



# News Letter

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## President's Corner

www.pmi.org.uk  
April 2010

Hi All. Welcome to the Spring edition of the PMI UK Chapter newsletter - albeit a little later than planned. As Irene Bayliss our newsletter editor will tell you it's down to me as I was supposed to have written this article a week ago! The good news is that the article has suffered because the Board and I have been busy progressing a number of exciting initiatives, some of which I will share with you during the course of this article.



When I wrote the last of these articles we were planning the AGM which I am pleased to report was held as planned in early March in London. I took the opportunity to share the Boards priorities for the coming year and whilst I can't include the entire presentation here I would like to highlight at least a few of the areas where we aim to focus our efforts. Specifically, more global collaboration with PMI, increasing the footprint of our local meetings and ensuring more recognition for the increasing army of volunteers doing great work for the Chapter. The full AGM presentation is available via <http://www.pmi.org.uk/en/events/events-presentations-archive/index.cfm/London3March>. At the AGM I mentioned a number of changes we are making to improve the way in which we conduct our annual elections. Over the past few months we have been working closely with the Electoral Reforms Society to improve the voting process associated with both the AGM and annual officer elections. As a result later this year we will be moving to a much improved process most of which will be administered online. This will require some amendments to the Chapters current bylaws and we will be contacting members mid-year to explain these changes and for your agreement. These changes are one of a number of steps we are taking to 'raise the bar' as a member organisation.

I mentioned in a previous article that we have been working with ESI to increase the benefits available through our major sponsors. A number of these will be shared over the coming weeks but I would like to highlight one in particular which I believe to be significant. During the course of 2010 we will be offering four courses exclusively for PMI UK Chapter members at a discount of 35%. Assuming these courses are successful we hope to run further such courses and increase the curriculum in future years. In addition to ESI's sponsorship we have also secured support from HP that will hopefully allow us to run a series of webinar events during the course of the year.

Finally I would like to highlight a few of the forthcoming events that may be of interest. First off the bat, PMI and the PMI UK Chapter will be attending Project Challenge at the NEC, Birmingham later this month. In fact we have a stand manned primarily by Chapter volunteers so why not call by and introduce yourself! The PMI EMEA Congress is also taking place shortly (10-12 May, Milan, Italy) which is a major date in the Board's calendar as we will be meeting our colleagues from PMI in the US to talk about the roadmap for PMI in the UK. More on this in later editions.

Finally do spare a few moments to check out the packed programme of events we have for you in the UK - see [www.pmi.org.uk](http://www.pmi.org.uk). Forthcoming meetings include speakers on Earned value Analysis (July, Cambridge), Agile Project Management (May, Nottingham) and there is even some competition between Regions with the South Regional Committee asking 'How do we make PMI South the Best Region in the UK' at their June event!

Keep Well.  
Chris.



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### PMI UK Chapter 2010 Events Calendar

	London	South	South West	Midlands & North	Scotland
	Jonathan Simon enquiries@pmi.org.uk	Simon Robertson enquiries@pmi.org.uk	Eric Deeben enquiries@pmi.org.uk	Chris Field enquiries@pmi.org.uk	Neil Coutts enquiries@pmi.org.uk
May	19th Bob Walker IBM, Southbank			20th Capital One, Nottingham	BP, Aberdeen TBC
June	9th Patrick Bird Sponsored by ESI	2nd Special 2 Hour Event Snamprogetti House Basingstoke David Hinde	9th HP, Bristol, Half Day		
July	7th, IBM, Southbank			6th ARM, Cambridge Steve Wake & Walter Ginervri Sponsored by ESI	
August	Guys Hospital Date TBC				
September	8th, E&Y	15th Snamprogetti House Basingstoke Dr David Hillson	29th, Bristol, Half Day Training paid event	20th Gaydon, Jaguar Iain Fraser & Michel Thiry Sponsored by ESI	6th, KPMG, Glasgow
October	6th, TBC Sponsored by ESI				
November	3rd, E&Y	17th Snamprogetti House Basingstoke Paul Cobb	TBC Welsh Assembly, Cardiff	11th Chelmsford, Britvic Carl Danneels & Peter Simon	Shell, Aberdeen TBC
December	1st TBC Sponsored by ESI				



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## Membership Report March 2010

Director of Membership

By Nicola Wadham PMP

A second survey of membership was conducted in December and had a response rate of around 12% up a bit from the June Survey. Here are the highlights and lowlights:

- **Events**

- o Around a third responded that they had never been to one of our events and eight percent only to a webinar. Given we are running thirty six free to member events (of which only ten are in London!) we aren't getting the publicity around the branch events right. We also need to think about more local branches in 'dense' PMU UK member areas.
- To help us address this issue we have run a heat map of your home postcodes and identified the areas to focus on for venues and events so that more of you can come and participate.
- We are still struggling to get ideal times for events – and this will continue to be a source of irritation to some. We are working around this by the Webinar programme that we started with some mixed technological success last year but looking to improve this year.
- o IPM Day—Well you liked this and your preferred format was a full day. Most were keen for it to go ahead with or without sponsorship. Indeed we will, but we do need external support to run this as a free to members benefit with the quality of the speakers in the programme. A good suggestion was made to write up a benefits case to support those looking to get time off from their employers. We will add this to the website as the IPM day gets underway for 2010, keep an eye out for it.

- **Overall Performance**

- o Well, we can be a fairly faceless lot if there is no contact at events or the board position is 'back office' and a bit invisible. The board members who are out and about received the best scores. We asked you the same questions in December that we did in June 2009 to look for a benchmark and we did show some positive gains across the piece. The sample size is small though so there is more to do. Our main takeaway is to write up more articles for the website so you can see what we do for the Chapter and how we are trying to improve benefits for the membership.

### Membership in General

We have had a good response to our reduced Chapter membership rate for Students (this is now USD10 as opposed to USD40). Since its introduction 69 students have benefited and that represents tangible support to this community to the tune of USD2000.

Apart from running monthly membership reports, welcome letters to our new members and income reconciliation, the Membership Director also answers queries directly as they arise. This month, for example, I have been in contact with our Channel Island members to see if there is an appetite to set up a local and very select branch there. I have also run some counts and queries for corporations where they may be considering sponsoring PMI membership and PMP certification within their organisations. We have a fair degree of churn every month but we are steadily increasing the number of longer serving members.

We now have 3 members of the 15 year club and 70 in the 10 year club.

Congratulations to our 15 year club members:

- Mr Mark Becker
- Mr Guy Lee PMP
- Mr Kevin Gunn PMP

The 10 year classes are listed over the page....



## Membership Report March 2010—continued...

10 Year Club '96	10 Year Club '97	10 Year Club '98	10 Year Club '99	10 Year Club '00
Dr. J. Rodney Turner	Mr. Rod Baker	Mr. Dez West	Mr. Tony Woods	Mr. Cameron S. Cromwell, PMP
Mr. A. Miles M. Dixon	Mr. Gordon J. MacKellar, PMP	Dr. David Hillson, PMP	Mr. Steven Christopher Triner, PMP	Mr. David Muskett
Dr. Stephen C. Ward	Mr. Kelvin J. Kirby	Mr. Alan G. Melvin, BSc	Ms. Julie Holmes, PMP	
Mr. Russell Tiller, PMP	Mr. Alec Ray	Mr. Richard Perry	Dr. Terence M. Williams, PMP	
Mr. Robert A. Charters	Mr. Mark S. Christodoulou	Mr. Peter W. Simon, PMP	Mr. Ian C. Templeton, PgMP, PMP	
Dr. John B. Eckhart	Mr. Gerard A. Charles, PMP	Mr. Paul D. Donnelly, PMP	Mr. Shashikant N. Patel	
Mr. Nicholas S. Lake, PMP	Mr. Trevor Prince, PMP	Mr. John J. Zachar	Mr. Christopher Nolan, MBA	
	Mr. Stephen Richards, PMP	Ms. Karena Louise Freeman, PMP	Mr. Christopher P. Geen, PMP	
	Mr. Iain S. Wilson, PMP	Mr. Richard Pharro	Mr. Graeme T. Fairley, PMP	
	Mr. Gerard T. Whelan, PMP	Mr. Sean G. McGettrick	Mr. Garry Kay	
	Mr. Jonathan L. Collins, PMP	Mr. Gary L. Harding, PMP	Mr. Nasir Khan, PMP	
	Mr. Calum Downie, PMP	Mr. Peter J. Everest, PMP	Ms. Jill C. Spencer, PMP	
	Mr. Andrew I. Christie, PMP	Mr. Iain McPhail, PMP	Mr. Adrian J. Tillin, PMP	
		Mr. Robert Carter	Mr. Mark A. Laming, BA Hons, PMP	
		Mr. David G. Beaver, PMP	Dr. Modris Berzonis, PMP	
		Mr. Brent Gathercole	Dr. Terence J. Cooke-Davies	
		Mrs. Julia Scott, PMP	Mr. Peter Esbach	
		Mr. Peter C. Klingopulos, MBA, PMP	Ms. Catherine M. Brown	
		Mr. Gerry Dodd, PMP	Mr. Nicholas R. Cooper, PMP	
		Mr. Bill Cleary, PMP	Mr. Derek J. Hawkins, PMP	
		Mr. Pete Thornton	Mr. Colin S Coombes, PMP	
		Mr. Raymond Virr, PMP	Mr. Roger Thomas, PMP	
			Mr. Chris J. Wilks, PMP	
			Mr. Joseph R. Sammut	
			Ms. Jane Maloney, PMP	
			Mr. Martin P. Roberts, PMP	

# Why Learning Programmes Fail and How to Remedy Them

By Joseph R. Czarnecki, PMP

A sure-fire way to muddle a learning programme is to get started without preparing a framework first – that is, taking a training class just to take a training class. Contrary to what many believe, it is indeed possible to measure learning results. The difference between training and a comprehensive learning programme is that the latter is a planned, benchmarked effort executed with very specific goals in mind. Learning programmes go beyond the classroom experience to a higher level of comprehension that is later implemented into the real-time workplace. With the proper tools and techniques, you can exponentially increase your chances of success.

The best way to ascertain whether your learning programme is working is to know where you started in the first place, where you are headed in the long-run, and whether you are actually getting there. It is impossible to measure return on investment when you haven't first defined your starting and ending points.

Projects consist of people doing their jobs to the best of their abilities and skill levels. You may have the right person for the job, but the skill level could use improvement. Or perhaps you have a team of people doing a great job, only to find out the overall organisational maturity is lacking. In a three-phase solution, companies can learn to assess, implement and adopt strategies for learning programme success.

There are five common mistakes most companies make when building a learning programme and simple, yet significant methods to remedy them.

## *Mistake #1*

**Jumping right in.** Without measuring where people are currently, you will not be able to answer the return on investment question to senior management down the road. It's a lot like weight loss. How do you know how much you have improved if you don't have a starting weight to match against? Without an upfront assessment, companies often end up offering the wrong type of training to obtain their desired performance improvement. It is better to invest time in identifying the problem first before offering a solution that might not be needed. For instance, is the knowledge gap in understanding project management theory, in using project management tools or in following company methodology? An added benefit to the assessment phase is that, while you might try to estimate improvement, it is impossible to measure accurate improvement *retrospectively*. It is better to establish a baseline performance level (AS-IS). You can then calibrate that against your desired state (TO-BE), and your progress along the way, using key assessment tools such as custom surveys, interviews with staff members, or a skill gap/performance analysis of your employees. This will shed a light on your employees' knowledge gain and the use of the various project management methodologies,

tools, techniques and processes available to them in the organisation.

Once you have established your baseline, you can monitor progress as you go along. When the question "How effective is our training programme?" gets raised, you'll have your answer.

## *Mistake #2*

**Ignoring Individual and Organisational Perspectives.** Pre-training assessments are not only beneficial for individuals, but also for the entire enterprise. Establishing where your organisation falls on the maturity scale is as important as assessing individual skill levels. For instance, perhaps your organisation's capability in project scheduling and estimating is 'low', but you have experienced personnel who excel in those areas. Instead of sending everyone through training because the organisation as a whole has been assessed as 'low', you could set up a mentor programme for those you are trying to teach. The goal is to provide the organisation with a path toward learning that is flexible and durable enough to provide the individual with his or her own roadmap toward the organisation's vision. Company processes and its infrastructure must support the skills people are being trained to have and vice versa.

## *Mistake #3*

**Getting caught in the details.** This is where discernment comes into play. It is important to find out the root cause of the issue at hand because, like a virus, not all diseases can be handled with antibiotics. In other words, not all performance issues can be addressed through training alone. For instance, companies often try to improve performance by focusing on one element (a symptom) of a much larger and very complex process (a cause). If they took the time to rise above the details to look at the overall process, it might be easier, faster, and ultimately, cheaper to find a way to make the process less complex. The result leads to setting up a learning programme that focuses on the "new" process for success and driving an increase in performance. An example might be when a client wants to learn how to build better schedules. They purchase project management software to help them do that, then ask for training on how to use the tool (the symptom). However, they have forgotten to look at the actual cause of their problem. To address the underlying cause, they would need to learn the *theory* of how to build a schedule with its intricate relationships, structure, and all of elements. Without this, the schedules they create with their project management software will not significantly improve from where they are now.

It is essential to maintain the big picture, looking at how learning can contribute not only to the individual, but to the company from a strategic enterprise perspective as well. Obtaining a bird's eye view of your particular situation is more than helpful -- it is imperative.



## Why Learning Programmes Fail—continued..

### Mistake #4

**Failing to set milestones to evaluate progress.** Companies that do not define what they want to accomplish and /or learn are at serious risk of wasting precious resources. Creating a road map to success may take initial investment, but long-term it is a smart way to keep your activities in alignment with your end-goals. Implementing learning plans takes several years. If your organisation has been able to overcome Mistake #1 by actually creating a plan in the first place, periodic updates are needed to ensure proper implementation. A strategic learning programme guides the organisation through its overall strategic plan for growth. That requires a regular check-up on your progress, either through a project evaluation or audit, to determine if you are still on track. As stated previously, you cannot know if you have arrived if you do not know where you are going. A road map, complete with milestones, can be your guide as you move toward greater maturity.

### Mistake #5

**Forgetting to start small.** Companies that use pilot programmes to test training effectiveness tend to have a higher success rate than those that roll out a company-wide learning programme from the beginning. Baby steps often serve the company's needs more effectively than a full force effort. For example, an IT manager need not go to a basic Web design course, but perhaps his administrative support should. Starting small can establish who needs what sooner. Throughout your learning programme, companies should also think about how they will put their theory into practice. The post-assessment accomplished during the adoption phase can guide your organisation beyond the classroom into sustainable, effective change.

### Getting the balance right

An effective learning programme is about getting the **balance** right between building the individuals' talent (through training and education) and ensuring that the individual growth can be channelled more directly, and more predictably, into driving organisational results. This balance leads to more established organisational and individual maturity.

### Top 5 Remedies for Balanced Success

1. Find out where you are currently by benchmarking levels of best practice knowledge and current working practices **together** and against a **common** set of baselines and metrics. Use proven "maturity models" to deliver those baselines.
2. Align the individuals and organisation by investing in a structured learning programme and continuing education for the individual over the long term to ensure that motivation levels remain high and staff continue to feel empowered to challenge "business as usual" in the interests of practice improvement.
3. Treat the cause, not the symptoms! Never focus exclusively on "business as usual" at the expense of expanding individual horizons, and vice versa.
4. Plan the work and work the plan by designing your programme with the end in mind. Match regular measurements and progress validation against the agreed maturity targets, re-aligning as necessary.
5. Start small and build momentum to calibrate the speed at which you develop (and consolidate) individual skills and proficiencies with your organisation's ability to adopt, embed and deploy those skills **consistently** in the workplace – this may involve process refinement.

Companies can increase their chances of achieving real organisation performance improvement through well-defined and assessed learning programmes that guide overall organisational progress. When companies adopt a more holistic approach to learning, they can enjoy the effects thereof by remembering what learning programmes are ultimately designed for: to improve business on all levels while working toward a common goal and creating the greatest impact with the fewest resources possible.

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# Improving the way that projects are managed in the UK - the call for collaboration

By Martin Price, PMP

**Project managers recognise that successful projects rely on collaboration between the players. They are also aware of the limitations of professional practice today and of the importance of project management to the economy. There is a growing appetite for project management to advance and strengthen; both as a function and as a profession. And here also, collaboration is an imperative. Only through collaboration can professionals and bodies representing the various interests that make up the UK project management community, work together to raise our game. I refer in this article to the UK project management community as 'Projects UK'.**

## **Why does Collaboration matter?**

Apple launched the iPod in October 2001. Rather than a technological breakthrough, the iPod was a shrewd combination of existing components including a miniature hard drive from Toshiba and a battery from Sony. In an eight-month 'project sprint', the people at Apple collaborated within and between its businesses, resolving a range of complex problems and issues. The project required countless interactions between design, hardware, manufacturing, marketing, software and external suppliers.

(The story is recounted by Morten T Hansen.)

Until this time, Sony had been the dominant global player in portable music players in the wake of its highly successful walkman. But Sony experienced real difficulty in competing with Apple and the iPod. Their 'Connect' product was launched in May 2004. Walt Mossberg of the influential *Wall Street Journal* wrote, "Until Sony fixes the multitude of sins in this product, steer clear of it." In April 2007, Apple sold its 100 millionth iPod and by August of that year, Sony had withdrawn Connect from the shops.

The Sony project had been dogged by its own organisation's hyper-competitive culture and territorial rivalry; with engineers working in competing businesses in the US and Japan encouraged to outdo one-another rather than work together. Sony fell into a trap of their own making when they assumed that the necessary collaboration would be available within and between these hostile territories. When the ironically named 'Connect' project came along, depending as it did on collaboration more than newly developed technology, the decentralised Sony Corporation found itself hopelessly hobbled in its struggle to achieve a competitive advantage.

Here, collaboration had showed itself to be a distinctive and valuable quality of Apple's project management. They had shown collaboration to be a core competence of their corporation. I argue here that Projects UK, in its pursuit of greater maturity and more reliable results, needs urgently to uncover and develop more of its own hitherto un-realised core compe-

tences....notably the extent of collaboration within its own ranks.

## **How does project management, as a function, need to improve?**

Project organisations too often fail to deliver their promise. Many other management functions, for example marketing, production and distribution, have in recent years risen to new heights of performance; but the same cannot be said of project management. I will not dwell here on the considerable research evidence of project and programme failure with which I am sure most readers will be familiar.

So let's consider some of the challenges to be addressed if we are to realise our potential as a profession and as a management function in the UK.

### **1) Pervasive 'Projectisation'**

Changes to markets, products and technologies force the need for businesses to adapt and differentiate themselves – continually. Responding to this imperative, project management has grown rapidly and now functions in most of our businesses and public sector organisations. But this growth has itself resulted in a thin-spreading of the limited jam available. Many project organisations are insufficiently mature and there is a significant shortage of able professionals.

### **2) The inexperience of Seniors**

Businesses are often led by a management team who themselves do not have the experience of managing projects. Because of this, executive decisions can result in unintended consequences. These can not only damage project outcomes; they also impose set-backs to the development of a project management regime in the longer-term. Sponsors and other seniors need to be drawn from a business's project management community or alternatively, ways found for these executives to work more closely with those colleagues who are managing projects.

### **3) Sponsor Scrutiny**

Projects and programmes are today more likely to be business critical. Businesses depend upon developing greater value for their customers and to grow their capacity to deliver this. Funds are more hard-won and performance has become a greater imperative. Businesses cannot afford the failure rates of the past.

### **4) Regulatory Impact**

Safety and other regulatory factors have in many instances become a source of added complexity. Meeting the needs and preferences of a wider field of stakeholders has become more demanding. Careful thought and hands-on executive action is required to secure the best courses of action and to implement them.



## Improving the way that projects are managed in the UK— continued.....

### 5) Investment Reliability

The sponsors who must decide where to invest often hesitate after examining a project regime's track record. Of course failure or under-delivery can bring not only disappointment and waste, but as we now understand it, planetary damage. In their pursuit of crucially important outcomes, the public sector and NFPs now, like most businesses today, recognise their growing dependence on the management of projects.

#### What stands in the way of improvement?

So what are the initiatives now available to us in reaching for the improvements needed? Many of the obstacles arise from a requirement to revise and re-set how project regimes actually function and are directed. The work undertaken in large and complex projects, while complying with the triple constraint, must also respond to the need for innovation, agility and reliability. This can be very demanding and requires political insight, acute business sense, an understanding of organisational behaviour and fine judgement. 'Greater maturity' can sound like a cliché, but this is what is required.

Let's consider some of the routes to organisational and community maturity available and now sadly, under-exploited.

### 1) Different ways of working

When project organisations are embedded into a business organisation (probably, where most project management is undertaken in the UK), the management style of the host organisation, its policies, processes and culture, frequently challenge and set hurdles for those who are managing projects. In a project organisation, patterns of responsibility, scrutiny, process, collaboration, flexibility and performance often need to function differently; sometimes very differently to that which applies for business-as-usual. Project managers must exercise the space that their role confers, but many project functions now urgently need to seek and find a more fruitful accommodation with the host culture.

### 2) Recovering the Skills Shortage

Besides the shortage of supply, there is often reluctance amongst employers to allow the mobility of professional project managers between sectors. Professional development routes and qualifications need further development and have to become recognised and respected more widely.

### 3) Growing the Vital Behaviours

The capability of project leaders and working groups needs to be more 'systemic'. The acquired experience of players: their will, knowledge and capacity for collaboration, together provide the vital behaviours necessary to execute process. Robust and effective human and organisational behaviours are needed and players have to be able to self-manage. Diversity trumps ability and we must make it so. In a high venture business environment, adaptation, leadership, collaboration and agility have to be nurtured and confidently expected by the

disciplined governance and leadership of senior managers. We have to discover better ways to make these vital behaviours more tangible, as the subjects of learning and development.

### 4) Stimulating Learning and Development

Professional development paths often fall short in providing the learning needed to produce the able and experienced professionals required for the future. Role models to inspire direction and insight are too rare. Because of the rapid growth of project management, many professional aspirants find themselves in project regimes unable to offer the development experiences needed.

### 5) Raising our Professional Standing

The role of project manager fails to attract sufficiently able aspirants and there is widespread ignorance of established project management standards and practices. In many organisations the role has become associated with the 'fall-guy'. Rarely does the role offer a well-respected career path that can be expected to raise personal standing and advancement.

An Ambition Agenda is needed for the PM function – and for the PM community ('Projects UK'). In their certification of project managers, the professional institutions give their closest attention to a professional's knowledge of process and methodology. Less attention is given to professional skills, judgement and to the human and organisational responses needed from players collaborating to succeed and to grow a successful project organisation.

So what are the hitherto un-realised 'core competences' referred to earlier that will lift Projects UK as a function and as a profession?

#### The 'Complete' approach

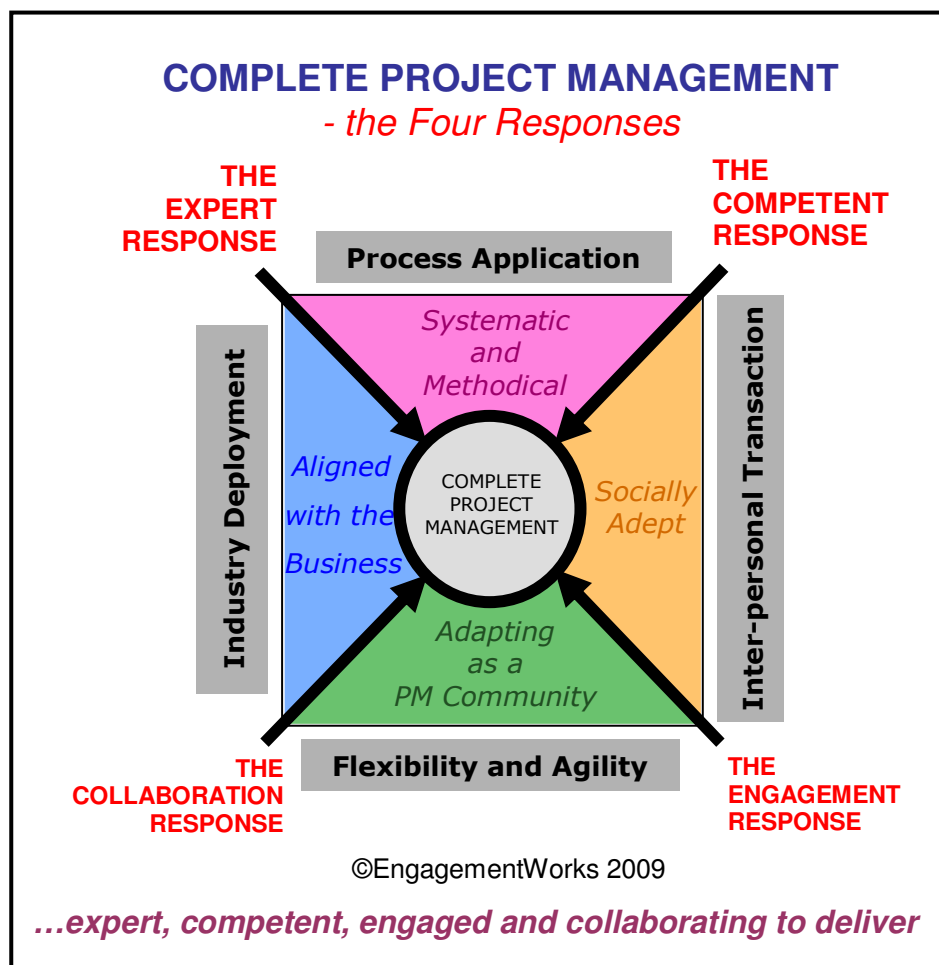
The factors referred to in this article offer an agenda for the further development of project management in the UK. Other factors need to be drawn from the experience of all professionals with an interest in advancing professional practice in 'Projects UK'. They include but also extend beyond, the regular considerations of the APM, PMI and OGC. Any concern for project capability has to examine factors beyond the ability of the project professionals per se. There are many other players, interests, circumstances and conditions on which the success of a project depends.

The UK PM community, must learn to steer toward its own future. For it to succeed in 'raising its game' it has to concern itself with all that can be recognised as likely to impact the success of projects. The diagram 'Complete Project Management', offers a high level mapping. In claiming 'completeness' it seeks to embrace all those factors having an impact upon the conception, execution and benefit realisation of projects.

## Improving the way that projects are managed in the UK— continued.....

We have seen how Apple won competitive advantage with its iPod and how this was achieved through its capacity for collaboration; as a business core competence. I propose here that 'Projects UK' needs to recognise its own 'core competences' needed to transform project management; as a discipline and as a function. Only then can we realistically hope for more able, successful and competitive project management to emerge – a capability on which the UK increasingly depends for so much.

The figure offers a framework for scoping that future. Within it lie the attributes that must be promoted and developed. Projects UK will succeed like Apple has with its iPod, if the various interests that constitute our project management community can collaborate in this endeavour.





## Should you learn ITTOs by Heart?

By Cornelius Fichtner, PMP

Do you feel that in order to pass the Project Management Professional (PMP) ® exam you should memorise the PMBOK® Guide's ITTOs (Inputs, Tools, Techniques and Outputs)? Do you think that the PMP exam is full of IITO type of questions? Many people still believe this myth. Well, let me clear some misconceptions...

Many project managers have successfully passed the PMP exam without any memorisation. The current PMP exam is all about an in-depth understanding of applying project management concepts and principles from the PMBOK® Guide as well as general management knowledge from other sources to project situations.

Granted, ITTOs are a major part of the PMBOK® Guide and about 75% of material for the [PMP Exam](#) is taken from the PMBOK® Guide. So it's understandable that we assume because there are hundreds of ITTOs in the Guide the exam must be full of knowledge-based questions about them. And sample questions like "Which of the following is not an Input of the Create WBS process?" are plentiful on the internet.

So should you, or should you not memorize them?

Here is my story: When I studied for my PMP exam I knew them by heart. I could tell you exactly which ITTO is used in which process. But I took my exam years ago. Since then the PMP exam has become more experience-based using situational questions over knowledge-based questions. Therefore a change in approach is needed.

It is still important to have a general understanding about which ITTO is used in which process, but you do not need to be able to recite them by heart. It is much more important to understand the concept of "Why is this ITTO used in this process?" Your knowledge about WHY an ITTO is used in a process will definitely help you to arrive at the right answer.

Additionally, this new approach is much more helpful for you as a project manager in the long run. Frankly speaking, who cares whether an ITTO is part of a particular process or not after you have passed the PMP exam? If you need to know, you can just look it up! But knowing what they are, why you need them and how to apply them successfully on your projects greatly enhances your project management skills. It goes a long way in making you an exceptional project manager.

As you are studying the ITTOs for your PMP Exam, keep the following concepts in mind:

First of all, Inputs and Outputs are always "things", like a project management plan, a measurement, a result, an update to a plan, a document or a deliverable. You can touch Inputs and Outputs.

Second, it is very common that an Output from one process becomes an Input to another process. Focus your studies on understanding how these items flow through the many processes in the PMBOK® Guide in order to produce our project deliverables. Use the many charts that the Guide provides to see this graphically.

Third, Tools & Techniques very often have some form of "action" attached to them, like a meeting, a methodology, a technique, a form that you must fill in, or a matrix that you create.

And lastly, don't forget to read the complete PMBOK® Guide glossary. Study and understand the definitions of the roughly 350 terms that you find here. Again, you are not doing this for memorisation sake, but instead you want to learn "the language" of the PMP exam. Often we use project management terms loosely and interchangeably in our day to day work. But for the exam we have to know exactly what each term means.

Reading the glossary ensures that you know the correct definitions, and, as a bonus, the glossary indicates for each term if it is an input/output, tool or technique.

So move beyond a third-graders approach of fact memorisation. Instead, study the big picture, the data flows and how the ITTOs are the glue between the processes.

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