 9.3 Design probity and governance systems
- 9.4 Manage ongoing probity and governance
- 9.5 Designs and Implements contractual instruments

Underpinning Knowledge

- 9A Agency Theory
- 9B Legislative Probity and Governance requirements
- 9C International Governance – linked to National Constitutions
- 9D Contract Law
- 9E Contract Management

VIEW 9: Probity and Governance

ELEMENT 9.1: Establish probity and governance statutory and organisational requirements

	ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
9.1.1	Defines statutory probity, legal, and governance requirements, e.g. safety and environmental.	P	P	P	C	C
9.1.2	Defines client probity and governance requirements	D	D	P	C	C
9.1.3	Defines key stakeholder probity and governance requirements	D	D	P	C	C
9.1.4	Defines project ethical standards	P	P	C	C	C
9.1.5	Recognises that governance requirements will change over the project lifecycle and established process to ensure governance system is Fit for Purpose	D	D	P	C	C

ELEMENT 9.2: Define project specific probity and governance requirements

	ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
9.2.1	Defines project specific probity requirements	P	P	C	C	C
9.2.2	Defines project specific legal and governance requirements	P	P	C	C	C
9.2.3	Uses multiple views to assess risks (across all views) uncertainties and opportunities	P	P	P	C	C
9.2.4	Establishes event based governance reviews	P	P	C	C	C

VIEW 9: Probity and Governance

ELEMENT 9.3: Design probity and governance systems

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
9.3.1 Builds the overall understanding of probity and governance requirements, risks and opportunities system				C	C
9.3.2 Reviews how probity and governance requirements can be used to add value to the project				C	C
9.3.3 Incorporates specific project probity and governance issues			C	C	C
9.3.4 Ensures all stakeholders disclose any possible conflict of interest	C	C	C	C	C
9.3.5 Designs detailed probity and governance system	C	C	C	C	C
9.3.6 Establishes exit strategies in contracts	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 9: Probity and Governance

ELEMENT 9.4: Manage ongoing probity and governance

	ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
9.4.1	Documents and integrates probity and governance into the business plan and integrates it into the overall project architecture			C	C	C
9.4.2	Proactively manages probity and governance over the project lifecycle			C	C	C
9.4.3	Ensures that transparency is embedded in all contracts and systems			C	C	C
9.4.4	Ensures the responsibility for the ongoing operation and review / change of the probity and governance system is clearly defined			C	C	C
9.4.5	Ensures that ongoing compliance and performance audits are carried out, are carried out by both internal and external audit authorities and audits have full and open access	D	D	C	C	C
9.4.6	Sees audits as opportunities to improve performance and that their recommendations are acted upon	D	D	C	C	C
9.4.7	Uses conflict resolution, no blame, escalation, and alternative dispute resolution techniques	D	D	C	C	C
9.4.8	Operates under a code of ethics	C	C	C	C	L
9.4.9	Conducts non advocate reviews	C	C	C	C	L
9.4.10	Analyses and is aware of project ethical frameworks	C	C	C	C	L
9.4.11	Runs corporate / project boards as chairperson	C	C	C	C	L
9.4.12	Challenges ethical norms and boundaries	C	C	C	C	L
9.4.13	Implements systems to align but maintain separate business system architectures between alliance partners	C	C	C	C	L
9.4.14	Implements check points using external reviewers	C	C	C	C	L
9.4.15	Uses integrated process teams to manage the ongoing operation and review / change of the probity and governance system	P	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 9: Probity and Governance

ELEMENT 9.5: Designs and Implements Contractual Instruments

ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex		
	Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2	
9.5.1	Analyses the project's political, social, commercial, and legal environment for the overall project including the head contract and the multiple tiers of subcontractors / suppliers	D	P	C	C	L
9.5.2	Selects preferred contract instruments to fit with project complexity, (alignment motivation, incentives etc.) stakeholder maturity, and contextual issues	D	P	C	C	L
9.5.3	Establishes contractor selection process, reward design, and journey management process to establish and maintain alignment of behaviours	D	P	C	C	L
9.5.4	Identifies risks in using preferred contractual instrument and changes / approvals that are required	D	P	C	C	L
9.5.5	Contextualises preferred contractual instrument and agrees methodology for approvals (across stakeholders and at multiple levels)	D	P	C	C	L
9.5.6	Ensures key stakeholders are trained in the preferred contractual instrument	D	P	C	C	L
9.5.7	Plans the negotiation strategy to fit with the cultural norms	D	P	C	C	L
9.5.8	Establishes an induction process to ensure ongoing contractual understanding	D	P	C	C	L
9.5.9	Develops incentives and aligns project execution/governance strategy	D	P	C	C	L
9.5.10	Implements a contract management system that fits with the contractual philosophy and requirements	D	P	C	C	L

Development (D); Practitioner (P); Competent (C); Leader (L)

VIEW 9: Probity and Governance

UNDERPINNING KNOWLEDGE:

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
9A Agency Theory	Designing the organisational architecture (including the contract) to deliver control, probity and governance, while maintaining flexibility, motivation and responsiveness			2	3
	Defining project objectives in terms of outcomes and results versus outputs, and how they will be measured			3	3
	Types of coordinating mechanisms	2	2	3	3
	Designing the reward system to fit with the project strategy and that satisfies probity / governance requirements			3	3
	Designing the motivation system to fit with the project strategy and that satisfies probity / governance requirements			3	3
	Designing the empowerment system to fit with the project strategy and probity / governance requirements			3	3
	Trust	2	2	3	3
9B Legislative Probity and Governance requirements	Understanding and designing project / program governance system to comply with legislative probity and governance requirements	2	2	3	3
	Financial regulations	2	2	3	3
	Audit reports	2	2	3	3
	Central agency requirements and recommended practice	2	2	3	3
	Client specific legislation and requirements	2	2	3	3
	Defining value for money, fit for purpose, and the risk of doing business	2	2	3	3
9C International Governance – linked to National Constitutions	Takes international governance (linked to national constitutions) as an input in project organisational architecture and contract selection and operation			2	3
	International constitutions and their impact on governance			3	3
	International constitutions and their impact on organisational design			2	3

Knowledge Area	Specific Knowledge and Theories	Traditional		ExecPM	Complex
		Project Manager	Snr Project Manager	Program Manager	Levels 1 & 2
9D Contract Law	Advanced contract law – using the contract proactively to deliver project outcomes.	2	2	3	3
	Key legal issues and areas - good faith, equitable estoppel, intellectual property, moral rights, employment and industrial relations, insurance, corporate, standing, remedies, and administrative law	2	2	3	3
	Relational contracting – the key principles of relational contracting and their application across project delivery methodologies. The contract as a living document that drives process governance.	2	2	3	3
	Alliance contracts – the structure and operation of alliance contracts. Different approaches to alliance contracts.			3	3
	PPP and PFI contracts	2	2	3	3
	Contracts – traditional, EPC, EPCM, design and construct, design construct and maintain, alliancing, partnering, emergent acquisition, and consultant contracts	2	2	3	3
9E Contract Management	Client expectations of staff in managing contracts in a way that addresses both government accountability requirements and commercial considerations.	2	2	3	3
	The bidding process for contracts - cost of bidding, timing, tactics, marketing, and promotion strategies.	2	2	3	4
	Negotiating for results - key elements and practice in commercial negotiations, negotiation strategies, negotiation risk, use of commercial language, communication skills, convergence, negotiating for the best results.	3	3	3	4
	Managing contracts effectively and the fundamental importance of scheduling - beyond compliance to performance management and performance improvement.	3	3	3	4
	Expression of Interest design and operation	2	2	3	4
	Request for Proposal design and operation	2	2	3	4
	No blame and alternative dispute resolution	2	2	3	4

Awareness (1); Understands Concepts (2); Understands Theoretical Foundations (3); Expert (4)

10: SPECIAL ATTRIBUTES

This section specifies the personal attributes that distinguish complex project managers.

Special Attributes

- 10.1 Wisdom
- 10.2 Action and Outcome Oriented
- 10.3 Creates and Leads Innovative Teams
- 10.4 Focused and Courageous
- 10.5 Ability to Influence

Each Special Attribute consists of multiple individual attributes. The required level of behaviour is specified for each individual attribute.

These standards define the extent to which each project manager category exhibits each Special Attribute, according to four levels:

Experiential Learning:	(EL)	the project manager uses their behaviours experientially in developing the special attribute
Normative:	(N)	the project manager is recognised as using the special attribute as normal behaviour
Mentor:	(M)	the project manager mentors others in their use of the special attribute
Symbol:	(S)	the project manager is regarded as providing a symbol for the special attribute through their behaviours, and leads the development of the special attribute in their project teams

SPECIAL ATTRIBUTE 10.1: Wisdom

	ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
10.1.1	Has a robust self-esteem	EL	EL	N	M	S
10.1.2	Is a learning person – seeks opportunities to grow and change	EL	EL	N	M	S
10.1.3	Is a thinking person and reflective practitioner	EL	EL	N	M	S
10.1.4	Is not overly defensive -is able to keep their cool, conceal frustration - is willing to admit own mistakes	EL	EL	N	M	S
10.1.5	Recognises that the client may not always be right in their judgement, but they are always the client	EL	EL	N	M	S
10.1.6	Knows how to take time out	EL	EL	N	M	S
10.1.7	Manages their own time	EL	EL	N	M	S
10.1.8	Demonstrates critical inquiry	EL	EL	N	M	S
10.1.9	Constantly questions everything that they are doing -is alert for the first hint of error	EL	EL	N	M	S
10.1.10	Is adept at networking, seeks and is open to diverse perspectives and takes counsel	EL	EL	N	M	S
10.1.11	Mentors key individuals	EL	EL	N	M	S
10.1.12	Mentors potential future complex project managers	EL	EL	N	M	S

Experiential Learning (EL); Normative (N); Mentor (M); Symbol (S)

SPECIAL ATTRIBUTE 10.2: Action and Outcome Oriented

	ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
10.2.1	Has a taking charge attitude – has an all-consuming need to exceed goals and to bring out the best in others	EL	EL	N	M	S
10.2.2	Has an holistic vision – is driven by an holistic vision of the project outcomes	EL	EL	N	M	S
10.2.3	Has high energy - gives energy to those around them	EL	EL	N	M	S
10.2.4	Enjoys the journey	EL	EL	N	M	S
10.2.5	Sees issues as opportunities	EL	EL	N	M	S
10.2.6	Is goal and outcomes driven	EL	EL	N	M	S
10.2.7	Knows that there are no perfect solutions to most problems. Finds good solutions to most problems, failing that, is able to force an acceptable solution so that they can continue the journey towards the desired project outcome	EL	EL	N	M	S
10.2.8	Is perceptive to very faint signals that everything is not right before it is visible to others, and takes action	EL	EL	N	M	S
10.2.9	Gets out personally to see for oneself – is a participant not just a watcher	EL	EL	N	M	S
10.2.10	Is accessible and communicates with all levels in the organisation/project (inclusivity) – people know that they can rely on you	EL	EL	N	M	S
10.2.11	Ensures that the ends are not justifying any means	EL	EL	N	M	S
10.2.12	Sensitivity to time – not letting activities run longer	EL	EL	N	M	S

Experiential Learning (EL); Normative (N); Mentor (M); Symbol (S)

SPECIAL ATTRIBUTE 10.3: Creates and Leads Innovative Teams

	ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
10.3.1	Focuses on innovation	EL	EL	N	M	S
10.3.2	Builds strong relationships	EL	EL	N	M	S
10.3.3	Has a highly visible ability to handle interpersonal relationships with the client, their own team, their management and staff, and external stakeholders	EL	EL	N	M	S
10.3.4	Establishes and leads creative groups	EL	EL	N	M	S
10.3.5	Recognises own limitations. Others recognise that you recognise your own limitations	EL	EL	N	M	S
10.3.6	Attracts and recruits appropriate skills as necessary. Makes sure that the appropriate depth and breadth of skills (domain knowledge) exist in the team at the right levels	EL	EL	N	M	S
10.3.7	Creates strong team identification	EL	EL	N	M	S
10.3.8	Is inquisitive and curious	EL	EL	N	M	S

Experiential Learning (EL); Normative (N); Mentor (M); Symbol (S)

SPECIAL ATTRIBUTE 10.4: Focused and Courageous

	ACTIONS IN THE WORKPLACE	Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
10.4.1	Is an achiever who is outcomes driven – gets results through their ability to plan and organise for execution by and through the total organisation	EL	EL	N	M	S
10.4.2	Is proactive, not reactive. Identifies and recognises a problem in its infancy, recognises the potential for a problem long before its inception, and takes steps to prevent it from happening	EL	EL	N	M	S
10.4.3	Deals successfully with many diverse issues concurrently	EL	EL	N	M	S
10.4.4	Remains focused regardless of setbacks	EL	EL	N	M	S
10.4.5	Is willing to take calculated risks	EL	EL	N	M	S
10.4.6	Takes the hard decisions	EL	EL	N	M	S
10.4.7	Turns threats into opportunities	EL	EL	N	M	S
10.4.8	Is visible and leads from the front, while delegating	EL	EL	N	M	S
10.4.9	Has a sense of ownership of the project	EL	EL	N	M	S
10.4.10	Has a long term perspective	EL	EL	N	M	S
10.4.11	Is assertive and uses situational leadership	EL	EL	N	M	S
10.4.12	Is prepared to lose the occasional battle – concedes unimportant issues gracefully	EL	EL	N	M	S
10.4.13	Defends their position and trusts their judgment on matters of importance	EL	EL	N	M	S
10.4.14	Asks probing questions to get at the root cause of a situation or a problem	EL	EL	N	M	S
10.4.15	Triage – fixes problems, but recognises which things you are going to let die off	EL	EL	N	M	S

Experiential Learning (EL); Normative (N); Mentor (M); Symbol (S)

SPECIAL ATTRIBUTE 10.5: Ability to Influence

ACTIONS IN THE WORKPLACE		Traditional		ExecPM	Complex	
		Project Manager	Snr Project Manager	Program Manager	Level 1	Level 2
10.5.1	Is politically astute	EL	EL	N	M	S
10.5.2	Knows that relationship development is not just management	EL	EL	N	M	S
10.5.3	Has environmental sensitivity	EL	EL	N	M	S
10.5.4	Exerts strategic influence	EL	EL	N	M	S
10.5.5	Establishes good relationships and a sense of trust – dedicates significant effort to relationships and ensures every action is consistent with the principles of the relationship	EL	EL	N	M	S
10.5.6	Understands the problems of counterparts – regardless of the circumstances, puts aside problems and displays empathy	EL	EL	N	M	S
10.5.7	Protects their sphere of activities, and respects the sphere of influence of their peer group	EL	EL	N	M	S
10.5.8	Conducts complex negotiations successfully	EL	EL	N	M	S
10.5.9	Mentors and guides project managers in their development	EL	EL	N	M	S
10.5.10	Takes multiple step actions to persuade, including careful preparation of data, and provides different options in a presentation or discussion	EL	EL	N	M	S
10.5.11	Adapts presentations or discussions to better fit the environment or setting of the presentation or meeting	EL	EL	N	M	S
10.5.12	Uses experts or third parties to influence or persuade others to support one's actions, or to have a specific impact on the actions of other stakeholders involved in the situation	EL	EL	N	M	S
10.5.13	Has a personal presence and demeanour	EL	EL	N	M	S
10.5.14	Uses a civil tone and socially acceptable language	EL	EL	N	M	S
10.5.15	Draws out issues and uses advocacy	EL	EL	N	M	S
10.5.16	Keeps the project funded	EL	EL	N	M	S

Experiential Learning (EL); Normative (N); Mentor (M); Symbol (S)

