

Project management skills in project-oriented businesses Current challenges, competency models, certification models

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1 Attunement, 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)?

2 Requirements for today's project management competences

The author concentrates therefore in his paper on the people in the project, narrowed even more to *the people in project management*. Sometimes it is impossible to find the translation of a word from German in English as well as backwards, especially with the same understanding, mainly with the same content and context. The author uses so called D-English expressions. He and she is equivalent in the following.

2.1 Only humans invent new products and processes

The drive for change is to make life easier and safer. To open a hard nut was the invention of the hammer, and that again the invention of the anvil. With the fire iron could be melted. The

blacksmith learned to work with this material This chain of development can be continued up to the production of other tools, materials, houses, cars, medicine and food etc.

In parallel the necessity developed to think in processes. To plan and then to act accordingly became a basic law. We constantly broadened our knowledge. Today we live in a time period, where thinking employs more humans than producing.

In parallel man developed himself. He learned to designate things, invented language and writing. He started to communicate and to describe feelings. Over time, his innovations develop in shorter and shorter time cycles, are used and again replaced by newer ones.

A primal feeling of man survived through the ages, the domination of other people. Everyone wants to be the hammer and not remain the anvil. From this the hierarchies of living together developed and the increasingly diverse divisions of labor. Parallel the necessities developed to give clear assignments and to control their fulfilment ever more surely.

In this environment a new profession developed. More and more clearly routine work separated from special tasks. Already at the end of the 19th century these special tasks received the name "Project". Today we have noticed a flood of projects. Everything which differs from the regular is a project. Inevitably the new profession „project management“ and the title „project manager“ was developed. Occupations must be learned and what they have learned must be examined. PM can today also be taught and learned as well as examined. The historian would answer, everything was already there and would ask how however could the Egyptians build the pyramids more than 3,000 years ago. An Egyptian friend gave the following answer: "Developer and owner of this project was the user himself. He had an effective assistant, a qualified executioner." --- Sometimes today project managers wish for such a support possibility. --- My answer: I'm glad however to live today.

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2.2 Is Project Management (PM) a new profession?

Today scientists say NO to the following for quite obvious reasons:

- Science can analyze and “methodise” the laws of nature. Results are therefore predictable. --- Project Management lives from early detection and controlling of risks, hence from the non-observance of predictions.
- Project management has acquired itself from most standard sciences something useful and called this new blending "management of projects".

- Learning contents contradicts all traditional learning. Their examinations are based on a more bench-mark system rather than on clear measurements.

My answers are just as provocative:

- Project Management (PM) is not a profession in the traditional sense, but more of a vocation/appointment. PM is an add-on to a "real" job.
- PM is taught and learned for more than 30 years as well as accredited.
- The professional career aimed by most people in the job can with additional skills for the "managing of projects" be more direct and successfully supported, as justifying to rejecting all controlled knowledge at once.

These responses support the following developments today

- Productions and services require more situational solutions as standard solutions. The number of repetition of standards in other surrounding conditions and the promise of specific cost reductions are increasingly no longer fulfilled.
 - In the manufacturing sector are more individual solutions than ever. For example, each approx. 8.200th car is identical to a predecessor.
 - In the service industry real standard solutions are simply "out" because of not comparable environments (humans and environment). Example: no bank takes over the organisational software of a neighbouring bank, even not at a 1:1 - merging.
- The growing amounts of data and their deployments in-time require IT systems with incompletely overlookable data volumes, handling times, and more recently security concerns.

These examples should be enough to derive from this the following:

- Today such projects cannot be thought up, developed, introduced and be maintained any more of one genius alone. The keywords *network-work* and *network-management* refer to a new culture and quality of the creation of projects.
- For this style of working must be created a network of new "working systems".

- These working systems require new job profiles with new teaching/learning and examining.
- These career profiles again require new forms of specifying and finding capabilities and aptitude (talents) of humans. Please compare the statement at the beginning of chapter 2.1, only humans invent new products and processes.

2.3 A CEO takes over a company and believes in project orientation

The company manager (CEO) described here is a representative of a constantly growing number of general managers of future business. The author as former coach for project staff and current assessor for certification summarizes his observations in this person. A quite clearly recognizable trend is visible to a project-oriented company.

A German company bought a semi-national company in South Africa for the manufacturing of optical instruments and equipment. The company consisted of a division for research and development as well as for manufacturing. Very soon the newly appointed CEO recognized that the company was to be organized not with an order structure as yet, but with a project orientation. The products were no mass products but custom-made products. In the past it was difficult to meet capacities, costs and schedules. Only the semi-national partners and clients secured the survival of this company by constantly paying extra. Now the company should establish itself in a free economy.

The CEO had recognized in his professional past that applied project management must be the „management philosophy“ regardless of size and sector of the project surrounding. Therefore it is valid to clarify only the question, who offers the most practical methods for effective and efficient competence transfer?

After searching for an approved system, he decided on the model of the International Project Management Association (short IPMA), 1965 registered as non-profit organization in Zurich, Switzerland. His reasons were:

- Only people make projects and people motivate themselves most effectively for longer terms through their careers possibilities. This is why I prefer the 4-level of the IPMA.
- The IPMA system teaches and certifies not only PM knowledge but PM experience too, both together is identified as PM competence.
- A learning support with knowledge transfer into the project environment lets me hope for a quick improvement of PM orientation in the company.

- Learning and certification in the same "language" is for me an indisputable prerequisite.
- All in all: the 4-level system for Qualification (4-L-Q) and Certification (4-L-C) identifies a new philosophy of success for people and companies.

3. What is a competence (Wikipedia)

Competence is a variously used (fashion) word. Wikipedia defines: as competence one calls the [rights](#) and [obligations](#) which are transferred to a job or function holder. Only they allow an *effective* exercise of the set tasks. In literature a distinction is made between **executive and leadership competences**:

- **Execution competences** refer to the *authorization*, to be able to execute the *tasks* of the function. These include
 - *Implementation competence*: the right to become active independently within the scope of the assignment and to choose work rhythm and operating procedure independently in certain magnitude
 - *Possession competence*: the right to request for working subjects, for materials and information and to dispose of it
 - *Decision competence*: the right given by another duly authorized body to decide on an issue
 - *Self-decision competence*: the right to make binding decisions
 - *Representation of competence*: the right to represent the company to the outside world
- **Leadership competences** determine the relationship to other positions or functions, and thus form the basis for the applied hierarchy in each case. The following leadership competences are distinguished:
 - *Foreign decision competence*: the right to make decisions for other positions
 - *Instruction competence*: the right to give other well-defined positions instructions
 - *Guideline competence*: the right to give guidelines for other positions
 - *Controlling competence*: the right to control the correct execution of the instructions

The kind and scope of assigned responsibilities are characteristics of a position. In the assignment of competences is valid the principle of exclusiveness. That means, a once assigned competence to a position may no longer be assigned to another position.

Many of these separately defined competences must bring along a project manager and be handed over to him by an authority. The small word "and" is very important here. For the

managing of projects incapable project manager is just as risky as a successful project manager, without competences for decisions, which often reserves the CEO for himself. Meant are here the many small decisions.

3.1 What is the IPMA-competency model for project managers?

IPMA had in 1994 already created with the appearance of the first considerations for a 4-level system of personal certification with the following principles. The international driving licence inspires this development.

- Not only learned knowledge but also practiced experience must be certified as a whole. Therefore IPMA defines knowledge plus experience as competence. In Anglo-American context, knowledge and experience are often referred to as a skill. However, one can agree linguistically from content and boundary, that a person's competence declares the same thing as the skill.
- IPMA "invented" the complexity of projects as the most important distinction of the different requirements for project management personnel. Thus arose four stages of project categories and the titles of the assigned project responsibilities
 - Level A: Project-, Program-, Portfolio-**Director**
 - Level B: **Senior Project Manager**
 - Level C: **Junior Project Manager**
 - Level D: Project Management **Associate** (PM-expert)
- The certification must be approved internationally. The required further education and training are however more adapted to the cultural environment.
- The technical language *project management* is internationally standardized (IPMA Competence Baseline, short ICB, comparable with the PM BoK of the PMI (Body of Knowledge[®]). Local translations are to be adapted as far as possible (National Competence Baseline, short NCB).
- The applications of the technical language and compliance of certification processes are regularly validated by IPMA. Basis is the IPMA Certification Regulation and Guideline, ICRG in short).
- Assessors are not allowed to certify their own trained certificants (DIN ISO IEC 17024).

The following IPMA-pyramid is understood today, more as a brand with high recognition value.

Title	Capabilities	Certification Process			Validity
		Stage 1	Stage 2	Stage 3	
Certified Projects Director (IPMA Level A)	Competence = knowledge + experience + personal attitude	A	Projects director report	Interview	5 years
Certified Senior Project Manager (IPMA Level B)		B	Project report		
Certified Project Manager (IPMA Level C)		C	Written exam. Options: work-shop, short project report		
Certified Project Management Associate (IPMA Level D)	Knowledge	D	Application, curriculum vitae, self assessment	Written exam	not limited option: 10 years

Fig. 1 IPMA pyramid of 4-L-C certification

When the well-known IPMA pyramid was introduced to our CEO in South Africa, he shook his head, saying: "This is a selfish view of the inventors of 4-L-C, with which you cannot convince me. For me the most important thing is not WHAT, but HOW you qualify and certify?"

Thus arose almost overnight the following diagram to reveal more clearly the HOW of a person certification:

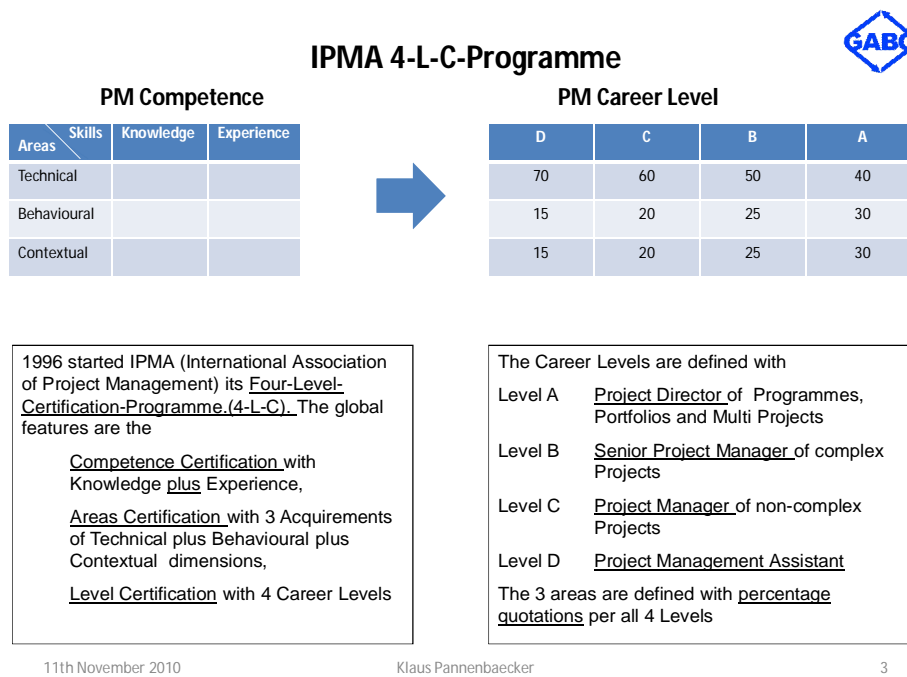


Fig. 2 PM-competence per level of the IPMA 4-L

Thus the 5 methods were developed with a mutual weighting, 29 points for experience and 21 for knowledge. IPMA calls this an „experience-related competence certificate“.

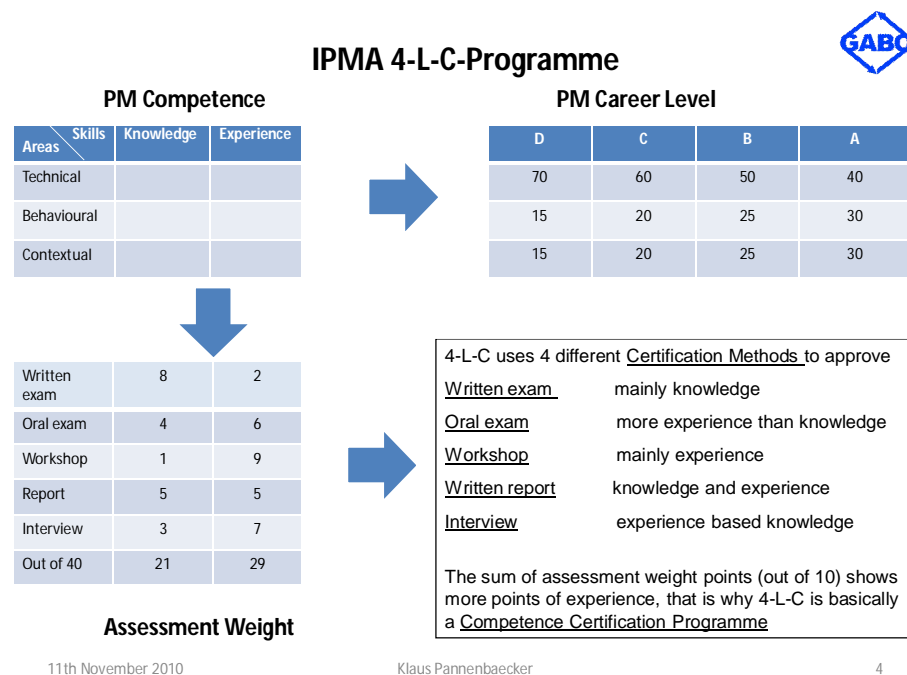


Fig. 3 Assessment weight for the measuring of competence is equal to knowledge plus experience

The fourth quadrant describes the Assessment Procedure with characteristics, respectively the methods for each level.

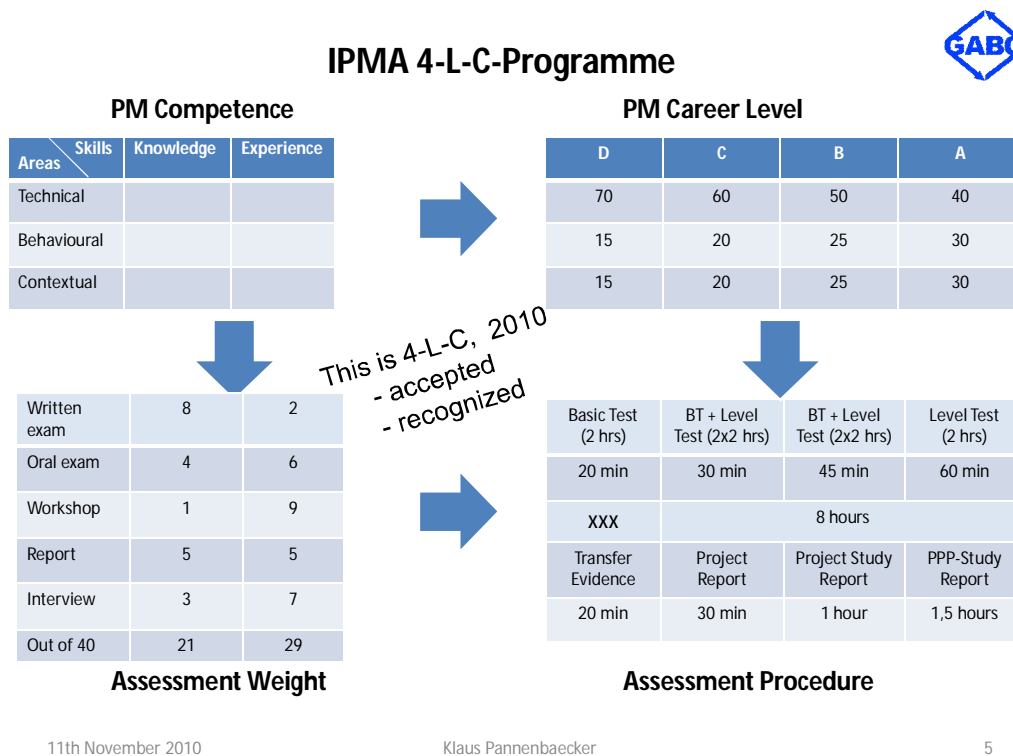


Fig. 4 IPMA 4-L-C Program from today (2012)

3.2 PM-certification by GPM in Germany

At this point some figures of the penetration of German economy with applied project management should be described by the annual certification numbers. From the diagram the following can be derived:

IPMA shows worldwide in its 48 Member Associations the same nearly the same trend.

- The 4-L-C is well accepted.
 - But only “soldiers” are trained and certified (level D, PM Associates, 80%)
 - “Officers” (Level C, Junior Project Manager) and (Level B, Senior Project Manager, 22%)
 - “Generals” (Level A, Program Project Manager, 8 %)
- The average age of the participants in Germany is 38 – 40 years. Even 55-year-old persons educate themselves. To the question: „Why do you put yourselves under these learning and exam strains?“ usually the answer comes: „I did not have a chance for

academic education. This is still a prerequisite for a career today. Experiences are less useful. But you offer a competence certification. And with this I can score!"

Kompetenz | Qualifizierung | **Zertifizierung** | Consulting | Know-how | Awards | Veranstaltungen



PM-ZERT Zahlen und Fakten

Jahr	Level D	Level C	Level B	Level A	Summe
alte PMF	3000	-	-	-	3000
1995	0	0	9	0	9
1996	0	16	21	0	37
1997	0	26	10	0	36
1998	1	20	14	0	35
1999	26	15	25	0	66
2000	103	24	23	3	153
2001	325	73	5	0	403
2002	702	62	38	2	804
2003	1023	123	37	4	1187
2004	1307	104	71	5	1487
2005	1335	171	93	3	1602
2006	1418	220	62	3	1703
2007	1955	228	93	4	2280
2008	2162	372	101	6	2641
2009	2593	387	131	9	3120
2010	2462	427	111	8	3008
2011	2830	389	110	4	3333
Gesamt	21242	2657	954	51	24904

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ZERTIFIZIERUNG

Fig. 5 PM-ZERT figures in Germany from 1995 to 2011

- Nearly 25,000 certificants were trained and certified till end of 2011 in Germany
- 21,250 attended the „basic course“ (80%) to learn the technical language
- 3,600 extended their PM-abilities with level C and level B (17%)
- 50 level A certifications in 15 years show that this further education with certification has not yet reached management yet. On the other hand responses of former certificate holders have shown, right at the top active project management is not required. There one lets projects be managed.

4. Future developments of certifications of project personnel

4.1 The keyword „competence“

It became visible and noticeable in the discussions with the CEO that with the keyword "competence" has very divergent understandings. According to the Wikipedia definition IPMA / GPM understand "competence" as follows

- Competence has a
 - line manager because of a delegation with clearly defined responsibilities, such as power of attorney
 - project manager for the duration of a project for decisions in the context of an escalation.
- Competence is recognized on the basis of leader qualities, such as
 - certain about decisions
 - humanly accepted by the team
 - fair with conflict resolutions
 - has sufficient expertise
 - can motivate convincingly
 - convinces in presentations and discussions
 - has a charisma to lead

The IPMA has installed its own PM Research Division for Advanced Project Management in their Executive Board. Here are Special Interest Groups (SIG) active. A SIG started in 2010 with the task "Competence development of project personnel". The SIG members speak English and feel alike in their first discussions, **to certify 4-L-C only with knowledge and experience, is now too little evidence for a people-related PM competence.**

An assessor described the dilemma. A certificant reported in an interview during the certification process:

"I have large knowledge about leadership and can also report to you about experiences (own and from others), but I do not feel well in the daily work of a project manager. I am

accepted only little. I feel that I have no innate leadership capabilities, if I honestly compare myself with equals."

Such an honest confession is not frequent. However, the assessors must be able to "discover" this absent and nevertheless important capability for the personnel certification.

Question: May such an honest candidate receive the Level B certification "Senior Project Manager"?

Answer: Under the present guidelines of the IPMA Competence Baseline (ICB) and the IPMA Certification Regulation and Guidelines (ICRG) this certificate cannot be denied. Today IPMA defines the term

competence = knowledge plus experience (Version 1)

The great merit of the IPMA is to have made not only knowledge but also experience in project management "measurable". But after almost 20 years of experience with personnel certifications should be noted:

The crux are the terms „competence“and „skill“, which have different understandings in the English and German language.

The voices (candidates + enterprises + PM-coaches and PM-assessors) increase to extend

Competence = knowledge plus experience plus attitude (Version 2)

The word "skill" is often translated with "competence" into German.

skill = knowledge plus experience plus attitude

Pedagogues, sociologists and neurologists addressed on this subject, talk very quickly about aptitude what concerns the learning, of abilities what concerns the knowledge transfer into practice, and about personality, which concerns an aura/charisma as a leader. There is only a little consensus with the term "talent".

Only so much is to be recognized up to now. A talent is something inherited, which does not change and must exist in order

- to be able to acquire knowledge,
- to be able to deepen experiences through applied knowledge and through debriefing (German: Erlebtes),
- to be able to make themselves aware of certain capabilities.

Our already well-known CEO and some of his colleagues brought it on the point:

You only begin with a training course when you have proved to me, that all candidates selected by me and my human department bring along the talent for a project manager. I wish no bad investments. It is not about the course expenses, no, I would want a sort of guarantee that the future project responsables don't mess up any projects. This is my risk but you must assist me to handle it.

We looked more than affected and courageously answered: "Yes, Of course." --- And again the repeatedly discussed 3 questions were put forward, but this time with the pressure for a solution.

First we defined PM competence with another extension:

Competence = Knowledge plus Experience plus Attitude plus Aptitude (Version 3)



Fig. 6 Proposal for an extension of the certification of project personnel

The Competence Areas include

- Knowledge I learned therefore I know
- Experience I transferred therefore I practice
- **Attitude I am respected therefore I lead**
- **Aptitude I lead therefore I manage**

The "new" figure 6 also shows very clearly that in project management today, all three PM-known areas (Technical, Behavioral and Contextual) affect all four skill areas of Version 3.

- A successful project manager must possess attitude/leadership capabilities,
 - to be able to use supporting PM techniques,
 - to be able to apply supplementary behaviour elements,

- to dispose of the adequate "best" leadership capabilities in every context (environment)
- A successful project manager must own aptitude, "situatively"
 - to make correct decisions on account of the control techniques
 - to be able to convince with his decisions
 - to increase the project motivation by his decisions rather than to diminish it

Not yet defined in detail are the technical terms. As well as the qualification (teaching / learning) and certification (examining) of the two new areas attitude and aptitude.

4.2 Basic questions for future developments

This chapter suggests the first steps of an extension of the persons' certification. For this subject a Special Interest Group (SIG) "Development of PM competence" within the IPMA Resort Research was founded in 2011 within the Festival of Knowledge in Riversdale/Cape Town. Head of this SIG are Miles Sheppard of UK and Klaus Pannenbaecker of Germany, both former presidents of the IPMA.

Question 1: Is an extension of the certification of PM managers worthwhile, in order to obtain more „security“ in the designation of project managers for „larger“ projects?

Reason: These securities are more likely to be found in the Attitude (capabilities) and Aptitude (talents) rather than in knowledge and experience alone.

Question 2: If the question 1 is answered with yes, can/should not the elements for Attitude and Aptitude be omitted from the Skill areas for qualification with certification for level D?

Reason: Level D is by definition the experienced all-rounder in applied PM. He/she feels at home mainly in the area "Technical".

Question 3: Can/should the elements of Attitude and particularly Aptitude be examined previously to a certification, more or less as a qualifying test for a further personality education for level C and particularly for level B and A. Or should the new elements previously to as well as after a further training be understood as a confirmation of an achieved certification level?

Reason: Further education and "to make experience aware" is not a training, it is coaching.

4.3 Brainstorming results for the supplementary terms Attitude Aptitude, etc.

The following tables show the PM elements in a not yet complete collection as well as in a not yet accepted order according to the opinion of the author and his team, when the extension of the PM Competence corresponds to fig. 6.

The table 1 shows the German terms, if the English terms are entered as search words in dict.leo.org. The found German terms ask on one hand for specific translations back into the English language, plus the question about the content definition, whether the comprehension is largely identical in German and in English.

The above mentioned IPMA SIG has planned all of these preliminary tasks. This SIG is understood as preparatory work for the "ICB 4-team" of IPMA, director Mr. Reiner Wagner, a board member of the GPM.

Aptitude	Attitude	Aptitude
Befähigung	Einstellung	Begabung
Begabung	Gesinnung	Eigenschaft
Eignung	Haltung	Führungseigenschaft
Fähigkeit	Innere Einstellung	Gabe
Geschick	Verhalten	Geistesgabe
Neigung		
Talent		
Tauglichkeit		

Table 1 English Terms from dict.leo.org to German expressions

Berufliche Orientatierung	Work Habit Arbeitsverhalten	Psychische Konstitution	Soziale Kompetenz	Intelligenz (nicht BIP)
Leistungs-Motivation	Gewissenhaftigkeit	Emotionale Stabilität	Sensitivität	Analytisch
Gestaltungs-Motivation	Flexibilität	Selbstbewusstsein	Kontaktfähigkeit	
Führungs-Motivation	Handlungs-Orientierung		Soziabilität	
			Teamorientierung	
			Durchsetzungs-Stärke	

Table 2 German

An example of several possibilities with which HR department analyses candidates for a new work place. The following table 3 is table 2 translated in English.

Professional orientation	Work behaviour	Mental constitution	Social skills / competence	Intelligence (not BIP)
Achievement motivation	Consciousness	Emotional stability	Sensibility	Analytical
Design motivation	flexibility	Self-confidence	Interpersonal skills / ability to establish contact	
Leadership motivation	Action orientation		Sociability	
			Team orientation	
			Assertiveness	

Table 3 English translation of table 2.

4.4 IPMA 4-L-C with National Qualification Framework (NQF) Structure

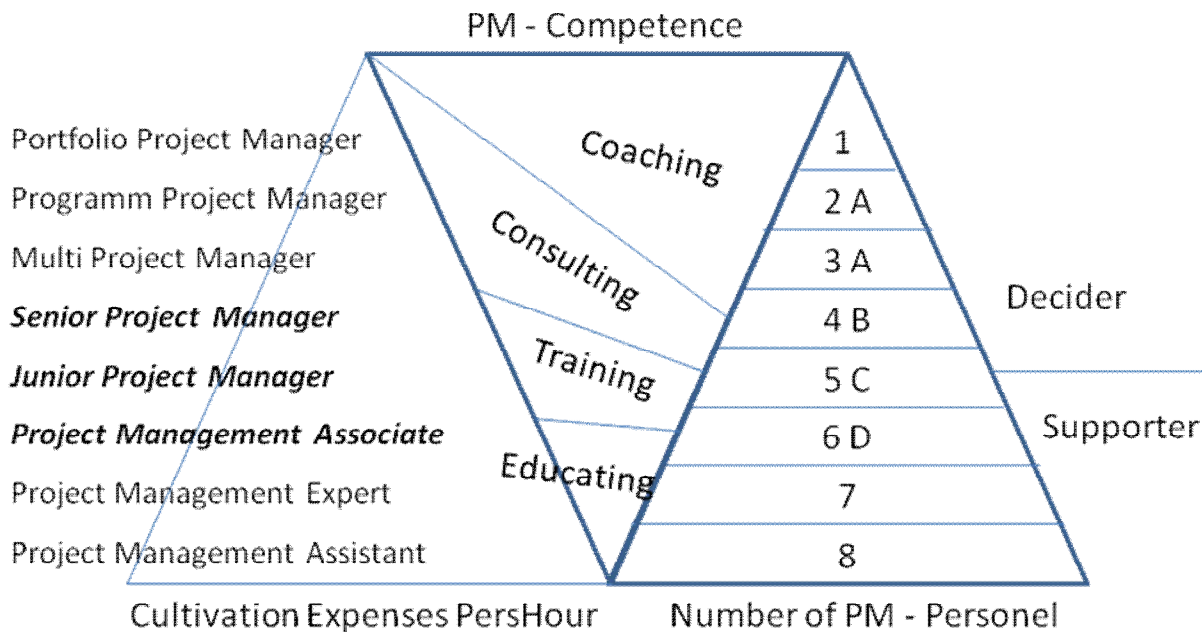
Since years the National Qualification Framework (NQF) got greater recognition to identify uniquely Level of Learning and Experience of nearly all common professions. Advanced Project Management “mutates” to a profession too. Therefore it is logical to extend the IPMA 4-L-C Program to the 8 level of NQF. The table below gives a first example and shows that the “PM Supporter” where more or less forgotten in the past.

NQF-Level	Titel	IPMA-Level	PM - Groups
1	Portfolio Project Manager	A	
2	Programm Project Manager		
3	Multi Project Manager		PM – Decider
4	Senior Project Manager	B	
5	Junior Project Manager	C	
6	Project Management Associate	D	
7	Project Management Expert		PM –Supporter
8	Project Management Assistant		

Table 4 IPMA – Level amended to NQF - Level

4.5 Cultivation is Education + Training + Consulting + Coaching

Each NQF – Level has the right of its specific PM-Cultivation



Education basically understanding through learning
Training successful transfer of Knowledge in Experience
Consulting knowing and offering more than one Alternative
Coaching experience of Alternative Values

Education of practitioners is difficult
 Training alone has no permanent performance
 Consulting is proposing and experimenting
 Coaching concentrates on seeing leadership

5. Conclusion and outlook

The issues and questions addressed in this contribution give a more confusing picture than an ordered one. Projects are somewhat little planned in advance as from the knowledge, it will come differently than planned. Or, as a project manager in a status meeting said to an always accusing customer: "We only plan, so we are able to recognize the modifications better."

Should one derive from all written word, that successful projects are

- coincidence,
- art and favour of the improvisation,
- only possible with „complete and fair“ contracts,
- merit of a team and its management?

These four characteristics mentioned above are no longer to be accepted as uninfluenceable fate. Also in the management planning processes with a view ahead and controlling techniques with a view from yesterday to today, have been developed and successfully implemented to be able to safer control the tomorrow. Without these basics PM-geniuses would be unthinkable. But these methods are of little use if they are not applied "humanly".

The three well-known terms freedom – responsibility – tolerance of the German President Joachim Gauck, elected 2012, have jointly acquired a new understanding. He uses them rather socio-political. We could understand them also in business as a worthwhile unity:

- By creating more **freedom** generate more trust.
- More trust creates greater readiness to take on **responsibility**.
- To be able to gain experience through mistakes requires **tolerance**.

Successful project management is to be compared with a good-tasting cocktail:

- It depends on the mixture!
- With whom do I drink the cocktail?
- And what wants to be achieved with it?

I would be honored to receive some thoughts and comments to my suggestions. I am sure we should help the next generation to ride with faster horses with less energy and more pleasure.

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Klaus Pannenbäcker is currently a teacher, coach and certification assessor of project management for the 4-Level-Certification System of IPMA in Germany, Slovenia, Croatia, Serbia, Poland, Hungary, Egypt, Russia, Ukrainian, India, Iceland, Portugal and South Africa. He is a member of an international network for R&D of new technologies in manufactories and of process development in public operations. Klaus Pannenbäcker is one of the best known figures in the world of professional project management and a leading figure in the German project management community.

Former president and current member of the “Advisory Board” of the German Project Management Association (GPM - Deutsche Gesellschaft für Projektmanagement), Klaus previously served as vice president, president and Chair of the International Project Management Association (IPMA) and remains active in the IPMA network of researchers and assessors. He remains a Project Management AWARD Assessor for GPM, First Assessor of GPM / PM-ZERT and First Foreign Assessor for IPMA in 12 countries. 2010-13 he started as Partner in Romania an EU financed Project to implement PM in middle sized Companies. Since 2010 he is member of the IPMA Research SIG “Development PM Competences”.

Klaus began his 52-year career at Siemens AG (1959-1969), where he developed and implemented cost calculations for site assembled construction of industrial plants; During 1969-1981, he developed codes, standards and a project management office for Kraftwerkunion AG, a Daughter Company of Siemens AG. From 1981 until retiring in 2001, Klaus was owner and managing director at GABO Anlagentechnik und Prozessmanagement GmbH, where he managed the development and implementation of GABO software „Re-Documentation“ used to update technical documentation (as built) for all faculties and for synchronic labeling of mechanical systems, electrical equipment and I&C installations in power plants in Germany, Austria, Switzerland,

Iceland and South Africa. Gabo also developed and implemented project management via Project Management Office (PMO) in companies of plant engineering and operations plant operation, especially of power plants. He has also served as Associate Professor at universities of applied science of project management in Riedlingen, Ulm, and Hannover.

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