

# NewsLetter

Research Management Board



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From Editor's Desk



The June Issue of our Newsletter got little late as I was trying to include some of the latest project details that we have been working on in Research Management Board. First of all the book project titled “ Globalization and Innovative Business Models” based on select presentations at Festival of knowledge (FOCUS) series that we have been organizing over last couple of years in many parts of the world covering Europe, USA, China and South Africa. This book edited by RMB Chairman Prof Brane Semolic and myself contains some interesting and informative articles suggesting the new innovative ways to face the challenges of businesses arising out of forces of globalization is being published by Ane Books Inc. The book will be formally launched at the 26<sup>th</sup> World Congress at Crete, Greece and will be available on the IPMA stand for sale. I would earnestly request all of you to take a look at this new book from RMB.

Research Management Board is currently working on to get an insight into market value of PM certification program. We plan to do this research work in following stages: a) Conduct a qualitative survey internally within IPMA family b) conduct a quantitative survey amongst certified Project Professionals c) Experts survey and then d) Case studies to prove the findings of the survey results. This survey is planned to be conducted on a global basis to capture exhaustive and relevant data. Without your support it will be very difficult to complete this exercise and therefore, it is my earnest request that all of you provide your valuable input and cooperation while conducting this survey. The questionnaire for the qualitative survey is included in this Newsletter which has been developed taking valuable input

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from both Brane Semolic and Miles Shepherd. We look forward to receiving your response at the earliest. The questionnaire will also be posted at IMPA family sites for wider circulation and response. We will also have an e-version of this questionnaire to be posted on web sites. Brane Semolic has written an introductory note on this project which has been included in this issue.

RMB has engaged itself to prepare a 'PM Vision 2025' document. Project Management challenges a decade later needs to be predicted so that suitable strategies can be developed to face the new realities. Research Management Board has initiated the process of capturing the scenarios as can be predicted from available indications on various front including technology, climate and environment challenges, infrastructure, social and political challenges etc. We will bring more details on this project in our next issue.

This issue also contains two articles. One from Ben van De Laar, Arjen van Veen and Bernard Vuijk, all associated with the Special Interest Group working on competencies and innovative methods, IPMA-NL on the subject 'Competencies Required in Project Success'. The authors have provided some useful insight on what are the real life problems and issues of a practicing PM based on desk research and some field data. The other article written by Klaus Pannenbaecker Coordinator of SIG PM for RMB on 'Project Management Skill in Project Oriented Companies' which has some significant implications in the areas of real life project management skills. Both articles are complimentary to each other and emanated from SIG activities initiated by RMB. I am sure that all of you will find these two contributions informative and stimulating.

I look forward to see you all at Crete congress.  
Till then Good Bye,

Rajat Baisya  
Editor

## Market Value of PM Certificates



**Prof. Dr. Brane Semolic**

Classical education systems were sufficient for centuries until the end of the 1960's. Sharples noted that a new approach to education has been recognized in the seventies of the previous century. This new approach neither embraces nor challenges institutional education, but is complementary to it. The approach of lifelong learning has gained currency through attempts to harness it as a means of providing people with the knowledge and skills they need to succeed in a rapidly-changing world (Sharples, 2000). The introduction of project management (PM) certificates and related certification systems provides one of the solutions for these challenges.

What is the real value of these certificates? We can learn from Oxford's Learners Dictionary that the term value has more meanings, for instance worth in money or other goods, the quality of being useful or important, or it can be presented in moral or professional standards of behavior etc. The PM certificate value can be observed from different points of view:

- **PM certificate users value** – this value can be further explored and observed from certificate holder and his parent organization's point of view,
- **PM certificate market value** – shows market sensitivity on project management certificates. This market consists of all existing and potential project clients, project delivery organizations and project (co)funding or sponsoring organizations;
- **PM certificate prestige value** – presents the worth in term of PM certificate holder status in organization or in public and finally

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IPMA<sup>»</sup>  
International  
project  
management  
association

- **PM certificate financial value** – presents the monetary sensitivity in term of PM certificate holder potential salary increase.

In IPMA Research Management Board we decided to explore PM certificate market value first. That is why this year we have started a research project titled »*Market Value of PM Certificates*«. You can find the first questionnaire related to the project in this issue of RMB Newsletter. I would like to motivate you to answer the questions. Your response is greatly appreciated. The whole project will be finished in the second part of 2013 when we will present the results.

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## **IPMA Research Management Board Survey on the Market Value of Project Management Certification**

### **Introduction**

Project Management Certification is a key aspect of the International Project Management Association. The Four Level Certification model (4LC) is seen as a strategic concept and its success underpins IPMA and Member Associations' offering world-wide. Despite this importance, little is known about the attitudes of Member Associations, individuals or those who use Project Management Certification. The purpose of this survey is to understand the value of the existing PM certification program from the perspective of market recognition and incremental value that certified project managers have over those not certified. We also would like to understand what kind of value that PM certification delivers, ranking of various certification programs available based on their market value and recognition. Keeping these objectives in mind we intend carrying out a research work in various phases starting with a survey on a global scale.

### **Data Protection**

All returned Questionnaires will be stored on line under conditions of strict confidentiality. No personal data will be shared with any other organisation and no commercial use will be made of the data. Research results will be published anonymously, and in such a way that it is impossible to identify participating individuals or organizations. We thus assure you of strict confidentiality and solicit your participation in this very important survey.

### **Instructions**

In order to understand the perceived value of certification, we seek responses from individuals in the following categories:

1. Certified project managers (at any level or type of certification):
2. Not certified as yet but working Project Managers
3. Client organizations who recruits project managers

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## 4. Researchers and academicians active in PM research or teaching.

Instructions for completing each section of the questionnaire are shown at the start of each section. Please note that some sections of the questionnaire are category specific and that individuals may fall into more than one category. Please complete all Sections that apply in your case.

We seek the support of all MAs to circulate this survey questionnaire to their members and others in the PM fraternity in their Country. If you have any questions concerning the questionnaire or its administration, please contact [rkbaisya@hotmail.com](mailto:rkbaisya@hotmail.com). Kindly send the completed questionnaire by e-mail to the same email address. You can also send the filled questionnaire by post.

### **SECTION A: Demographic Information**

To be completed by all respondents

No	Question	Response						
A1	Name							
A2	Designation	Prof	Dr	Mr	MS	Mrs	Miss	Other
A3	Age (please tick ONE box only)	20 – 30	30 – 40	40 – 50	60 – 60	Over 60		
A4	Sex (please tick one box)	Female			Male			
A5	Country of Birth							
A6	Country of employment							
A7	Academic Qualifications (please tick ONE box only)	Undergraduate	Post Graduate	Doctorate	No formal Qualifications			
A8	No of years in current position							
A9	Organisation							
A10	No of years in this organization							

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A11	Do you hold any PM Certification? (please tick ONE box only)	Yes			No		
A12	If you answered YES to A11, What is your certification? (Tick all that apply)	IPMA	PMI	PRINCE	Others (please specify)		
A13	If you answered YES to A11, What level of certification do you hold?	PMP	CAPM	PgMP	PRINCE Foundation	PRINCE Practitioner	
		IPMA D	IPMA C	IPMA B	IPMA A	Others (pl. specify)	
A14	Year of Certification						
A15	Category (See cover sheet, please tick all that apply)	1	2	3	4		

## SECTION B: Why Certification is important for you

Complete this section ONLY IF YOU are in Category 1

No	Question	Response				
B1	Why did you decide to be a certified PM (Please tick all that apply)	Getting a job	Promotion	Better salary	Better market value	Improved personal performance
		Other (please specify)				
B2	Please rank your reasons for seeking certification (1 = most important – 6 = least important)	Getting a job	Promotion	Better salary	Better market value	Improved personal performance
		Other				
B3	Which certification system did you choose? (Please tick all that apply)	IPMA	APMG (PRINCE)	PMI	Other (Please state)	

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B4	Why did you choose the system in B3? (Please tick all that apply)	Widely recognized	Employer required it	Clients wanted it
		Can be done on line	Easier to pass	Better career path
		Cost of courses	Cost of certificate	
		Other (please specify)		

## SECTION C: Why certification is not important for you

Complete this section ONLY IF YOU are in Category 2

No	Question	Response			
C1	Why you did not opt for a certification program? (Tick all that apply)	Not important for job	Examination Too expensive	Courses too expensive	Takes too long
		Other (Please specify)			
C2	Do you think you have missed opportunities because you are not certified? (Please tick one box only)	Yes	Don't Know	No	
C3	Do you think lack of certification causes these? (Please tick all that apply)	Harder to get a job	Lack of Promotion	Poorer salary	Less opportunity to improve personal performance
		Other (Please specify)			
C4	Would you seek certification if your employer asked for it?	Yes	Don't Know	No	
C5	Which certification would seek? (Please tick all that apply)	IPMA	APMG (PRINCE)	PMI	Other (Please state)



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C6	If you can only choose one certification, which one would it be? (Please tick one only)	IPMA	APMG (PRINCE)	PMI	Other (Please state)
C7	Why would you choose your first choice certification?	Widely recognised	Employer required it	Clients wanted it	
		Can be done on line	Easier to pass	Better career path	
		Cost of courses	Cost of certificate		
		Other (Please specify)			
C8	Which factor in C7 is the most important for you?				
C9	Do you think that in your organisation the certificated PM ... (Please tick one box only)	Performs better	Grows faster	Is better rewarded or recognized	Is no different from other PMs
C10	Do you plan to seek certification in the future?	Yes	Maybe	Don't know	No
C11	How relevant is the IPMA four level certification?	Very relevant	Relevant	Somewhat relevant	Not relevant

## SECTION D: Clients' perspective on Certification (For sub-category 3):

Complete this section ONLY if you are in Category 3

No	Question	Response		
D1	Do you prefer certified PM over those not certified?	Yes	No opinion	No
D2	Do you distinguish between various certification programs available?	Yes	No opinion	No

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D3	Which certification program do you prefer? (Please tick ONE box only)	IPMA	APMG	PMI	Other (Please state)	None
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D4	Why do you prefer the program in D3?	Widely recognised	Clients want this program	Can be done on line		
		Cost of courses	Cost of certificate	Offers career development path		
		Other (Please state)				
D5	Do you state preferred certification in recruitment advertisements? (Tick one box only)	Yes	No	Do not advertise PM jobs		
D6	Do you fast track certified PM?	Yes		No		
D7	Do you require PMs to be certificated at certain levels?	Yes		No		
D8	At what levels do you require PMs to be certificated? (Please tick one box only)	Team Leader	Project Manager	Project Director		
		All Levels		Not required		
D9	What percentage of project managers in your organization is certified? (Tick one box only)	Less than 20%	20 - 40	40 - 60	60 - 80	More than 80%

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## SECTION E: Researchers and Academicians Viewpoints

Please complete this section if you are in Category 4

No	Question	Response	
E1	Are you an active researcher in the PM field?	Yes	No
E2	What is your area of research interest?		
E3	Are you...	Independent researcher	Consultant
	(Please tick one box only)	Associated with an institution (Please state which)	
Please assess the following factors by ticking one box on each line			

E4	Relevant to practice	Very High	High	Neutral	Low	Very Low
E5	Integrity of certification Process	Very High	High	Neutral	Low	Very Low
E6	Quality controls	Very High	High	Neutral	Low	Very Low
E7	Other factors (Please state)	Very High	High	Neutral	Low	Very Low
E8	Do you encourage students to become certificated?	Always		Sometimes	Never	
E9	Why do you encourage students to become certificated?	Helpful for later employment		Useful test of student practical knowledge		Shows student where gaps exist in knowledge
		Other (please specify)				

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E10	What is your perception about the market value of the certification	Very valuable	Somewhat valuable	No opinion	Limited value	No value
E11	Do you think that existing certification program require any change?	Yes		Don't know		No
E12	What changes would you make to certification programs?	Reduce topics covered		Increase topics covered		Increase knowledge base needed
		Base certification on performance		Increase dependence on examinations		Base certification on internet delivery
		Reduce interval between recertification		Other (please specify)		

## SECTION F: The Future for Certification

To be completed by all respondents.

No	Question	Response			
F1	How market value has to be determined?				
F2	Do you think there is real term value to certification	Yes	Somewhat	No	
F3	Give reasons why for your answer	It is the only way to measure PMs	It is objective	It provides an income stream for MAs	
		Other (please specify)			
F4	Do you think there has to be some significant change in our approach to certification?	Practices corrupt	Knowledge tested is inappropriate	Knowledge tested is too limited	
		System is too theoretical	System has no theoretical base	Others (Please specify below)	

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F5	Do you think the existing system of certification works effectively?	Yes	Don't know			No
F6	How do you rate IPMA Certification compared to its nearest?	Much Better	Better	About the same	Less good	Much worse
F7	Are National Certifications in conflict with International Certification Scheme	Yes	Don't know		No	
F8	If you answered YES to Question F7, what do you think can be done to prevent conflict?	Remove International Certification		Remove National Certification		
		Revise International Certification		Revise National Certification		
		Nothing				
	Other (Please specify)					
<b>No</b>	<b>Question</b>	<b>Response</b>				
G1	Are there any other aspects about certification that you wish to raise?					

Thank you for your cooperation.

**Note :** You are requested to encourage getting as many responses possibly from respondents from all four categories from your circle using copy of this questionnaire and posting the filled questionnaire to [rkbaisya@hotmail.com](mailto:rkbaisya@hotmail.com) or [info@ptmfonline.com](mailto:info@ptmfonline.com) - Editor

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## **Project management skills in project-oriented businesses**

*By Klaus Pannenbaecker*

*Coordinator of RMB SIG Project Management Competence Development*

### **Background, objectives**

Anyone has learned that each project had the right to his own environment, his idiosyncratic customer and his randomly selected team. Of the specific risks, the too late decisions, the special requests, our own mistakes through lack of coordination, the incompetent experts and many more failures will not be spoken. Each project managing practitioner cannot imagine that all these people-related deficiencies could be regulated in common guidelines.

In the project no machines and no information systems work together, but agile, highly motivated and less motivated people, overburdened and under-challenged, older and younger, disappointed and enthusiastic, friendly and unfriendly, honest, loyal and deceitful. These comparisons indicate, in which social environment projects are planned and carried out. From this mixture of feelings, capabilities, skills as well as facts, figures, tasks and objectives can be easily deduced that projects do not require a cooperative and democratic but an ultimately strict hierarchy of leadership and responsibility. To bring about a consensus of all parties is ultimately as impossible as to allow and enable each party his complete self-fulfillment. The optimum lies as in nature in a healthy mixture.

Hence, the project manager and his team move in the centre of the following considerations:

Of which wood and how must particularly the project managers be carved? Which abilities, qualifications, talents and skills must they bring along for the *“appointment” of a manager of projects?* And how can these talents be formed and funded as well as examined (certified

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## What is Project Management COMPETENCE?

IPMA started 1995 its 4-Level-Certification Program (short 4-L-C). The major intentions are

- the certification should include knowledge plus experience,
- the more complex the project the higher the level of PM skills,
- the certification should be independent of the project environment,
- the certification processes are worldwide comparable, not the same because of cultural differences.

More than 40 IPMA Member Associations implemented the 4-L-C and certified till end of 2011 more than 180.000 certificants. IPMA expects to cross the 200.000 boundary in 2013. Certification is the most successful business in each Member Association.

But the market requirements grow too. CEOs and Human Resource Departments ask for an extended certification program with more social elements. They are intensively looking for something like a guarantee behind the person certification.

GPM the German Member Association started about 2 years ago to identify "Competence". Skill in English can include knowledge plus experience plus skills. But it can be used as occupational skill too. So we can use the new/old "PM Skills".

The English word "Skill" has no 1 to 1 translation in German. Therefore the Germans suggest the translation "Competence".

**PM-Competence** includes **PM-Knowledge** plus **PM-Experience** plus

**Attitude** plus **Aptitude**

**Knowledge** is what I learned

**Experience** is what I practice

**Attitude** is how I manage what

**Aptitude** is how I manage what in complex environment

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Attitude and Aptitude are basically influenced by capability, ability, talent, vocation, etc. These elements can be learned, but successfully used only through experience.

If these key words are accepted the Team “Competence Development” may continue with the further development of “PM-Skills Certification Elements”.

This Figure shows the extension of the well known 4-L-C.



IPMA structured the PM oriented contents in the tree Areas Technical, Behavioral and Contextual. These elements are now to be updated and will be published end of 2012 as ICB Version 4. (IPMA Competence Baseline).

Attitude and Aptitude Skills should be developed very soon. First proposals are so far defined.



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## **Competences Required in Project Success**

**Ben van de Laar**

**Project and Change Manager at Cohesion**

**Arjen van Veen**

**Programme Manager at Nerja Consulting**

**And**

**Bernard Vuijk**

**Freelance Project Manager at Philips,**

Which competences are required by a project manager to make projects, distinguished by type and region, a success? That is the question on which the Interest group “Competences and innovative methodologies” of IPMA-Netherlands investigated the relationship between behavioral competences of the project manager and the different types of projects. With this study we show that diversification of skills required by IPMA certification level is useful and what skills can be used to maximize the (project) success. In this article we give a detailed explanation of the study and we discuss some results.

Our research consists of two parts:

- Desk research, comparisons of previous studies
- Ongoing field research on effective behavioural skills; interviews with 85 (so far) project managers in four branches.

Desk research shows that the factors that determine project success, the competences of the project manager, are crucial. Knowledge of both the competences- and project success categories allows it to properly align and thus increase chances of project success. This tuning can also provide useful guidance for a more focused education and training. With this in mind, the aforementioned research question is formulated: “Which competences are required by a project manager to make projects, distinguished by type and

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region, a success?”. Additionally, we asked ourselves: “What effects do the results of our research have for the IPMA Competence Baseline?”

## BACKGROUND RESEARCH

Globally, projects for the realization of new developments and changes are increasing in number and scope/scale. Far too many of these projects still fail. In a world of increasing globalization and available information, changes are increasing in a faster pace. For stakeholders of a project, more relevant information is becoming available, which the project manager must

be able to handle more proficiently. All this is making increasing demands on the competences of the project.

Competences that project managers are required to have, have been described in the IPMA ICB (IPMA Competence Baseline) version 3.0, for the Netherlands translated into the NCB-3 (Nederlandse Competence Baseline). In which a competency is defined as "a collection knowledge, behavioural traits, skills and relevant experience to successfully perform a specific function/task/role. "In the NCB-3 are 46 competences identified, grouped into three competency areas: technical competences (such as ability to use methods and techniques), behavioural competences (effective behaviour) and contextual competences (in the field of project, program and portfolio in relation to the organization or organizations). In the IPMA-book 'Competency profiles, certification levels and functions of Project Management' by the Working Group CP IPMA-Netherlands, job profiles have been described for the IPMA' certification levels, namely: project worker, project manager, senior project manager and project director. In the book, the GITP competencies have been used as a guide.

With our research we deepen this knowledge and explain a relationship between project categories and success competences. With knowledge of this relationship the success rate of projects increases by applying better project management. This also refutes the common idea that a project manager, who is able to apply these methods and techniques, should also be

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able to manage every project successfully. For describing the behavioural competences in each of our studies, our own competency model is used. To be able to compare all models, a validated behavioural model has been used as a reference. This model has eight dimensions, and very many angles.

The dimensions are: engaging/interested, creative/stimulating, cooperative/collaborative, loyal/dedicated, self-conscious/diplomatic, independent/autonomous, pragmatic/realistic and firm/organizing.

The model is explained in Vuijk & Storm (2008)

## **Desk Research Findings:**

The following studies are included in the desk research, with each one stating the main research results:

### **Vuijk & Storm (2008)**

- Competences in project management are not stackable; you can not simply add one skill to another.
- There are four distinct types of projects (strategic, operational, innovative and alliance-/cooperation projects) which for each type a relationship appeared to exist with specific competences of the surveyed project managers, which have led to project success.

### **Van Veen (2009)**

- Competences can be distinguished in hygiene- and success skills, of which hygiene skills are the elementary skills that can prevent a project from failure and success skills to ensure that the project actually succeeds.
- The competences can be ranked to the degree of influence they have on project success.

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## Van Aken (2009)

- Work style (visible behaviour) is an important factor in project success (as opposed to attitudes that are not need to be visible).
- A goal-oriented work style with few tools works positive, purposeful in the sense of good and effectively delegating work and decisive and disciplined work.
- A structuring work style has only positive effect in little tangible (complex) projects, self-organizing does not work. Simple projects have no structuring work style needs, self-organizing appears adequate. Strong structure and increasing accountability works adversely on motivation.
- Negative correlation with the use of tools. The more use of instruments, the worse the outcome.

## Turner and Miller(2006) :

Some highlights from "Choosing Appropriate Project Managers". Turner has done research on various project categories, derived from a survey of previous research done by Crawford, Hobbs, and Turner (2005). The categories are scope (engineering, IT, organizational change), the importance of the project for the organization, contract type and phasing. The results of a web-based survey of project management professionals (practice) and interviews with managers who assign project managers (selection criteria) have been validated with each other.

- For the investigated types of projects it appears that various sets of competences of the project manager determine success.
- A change in the component of a more complex project requires more and better controlled competences.
- Many of the competences studied by Turner contribute to the success of (almost) any type of project and to every project phase.

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The three competences, according to the study of Turner, that on average realize the largest contribution to the success of any type of project are "conscientious/responsibility", "(loyalty)", "critical analysis", (realism) and interpersonal sensitivity '(cooperative/collaborative). In addition: "Resource

Management" (organization) and empowering (independent). These competences are at the base of success of (almost) any type of project.

## Field Research Findings :

Besides desk research, a field research has been carried out of the competences of 85 project managers from four sectors: Construction, Energy industry, Business services and Government. This study shows that two matching competences stand out: cooperative/united and firm/organizing. Interestingly, these competences also appear in other studies as being important for the project success of any type of project. The importance of the competence creative skills/stimulating differs significantly from that the other competencies. It means for the investigated branches that the average

competence profiles for each branch differ. This could be explained by the differences between branches, as a way of cultural differences or work ethics. For each sector, a specific set of competences of the project manager could therefore help determine project success. At this time we do not have enough data to substantiate this hypothesis, but we expect to be able to in a later phase of our study.

## General conclusions:

Combining the results of the above desk- and field research shows that the differentiation in competences to type of project is possible and necessary. This brings us to the following ideas:

Out of all investigations, the joint competences cooperative/united and firm/organizing stand out as competences contributing to project success. A

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(base) set of competences in the investigations are frequently found in different project categories. We call these competences for that reason generic. For optimal chance of success these generic competences can be supplemented with specific competences per project type.

- (competences needed to make a project a success). This distinction gives a better picture of which competences contribute in what way to project success.
- **Vuijk (2008)**: In branches the following types of projects are distinguished (such as strategic projects, operational projects, innovative projects and cooperation projects) which, for each type a connection with specific competences of the executive project manager;
- **Turner & Müller (2006)**: a project containing a strong change component requires more than an average number of competences on an above average examined level. An organizational change project requires all researched
- **Veen (2009)**: makes distinction between hygiene competences (base competences needed to prevent a project to fail) and success competences to greater or lesser extent.
- **Turner & Müller (2006)**: the more complex the project, the more by Turner investigated competences contribute to project success. For the most complex projects all competences contribute evenly to the success.
- **Vuijk and Storm (2008)**: Competences are not "stackable"; competence development in one affects other competences and take time and effort to develop.
- **Van Aken (2009)**: On the contribution of competences firm/organizing. Targeted work (effective disciplined work and good organization) contribute to each project and its success. Structured work (working in

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orderly fashion in accordance with procedures, monitoring) contributes to project success for low graspable (complex) projects. The latter does not apply to tangible projects in which self-organization applies and people get discouraged by too much structure and too much accountability.

## In summary :

The competences of project managers who contribute to project success are in relationship to the type of project (more investigation and further research is necessary to obtaining specific relationships). All studies used for our research point in this direction, of which Turner's research demonstrates the different relationships the most detailed. Matching the competences of the project manager with the type of project will increase the project success. These conclusions are reflected in the figure elsewhere in this article.

With the distinction between hygiene competences and success competences, it is possible to determine the optimum of success better. In a project of a certain complexity, the chance of greater success is achieved by matching the project competences with the type of project and taking measures to minimize the risks of a non-ideal match.

## Significance for ICB:

As already established in the ICB-3/NCB-3 technical, behavioural and contextual competences distinguished. Some of the in our investigation found behavioural competencies which determine project success are missing in the ICB/NCB-list of behavioural competences, such as: organizing, conscious of the responsibility and teamwork. As part of technical competences, teamwork and organization are, curiously mentioned. These should be explicitly included among the behavioural competences. The 46 competences of the ICB may be, by means of the research, much more differentiated and be more specific for the different

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## Certification levels:

This increases the practical usefulness of the ICB. Momentarily all competences are required for each level, only the depth differs per level. To this end, a first step has been taken in the aforementioned book by IPMA-Netherlands 'Competence Profiles, Certification Levels and Functions in Project management'.

The demands on the IPMA-assessments will follow those of the ICB/NCB. A subdivision that reflects the results of the survey: D level only requires knowledge of the competences, C-level emphasizes on hygiene skills and B-level can make a distinction in technical and change projects. For the A-level, all competences are required, with emphasis on the success competences.

We will continue our research, with which we want to widen and deepen our knowledge of the relationship between competences of the project and the success of the project. If you are interested in participating in this study, please contact one of the authors of this article.

## Note:

\* This does not mean that these projects can only be completed successfully by project managers who have these competences (if such a person could exist). Missing competencies can be pre-empted in other ways.

## Literature (most relevant work) :

- ICB IPMA Competence Baseline Version 3.0 [editorial], Nijkerk: International Project Management Association.
  - NCB Versie 3 Nederlandse Competence Baseline [editorial], Zaltbommel: Van Haren Publishing.
- IPMA-NL working Group IPMA-CP model, 'Competentieprofielen, Certificeringsniveaus en Functies bij projectmanagement op basis van NCB versie 3', Zaltbommel: Van Haren Publishing.



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