



Lifelong
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Programme



ΕΛΛΗΝΙΚΟ ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ
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ANNEX 4. GREEK NATIONAL REPORT ON COMPETENCES ON INTERNATIONAL PROJECTS MANAGEMENT

Country: Greece

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Table of Contents



1. Introduction to the Report.....	4
2. Methodological approach to elaborate the report.....	5
3. Desk research.....	6
4. Major findings of the interviews	14
5. Major findings of the questionnaires	20
6. Conclusions and remarks.....	30



1. Introduction to the Report

This report presents the results of the survey about international project management competences conducted in Greece in 2013. The survey addressed two groups: International project management professionals and human resources professionals and trainers. The experts were drawn from a variety of economic sectors, and the areas of education, ICT, energy and research were represented. The survey was carried out using the following research tools: interviews with 3 to 5 people of the target groups, desk research and questionnaires.

The Learn Play Manage Project (LPMnage) is a European Project, funded by the European Commission under the framework of the Lifelong Learning Programme, Leonardo da Vinci, sub-programme Development of Innovation. The main objective of the project is to create a social game to develop the necessary competences to work as a manager of international projects.

The current version of the national report has been elaborated by the Hellenic Open University; the sole Greek partner in the LPMnage project, which will be in charge of the development of the social game-based training tool, with a focus on technical development and involvement in all project activities.



2. Methodological approach to elaborate the report

This survey named "Definition of competences on international projects management, to be trained on informal and non-formal environments" was conducted during February – April of 2013 and will be considered as a reference point to define the competences on international projects management, and to develop the social game training content and pedagogical approach. We used a qualitative methodology through primary sources (interviews, questionnaires, etc...) and secondary ones (bibliographical research, databases, Internet, etc...), with the direct involvement of the target group. The survey will contain the main recommendations for the development of informal training paths, and will serve as a reference for the creation of LPMnager course and learning contents for the social game.

The main objectives of this survey are:

- To define the competences on (international) project management to be trained on informal and non-formal environments
- To define the contents to be included in the social game.

3. Desk research

By using the internet, bibliography, reports, HOU managed to gather information for the development of competences to be used in international projects management. Based on the recommendations given by the interviewers, we have collected resources available through PMI.

N.	Author, source (link, or title of the publication)	Year of publication	Subjects approached, target	Short description of the source and of the competences in international project management indicated	Comments or Remarks
1	IPMA Competence Baseline: ICB http://ipma.ch/certification/competence/ipma-competence-baseline/	-	<p>At each level, the certification is based on the assessment of professional competence by examining three (3) areas: technical (eg time & economical project planning, risk management), the behavioral / human factors (eg leadership, self-control) and in project implementation (eg legal, health & safety). The assessment of competence is both theoretical (knowledge assessment) and the ability to apply that knowledge in a project (evaluation skills and experience).</p> <p>The IPMA Competence Baseline is the basis for certification by the certification bodies of the Member Associations, who use these competence elements in assessing candidates.</p>	<p>The IPMA Competence Baseline is the common framework document which all IPMA Member Associations and Certification Bodies abide by to ensure that consistent and harmonised standards are applied. As such, the majority of its content focuses on the description of the competence elements. IPMA's approach to project management is broken down into 46 competence elements, covering the technical competence for project management (20 elements), the professional behaviour of project management personnel (15</p>	

				elements) and the relations with the context of the projects, programmes and portfolios (11 elements).	
2	Project Manager Competency Development Framework – Second Edition (book)	2007	Project Manager Competency Development (PMCD) Framework – Second Edition provides general context for the definition, assessment and development of project manager competency. The framework outlines the key dimensions of project management competency and identifies those competencies that are most likely to impact project manager performance. The PMCD Framework is designed to cover a range of competencies needed by project managers and to apply generically, regardless of the nature, type, size or complexity of the projects being managed.	<p>Project manager competency consists of three separate dimensions:</p> <p>Knowledge – what a project manager knows about the application of processes, tools and techniques in project activities</p> <p>Performance – how a project manager applies project management knowledge to meet project requirements</p> <p>Personal – how a project manager behaves when performing activities in a project environment</p>	http://marketplace.pmi.org/Pages/ProductDetail.aspx?GMProduct=00101024401
3	Steven W. Flannes, Ph.D, and Ginger Levin, DPA - Essential People Skills for Project Managers	2005	Essential People Skills for Project Managers brings the key concepts of people skills into sharp focus, offering specific, practical skills that you can grasp quickly, apply immediately, and use to resolve these often difficult people issues. Derived from the widely popular original book, People Skills for Project Managers, this new version provides condensed content and a practical focus	<ul style="list-style-type: none"> - Apply project leadership techniques with confidence - Resolve conflicts and motivate team members - Help a team recover after a critical incident - Determine your team members' personal styles so you can work more effectively 	http://marketplace.pmi.org/Pages/ProductDetail.aspx?GMProduct=0010074501

				with them	
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Moreover, the best practices for the development of competences to be used in international projects management were collected through an online portal for the best practices in the field of accreditation and certification of managerial competencies developed under the framework of a Lifelong Learning Project named “Methodology for the Accreditation of Managers’ Competencies¹ (CREDNET)” which is producing a methodological framework for the accreditation of the managerial skills acquired through informal and non-formal training.

Title of the good practice or of the course (both formal or informal initiative)	Export Academy
Country	It was a cross-border project. (Latvia)
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	<p>is a unique project, during which participants gain a thorough knowledge of the market structure, successful export planning and techniques, and develop a step by step plan for attraction of customers for their chosen export market A five day course organized by the Latvian Chamber of Commerce and Industry in cooperation with export consulting company and a prestigious higher level academic institution – Stockholm School of Economics – gives not only a theoretical background but also a certificate recognized in both academic, as well as professional world.</p> <p>The best practice was mainly targeted to benefit Latvian SMEs and export managers. They were intended to benefit from the action in the following ways:</p> <ul style="list-style-type: none"> - Gain theoretical knowledge from practitioners and academics in the field; - Develop practical steps and solutions for their respective enterprises; - Receive feedback and recommendations from other professionals; - Get officially certified in the field.

¹ <http://www.crednetmanager.eu/>

Promoter of the initiative (person or institution that developed it)	Latvian Chamber of Commerce and Industry (LCCI), Stockholm School of Economics and export consulting firm "GatewayBaltic"
Target group	SME managers, business schools, business support organisations
Competences improved in the good practice or in the course	To give SMEs a theoretical base with role play how to implement the knowledge in real life and in the end of the course to give to participants official certificates
Educational and pedagogical approach	
Further information/ Additional Comments	http://www.gatewaybaltic.com/pdf/Eksporta-Akademija-Informacija.pdf

Title of the good practice or of the course (both formal or informal initiative)	Certification of HR managers and HR specialists
Country	Latvia
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	Unifies human resources management professionals with aim to improve the efficiency of organisations and create human-driven environment in Latvia by developing competence in human resources management field and promoting a strategic role of human resources management in organisations. Since year 2007 LAPM provides Certification of HR managers and HR specialists to all interested persons, who would like to verify their competence in HR management field. Members of LAPM are legal and private persons, who avow mission and goals of LAPM and are interested in the management and development of the human capital. There are ca. 250 legal and 9 private members in LAPM. Since 2001 LAPM is the member of the European Association of People Management (EAPM).
Promoter of the initiative (person or institution that developed it)	Latvian Association of Personnel Management
Target group	HR and Training Managers
Competences improved in the good practice or in the course	The goals of Certification of HR managers and HR specialists are: promotion of HR manager's and HR specialist's knowledge, skills and acquirement improvement

	accordingly to international standards; elevation and consolidation of HR manager and HR specialist professions prestige in Latvia.
Educational and pedagogical approach	
Further information/ Additional Comments	http://bestpractices.crednetmanager.eu/content/certification-hr-managers-and-hr-specialists

Title of the good practice or of the course (both formal or informal initiative)	COMET - Communication for European Training Managers
Country	Italy
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	The adult education and learning system occupies an important role in terms of socioeconomic growth, active citizenship and social responsibility. That's why effective internal and external communication processes are fundamental for the development of innovative learning products and services and to make them more attractive to potential beneficiaries. The communication issues in this sector concern internal staff, other stakeholders and project partners at local, national and international level and adult learners.
Promoter of the initiative (person or institution that developed it)	Tk Formazione Srl Florence, Toscana
Target group	European training manager, management staff, non-teaching administrative staff
Competences improved in the good practice or in the course	The COMET project is a two-year project co-funded by the LLP (Grundtvig-Multilateral Projects). Professionally trained leader in directing and managing educational institutions. The leader in terms of psycho-prepared in terms of motivation, effective communication, positive attitude to the employee and the organization: knowledge and skills in organizational management, change management, interpersonal skills, quality management.
Educational and pedagogical approach	The course consists of the following components: 1. Training Manual (5 thematic modules) 2. Trainers Guide



3. Training Curriculum

The COMET training course is divided into 5 modules each of which is related to communication skills. The modules have the following structure:

Module 1 - Effective Communication

Lesson 1 Introduction to Communication

Lesson 2 Communication in the Workplace

Lesson 3 Developing a Communication Strategy

Module 2 - Leadership Communication Skills

a) Personal Communication Skills

Lesson 1 Self motivation

Lesson 2 Situational leadership

Lesson 3 Assertiveness

Lesson 4 Active listening skills

b) Interpersonal Communication Skills

Lesson 5 Team Management

Lesson 6 Motivation (of others)

Lesson 7 Conflict Management

Lesson 8 Cross-cultural Management

Module 3 – Marketing

Lesson 1 Introduction to marketing

Lesson 2 Marketing plan

Lesson 3 SWOT analysis

Lesson 4 Marketing objectives and strategy

Lesson 5 Budget control

Module 4 - Presentation & Negotiation Skills

Lesson 1 Planning a presentation

Lesson 2 The presentation sequence

	<p>Lesson 3 Characteristics of negotiation Lesson 4 The need of negotiation Module 5 - Networking and Participation in EU Programmes Lesson 1 Introduction to EU programmes Lesson 2 EU Programmes for lifelong learning organisations Lesson 3 Participation in EU programmes and its benefits Lesson 4 Introduction into Networking Lesson 5 Networking in education Lesson 6 How to network? Each module consists of the following:</p> <ul style="list-style-type: none"> - introduction - lessons - module summary - a set of key terms - interesting links and further recommendations - a list of references <p>Each lesson of the modules has the following structure:</p> <ul style="list-style-type: none"> - theoretical input - exercises - lesson summary
Further information/ Additional Comments	http://web.spi.pt/comet/

Title of the good practice or of the course (both formal or informal initiative)	N-WORKER: TRAINING HR AND TRAINING MANAGERS TO DETECT AND COVER TRAINING NEEDS IN INTERCULTURAL WORKING ENVIRONMENTS
Country	Poland

<p>Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points</p>	<p>IN-WORKER project is based on the results obtained from the previous Leonardo Pilot Project "Methodology to Prevent Training Needs among Workers over 45 in Metal Sector", developed from 2002 to 2004, financed by the European Commission and supported by the Spanish National Agency. The results of that project were adopted to be a supportive tool for Managers in order to facilitate their work in diversity environments – especially during recruitment of immigrants.</p>
<p>Promoter of the initiative (person or institution that developed it)</p>	<p>Danmar Computers</p>
<p>Target group</p>	<p>HR and Training Managers, Employees</p>
<p>Competences improved in the good practice or in the course</p>	<p>Allocating immigrant workers out of the formal work system and undermining their skills and knowledge is leading to marginalisation of foreign communities, loss of their motivation and of the advantages these could bring to entities, to the economy and to the society at large. When incorrectly managed, the incorporation of immigrant workers to a job can put them in a position of vulnerability, because of: the impossibility of adapting themselves to the new working environment; the poor continuous training they receive during their working life in order to adapt themselves to the changes happening in the workplace, the non-forecast of the appropriate training needs for these workers, the arising of misunderstandings and conflicts between national and foreign workers that creates problematic environments. In order to manage the immigrant workers well, the Management company has to be appropriately prepared for this task and in this preparation the IN-WORKER tool can help.</p> <ul style="list-style-type: none"> - -identification of key issues of immigration and diversity in work place in Europe - Identificatio of techniques aiming at integration in work place - Preparation of special tool for training needs identification as a support for Managers in recruitment of immigrants
<p>Educational and pedagogical approach</p>	
<p>Further information/ Additional Comments</p>	<p>http://danmar-computers.com.pl/en/projects-archive/european/2007/in-worker-ldv</p>

4. Major findings of the interviews

The LPMnage consortium and more specifically WP3 Leader decided to follow a structured interview. This approach aims to ensure that each interview is presented the exact way with the same questions in the same order and comparisons can be made with confidence not only between the sample HOU interviews but also between the samples the partners interviewed. Hellenic Open University (HOU) has chosen three people to interview who are International project management professionals and have experience in managing projects within different economic sectors.

Personal information	Interviewees		
	No1	No2	No3
Gender	Male	Male	Male
Age	35	40	43
Organization	Development Company of Western Greece Region	Higher educational Technical Institute	Regional Development Fund Western Greece
Years of Experience	From 2005 until 2013 (9 years' experience managing projects in an international level)	10 years	9 years
Job position	Project Manager	Assistant Professor/Project Manager	Director
Please describe your professional experience and field of expertise.	I am involved in the management of European project especially in the field of Environmental Protection. Specifically, I undertake to fulfil	I have obtained my diploma and Phd degree from the department of Computer Engineering and Informatics of the University of Patras. My	Management of European projects on Regional Development and Cooperation

	<p>the following tasks:</p> <ul style="list-style-type: none"> a. Management and monitoring of the project progress b. draft financial and activity reports c. Coordinate the project team <p>The first year in my job at LIFE project in which I have participated as a partner organization and have monitoring the actions were implemented in the prefecture of Ilia.</p> <p>I have also worked in a center that supports the manufacturing sector which I have advised them in relation to existing programs to finance their investments, inform them about the legal issues on development etc.</p>	<p>current research interests include knowledge engineering, knowledge management, and advanced information systems. I have published more than 60 papers in international conferences and journals. I have participated as a Project Coordinator, Project Manager and Research Engineer in more than 30 EU and National funded projects since 1997 (including Gross Projects, STREPs, IPs, Safe Internet projects and LdV).</p>	
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1. *Could you tell us 3 competences you think a good international manager should have?*

The three respondents highlighted the following competences:

- Organizational skills
- Motivating the partners
- Focus
- Persistency
- Flexibility
- Decision-making capabilities (critical capacity)
- Set goals and visions

2. *What are the challenges you faced more frequently in the management of international projects?*

- Bureaucracy
- Low impact and sustainability on the wider public
- Skills gap
- Limited resources (mainly human)
- Heterogeneity when we have partners from different organizations as well as from different countries/ Multiculturalist with other partners (eg on technical subjects)

3. *What did you learn on the job?*

“Implementing projects with different thematic scope and widen my knowledge. My ultimate goal in any project is the lifelong learning procedure.”

“I have learned in practice, things about team working and operation of the organizations.”

“Expertise in project management in European Union procedures, experience in risk management and working with other people (team work)”

4. *Which skills would you like to improve to do better your job?*

- Communication skills



- human resource management
- Risk assessment (Risk Assessment)
- Be able to deliver faster and more effectively

5. *What are, in your opinion, the features of a good international project manager?*

- Be smart
- Active
- Have Communication Skills
- Have organizational Skills
- Be able to manage diverse groups at multiple levels (different cultures, different goals, different levels of knowledge)
- Have experience in project management
- Have knowledge on how to manage crisis situations and some problems (problem solving)
- Leadership ability

6. *Could you report us one or more cases where you faced a situation you couldn't solve in the right way. What did you learn from that experience?*

“A case which I did not properly address was when the person in charge lost an important document in reporting procedure. Since then, we are checking our archives in a more regular basis.”

“A case which I did not deal correctly with was when I had to cover the failure of one of my colleagues and supply the needed reports by myself. My experience has taught me this: If you want to do something right do it yourself! Choose your partners who have proven they are capable of.”

“A case which I did not deal correctly with was when a partner of the consortium stopped working with us in a critical point. The best possible solution in order to fill the gap was to proceed quickly and try to find a new foreign partner to replace this organization. This experience was very important as I learned that we always have an alternative plan.”

7. *Could you indicate recommendations for bibliography on the topic of international project management?*



All the respondents mentioned that there are no specific bibliography that teaches you how to manage a project. The most important guides are the manuals (handbook) for each frame. It is something that you are learning on the job. Additional literature may be found through the PMI.

8. *Could you indicate recommendations for courses (both formal and informal learning initiatives) available on the topic of international project management?*

All School / University at undergraduate and postgraduate levels involved in Project Management (MBA etc) provide formal courses. There is also an International Certification (PMI) aimed to train and certify managers so as they can easily work abroad on projects.

Moreover, seminars held by companies in collaboration with Universities are more and more often. The most common topics of the seminars are:

- a. Project Management
- b. European Legislation
- c. Communication with EU partners and Commission
- d. Negotiation with EU partners and Commission
- e. Exploitation/dissemination/marketing issues

9. *Could you indicate example of good practices in the field of international project management?*

Any outsourcing project can be considered as good practice because it reduces the cost and can carry the expertise of a quality job. For example a good practice might be considered when the part of the management has been undertaken by an EU country while the development (production) part is borne by one of the third countries. The key issue is that the objectives, the timetable and tasks assigned are clear to everyone.

Good practice projects:

- a. Proactive Human Response to Wildfires Outbreak: Measure and Prepare for it (PRoMPt) project, <http://www.prompt-interreg.eu/> (Interreg IVC)
- b. INNOREF / INTERREG IIIC East
- c. Enact (ECHS)

10. *Would you like to participate to an initiative of non formal or informal training (as an example a social game) to train your competences in international project management?*



All of the respondents would like to participate to the initiative of non formal or informal training to train their competences in international project management.

5. Major findings of the questionnaires

According to the first results of the interviews for WP3 to International Project Management Professionals, WP3 leader has prepared an online survey <https://docs.google.com/forms/d/1Q5F6owclopI2i2q2ReSxC7o-g60ryMVYqVkJTrGmAAEs/viewform> in english as it involved people who are experienced in international management.

The professional background of the sample and classified them into the following categories:

- ICT
- Engineers
- Project managers
- Professors / Trainers

Seven people (7) people who work in Greece filled in the online questionnaire; 86% were male (6 respondents) and 14% were female (1 respondent); their age ranged from 35 to 53 (see below diagram on age and gender distribution).

Age:	Professional field:	Job position:	Years of experience in the field of International Project Management:	Country you work in:
40	Computer Vision Business	CTO	6	Greece
38	Velti	Principal Software Engineer	12	Greece
35	Information and Communications Technology projects	project head	5	Greece
42	Education, Languages, Translation	Project Manager	7	Greece
49	IT	Director of Division of Educational Material and Content of e-CoMET Lab	8	Greece



53	INGENIEUR	GENERAL MANAGER	15	GREECE
37	Engineer	CTO	7+	Greece

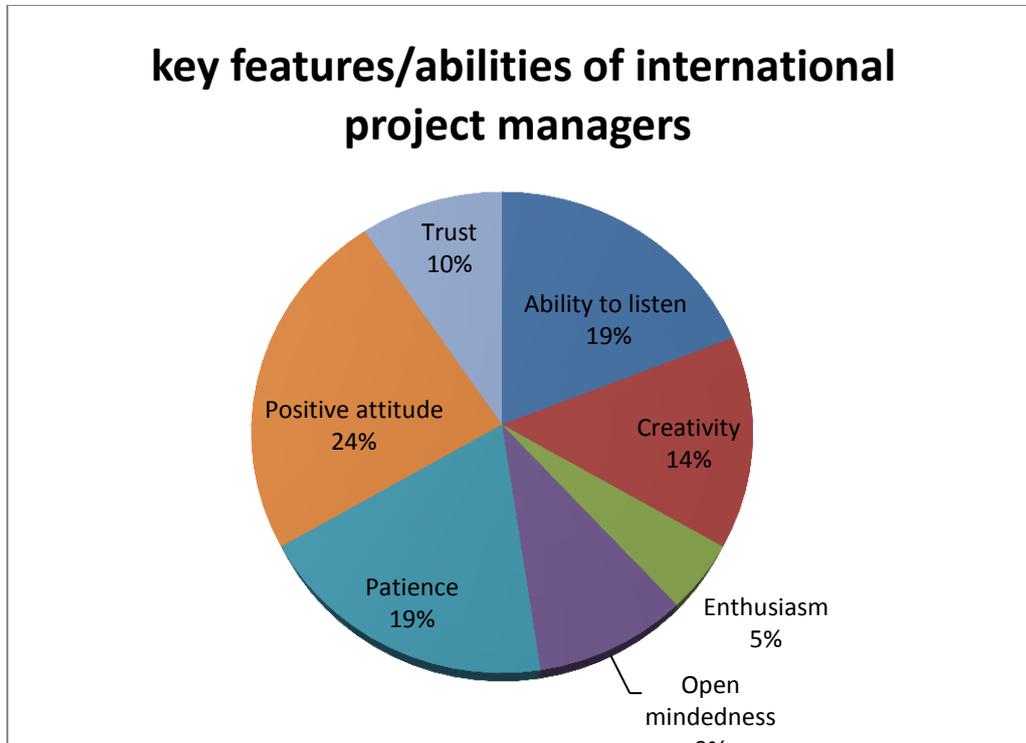


Question 1: Below are listed the most important key competences/skills of international project managers according to the answers we received. Most of the responders think that it is very important to be able to adapt and be flexible.





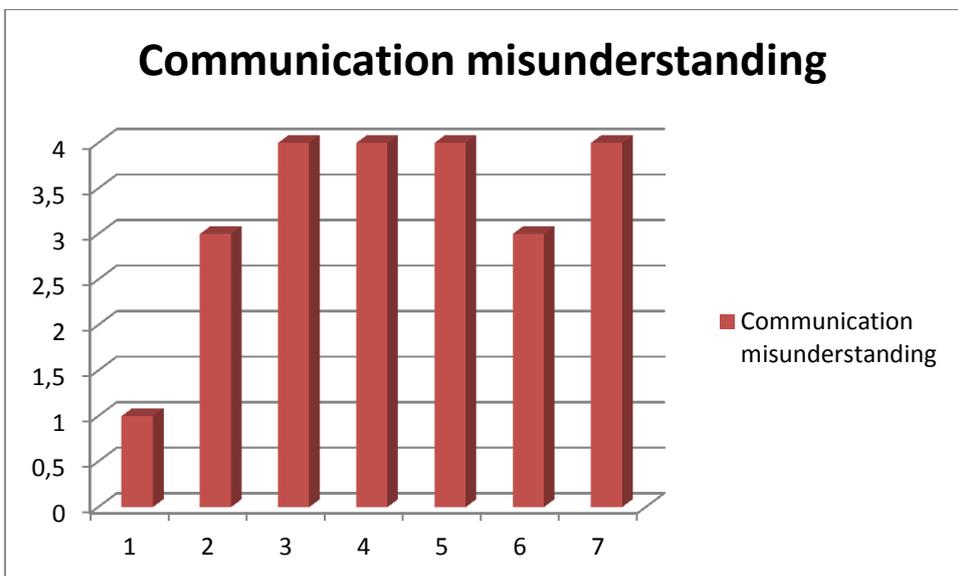
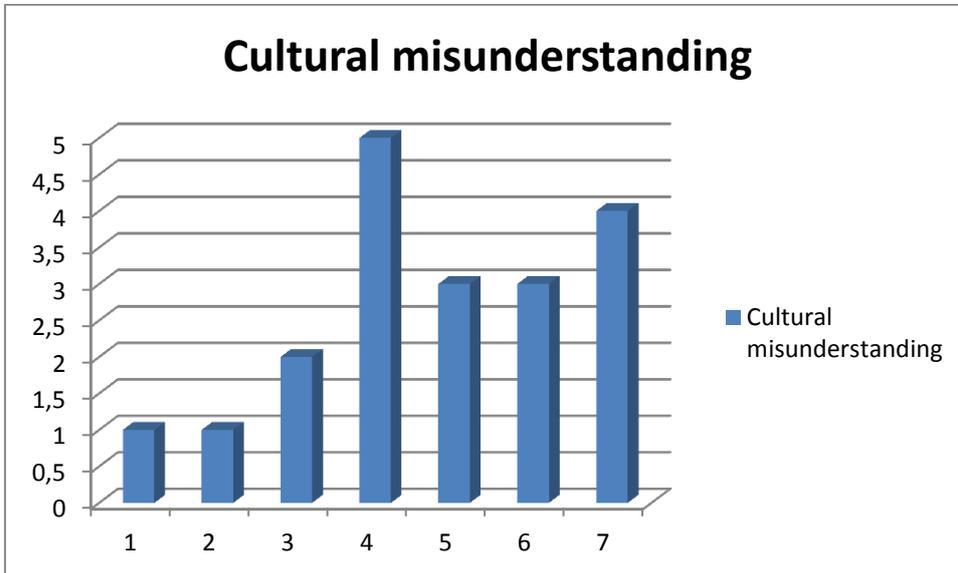
Question 2: Below are listed the most important key features/abilities of international project managers according to the answers we received. Most of the responders think that it is very important to have a positive attitude, be patient and able to listen to the others.





Question 3:

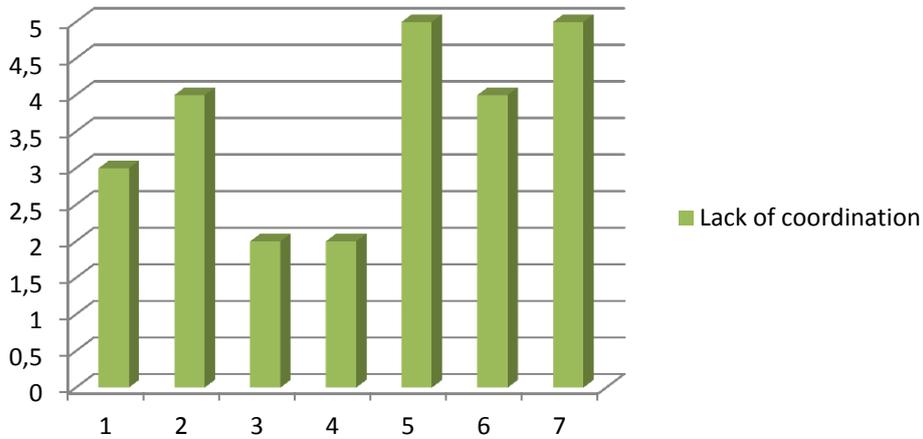
According to the managers' experience the challenges which are most frequently² faced and can cause difficulties in the management of international projects are:



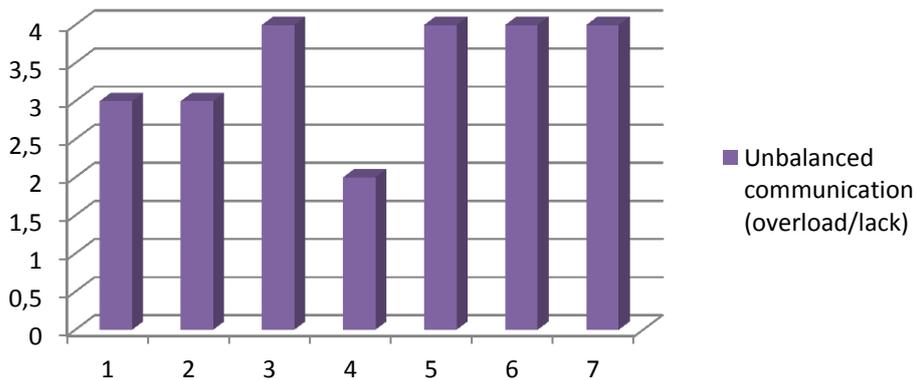
² Rate the following options from 1 to 5, with 1= not frequent at all, 5= very frequently



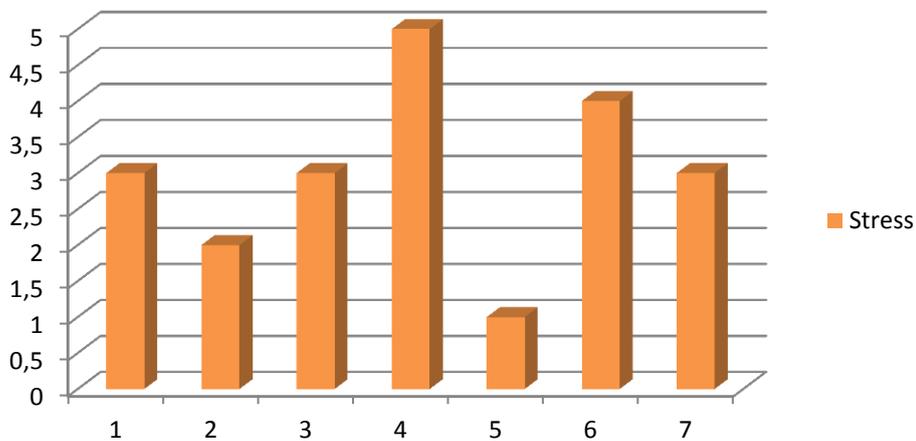
Lack of coordination



Unbalanced communication (overload/lack)

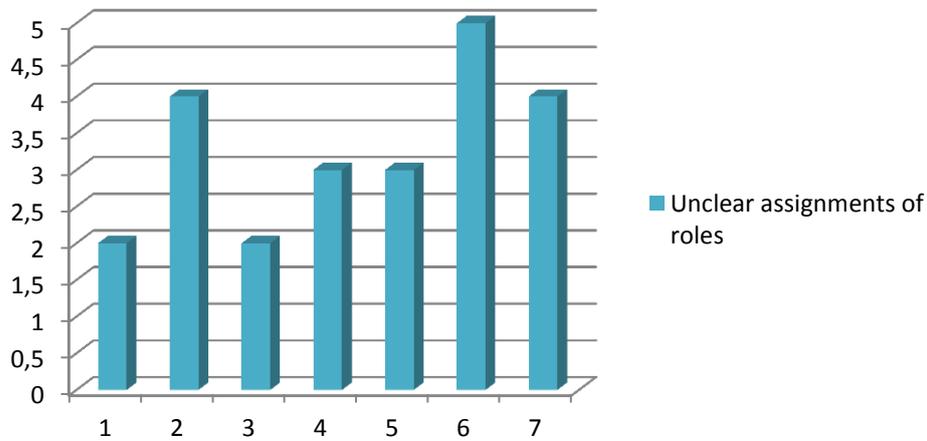


Stress

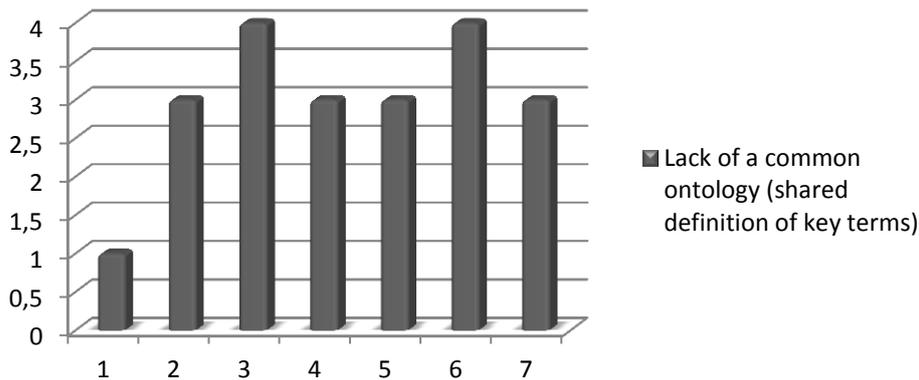




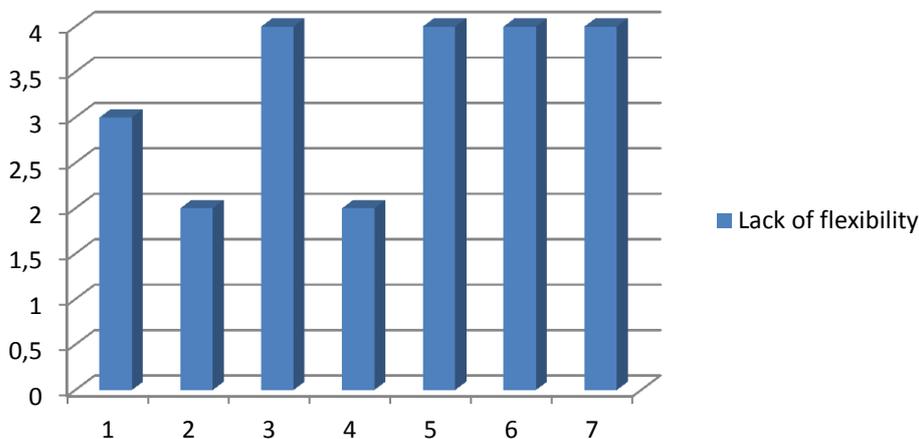
Unclear assignments of roles



Lack of a common ontology (shared definition of key terms)

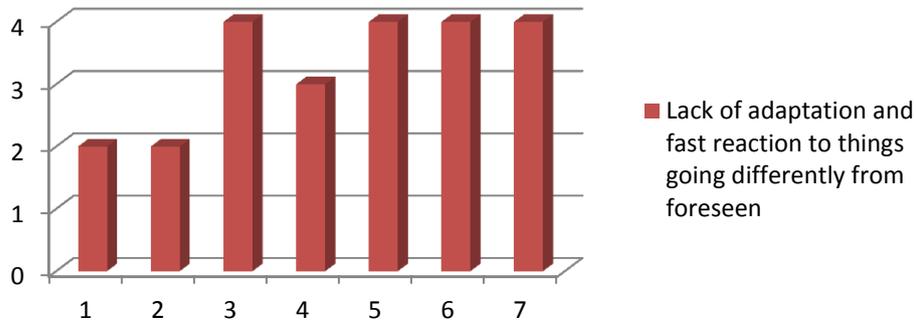


Lack of flexibility

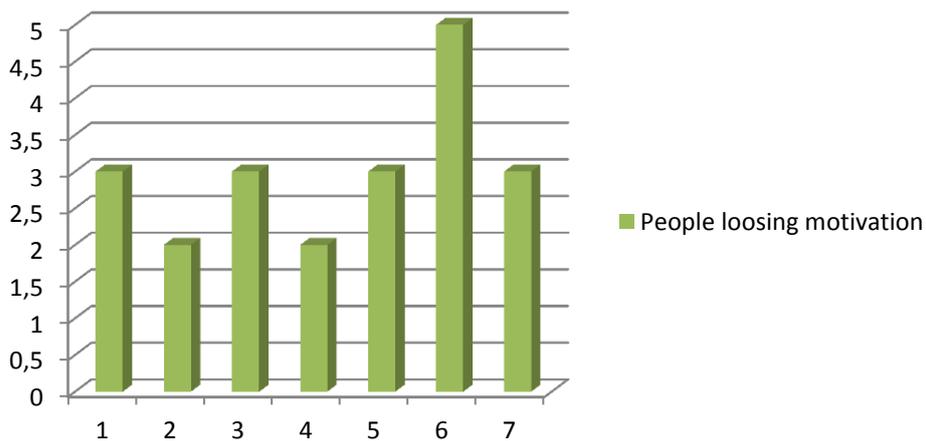




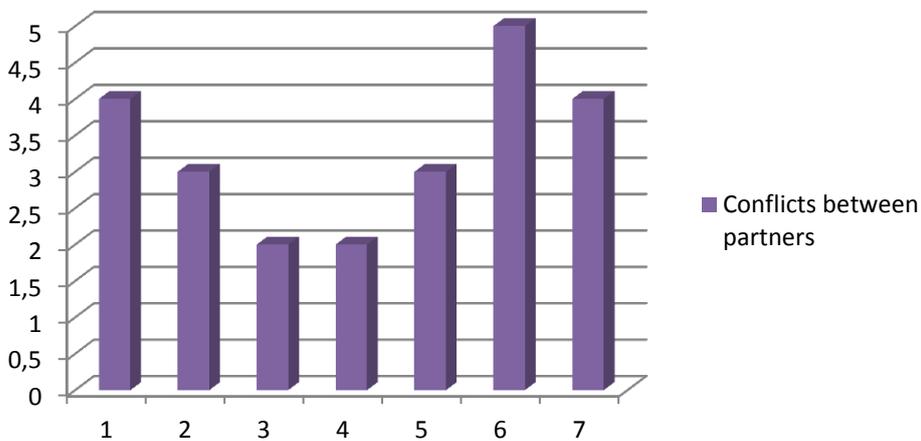
Lack of adaptation and fast reaction to things going differently from foreseen

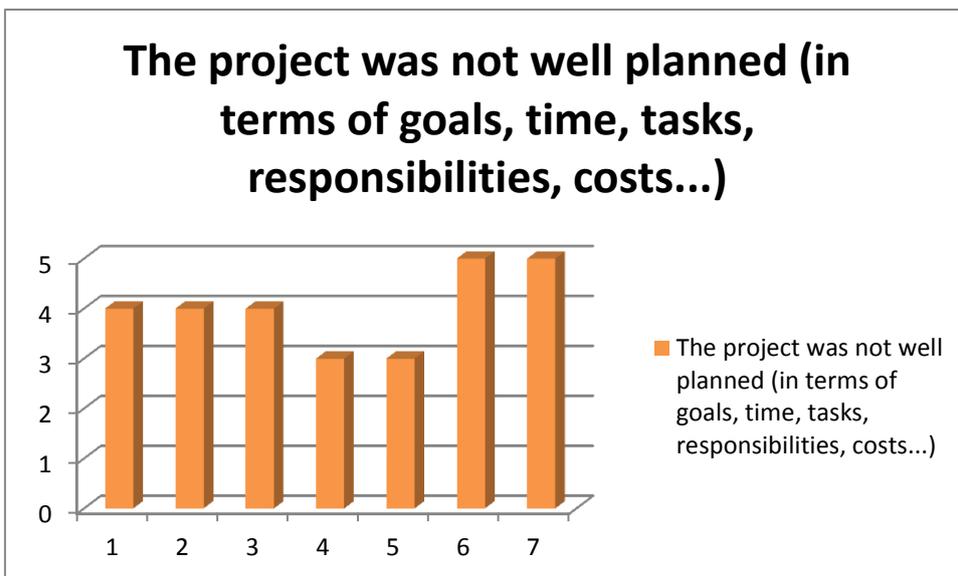
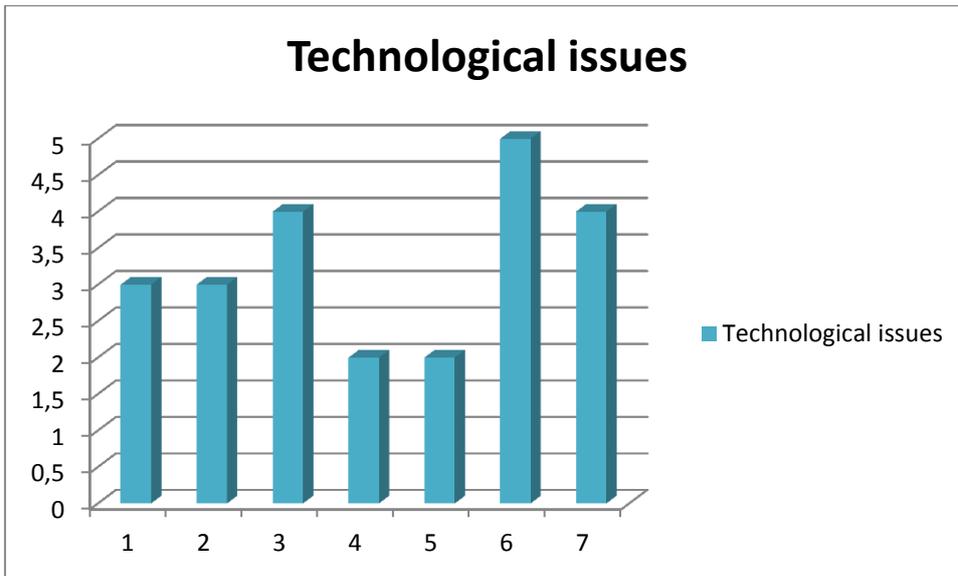


People losing motivation



Conflicts between partners





Some other challenges not frequently faced by the project managers are problems in Resource Allocation and religion issues.



Question 4: The skills/ competences the respondents would like to improve in order to have a better performance during their attempt to manage a project are listed below:

- Coordination Skills & Leadership
- Adaptation to issues,
- Communication Skills
- Make clearer assignments to each partner.
- Better milestones and goals description/documentation.
- Better envision for the possible future problems (always have a Plan B in hands)
- Technological competences and communication skills in order to quickly learn the working "environment"
- team building and group motivation
- Patience.

Question 5: The respondents indicated the specific bibliography they are aware of on topic of topic of international project management:

- <http://www.open.ac.uk/employers/professional-courses/professional-skills/project-programme-management-skills>
- James Lee: <http://www.jal-consulting.com/about.htm> Survival Kit:
<http://www.european-project-management.eu/>
- The Structure of Scientific Revolutions /ThomasKuhn.

Question 6: All the respondents, besides one, were positive on using an informal training system based on games (such as simulations, role playing, etc.) to improve their professional skills.

Question 7: One of the project managers with 7 years' experience has emphasized that all the challenges mentioned in question three (3) in her opinion are equally important and she personally has not faced them equally frequently.



6. Conclusions and remarks

In general the basic skills on project management are divided into the three categories.

The first one is Technical skills which refer to the actions, knowledge and skills required for the design, initiation, implementation and completion of a project (eg perception of project requirements and the interests of participants in this analysis risks, temporary organization, achieving quality, resolution solving, time and cost planning project, change management, a system project reports, document management project, etc.).

The second one is the Behavioural skills that concern personality elements, professional ethics and the moods associated with both project management as and the projects themselves (eg Leadership, creativity, motivation, transfer competence, self-control, positive perception of things, ability negotiations, effectiveness, etc.).

And, the third one is based on organizational skills, which concerns characteristics of a project / portfolio of projects and programs and relationship with them or organizations involved in Implementation (eg legislation, accounting & financial issues Health & Safety etc).