

# Periodic Table of Project Management Competence Elements

1.1  
**P**  
Projects and Project Management

3.1  
**L**  
Leadership

1.2  
**Pg**  
Programs and Program Management

1.3  
**Pf**  
Portfolio Management

Just as the classic Periodic Table of the Elements describes the foundation of all matter, practicing these PM Competence elements is *all that matters* in project and program success.

3.2  
**M**  
Engagement and Motivation

3.3  
**Sc**  
Self-Control

3.4  
**As**  
Assertiveness

1.4  
**Pp**  
Project, Program and Portfolio Orientation

1.5  
**Po**  
Permanent Organization

### USA NCB PM Competence Element Groups

- Contextual Competence Elements
- Technical Competence Elements
- Behavioral Competence Elements

3.5  
**R**  
Relaxation

3.6  
**O**  
Openness

3.7  
**Cr**  
Creativity

1.6  
**Bp**  
Business Processes

1.7  
**Sa**  
Systems Approach and Integration

2.1  
**Ps**  
Project Success Criteria

2.2  
**Si**  
Stakeholders and Interested Parties

2.3  
**Ob**  
Objectives and Strategies

2.4  
**Ri**  
Risk: Threats and Opportunities

2.5  
**Q**  
Project Quality

3.8  
**Ro**  
Results Orientation

3.9  
**E**  
Efficiency

3.10  
**Co**  
Consultation

1.8  
**Hr**  
Human Resource Development

1.9  
**Sh**  
Safety, Security, Health, and Environment

2.6  
**Pr**  
Project Organization

2.7  
**T**  
Teamwork

2.8  
**Pb**  
Problem Solving

2.9  
**Ps**  
Project Scope

2.10  
**Pd**  
Product Scope

3.11  
**Ne**  
Negotiation

3.12  
**Cc**  
Conflict and Crisis

3.13  
**RI**  
Reliability

1.10  
**La**  
Legal Aspects

1.11  
**Fa**  
Finance and Accounting

2.11  
**PI**  
Project Life Cycle and Phases

2.12  
**Sc**  
Schedules

2.13  
**Re**  
Resources

2.14  
**C**  
Cost

2.15  
**Cn**  
Procurement and Contracts

2.16  
**Cm**  
Configuration Management

3.14  
**Va**  
Values Appreciation

3.15  
**Et**  
Ethics

1.12  
**Mc**  
Management of Change

2.17  
**Pc**  
Project Control

2.18  
**In**  
Documentation, Information, and Reporting

2.19  
**Ca**  
Communication

2.20  
**Pm**  
Performance Measurement

2.21  
**Su**  
Project Startup

2.22  
**Cs**  
Project Closeout

asapm and PMCert

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This chart applies the USA National Competence Baseline, developed by *asapm*, the American Society for the Advancement of Project Management. *asapm* is the USA Member of IPMA, the International Project Management Association. To learn more, go to [www.asapm.org](http://www.asapm.org). This chart is © 2007 ProjectExperts and *asapm*.

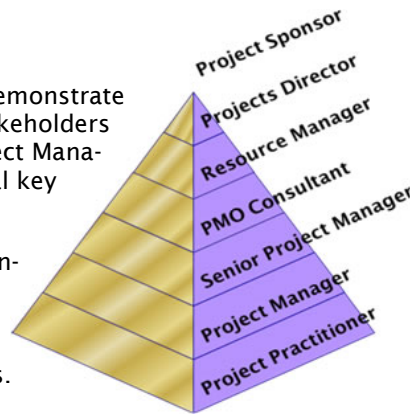
# How to Use the Periodic Table of PM Competence Elements

The table is a guide to the range of PM Competences different project stakeholders require, the level each stakeholder currently possesses, and the level needed to help assure project or program success.

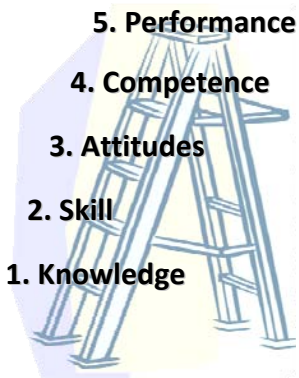
## The Stakeholders

Each of a handful of stakeholder types must demonstrate certain competences at a certain level. The stakeholders include four roles from IPMA's Four-Level-Project Manager Certification program, plus three additional key areas of project stakeholders.

Those additional stakeholders are: Project Sponsor, Resource Manager, and PMO Consultant. Resource Managers are those who are managers of the team members, and make the key prioritization and resource allocation decisions.



## The PM Competence Levels



The levels are identified in PM CompModel, where we define the progression of different levels, and assess stakeholders against criteria for each Element. Then we compare the ratings to targets for each level. The result: a gap analysis, showing for individuals or a team, where the strong and weak competences lie.

The assessments can be done either in-house, by trained assessors, or by outside assessors. For purposes of personal development, one can self-assess, as long as you have some experience with the terminology and the process of assessment. A free demo version of PM CompModel that is aligned to these PM Competence elements is available at the [asapm.org](http://asapm.org)

website. Also on that site you will find the *Pro* version, available for licensing.

## The Competence Development Plan

Because each project team is only as effective as its weakest link, a Competence Development Plan helps identify the interventions the team will take.

This is a great project Start-up Risk Management approach. As well, acknowledging strengths, situations where individuals exceed their role targets, provides insights into coaching opportunities.



A Competence Development Plan (CDP) is just like any other project plan. It requires actions, responsibilities, funding, a schedule, and execution, with tracking, monitoring and reporting progress. Key participants should include Managers, who will support and recognize competence development, Human Resources department staff, who can provide resources or guidance for development, and peer support. Let's look at the interventions you might apply.

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## CDP Interventions

Interventions, actions needed to progress from one level to another, differ depending upon the level. For example, while training is a viable intervention for moving from zero to *Level 1 Knowledge*, it has decreasing impact as one moves further up the ladder. *By Level 3 Attitudes*, its impact may be minimal, and other interventions are essential. This should raise serious questions for those who send their project teams to a random set of classes (versus ones targeted to the needed Competences), and then expect project performance to result.

### Level 1 Interventions: Training

Some type of learning is the key to moving from zero to Level 1. This can be self-study, a formal class (web-based or instructor-led), or on-the-job. The training should not be cram-course based, because that learning quickly dissipates. Instead, it should provide the foundation in each of the needed competence elements for further progression up the ladder. Just as test-cramming is ineffective, so is training that is not applied: it has a half-life of less than six weeks.

### Level 2 Interventions: Application

One moves from Knowledge to Skill through application of the tools and techniques of each topic. Ideally, this happens on project-related work, although scenarios, simulations and role plays in class can begin the process. Project experience in the needed competence elements is not a one-time occurrence: In fact, "third time's a charm" is a guideline that is appropriate here. And, having a coach who can review the results and reward or redirect is a key to progression.

### Level 3 Interventions: Recognition

As defined in PM CompModel, Attitudes reflect two areas: One's interpersonal attributes, which affect your success in working with others, plus your attitudes about the learning you are engaging in. If you feel recognized and rewarded for demonstrating new skills, you will continue to develop them. And if your efforts are ignored, those skills will tend to dissipate. This is a key opportunity for Managers to provide coaching and reinforcement—if competence is to grow

### Level 4 Interventions: Competence

The greatest prerequisite to the next level is *opportunity*. One can learn the needed processes, demonstrate the skills, receive recognition for applying them, but without the opportunity to apply them in a level of authority in a complex project, one cannot, for example, achieve Competence as a Senior Project Manager. Also needed: management support and available coaches.

### Level 5 Interventions: Performance

Performance results when the Competences are transferrable to different situations in the same organization, and the practitioner can clearly identify why his or her actions contributed to success. Top managers participate in achieving Level 5, because Performance depends equally upon the environment of the project and the level of competence of those working on their Development Plan. But OCiPM, *Organizational Competence in Project Management* is another topic. If you are interested in that topic, contact Bill Duncan, at [www.pmpartners.com](http://www.pmpartners.com).