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ANNEX 3. SWISS NATIONAL REPORT ON COMPETENCES ON INTERNATIONAL PROJECTS MANAGEMENT

Country: SWITZERLAND

Author: Chiara Bramani

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1. Major findings of the interviews

We organized 5 interviews with experts in the field of international project management. All the interviews were made in presence. Interviewees were asked 11 questions.
In the following section we will present the main findings from the interviews.

Main findings from the interviews

Professional experience and field of expertise
The interviewed people are 2 males and 3 females. They have quite different profiles. Data about their professional experience and profiles could be summarized as follows:
- Their ages are between 27 and 49, in the average they have more than 10 years of working experience in the field of international projects.
- All of them have a master, 3 of them in humanistic field, 1 in computer science and 1 in technologies for communication. Most of them have also a Phd, in the field of communication, technologies or psychology.
- Two of the interviewees have experiences in the field of International cooperation with developing countries and ICT4D (Information Communication Technologies for Development), 1 of the interviewees has experience in the field of international projects at academic research level in the field of technologies, artificial intelligence and e-learning, 1 of the interviewees has participated in different European projects in the field of education and another one has experiences both in European projects in the field of education and e-learning and in developing countries.
- Language skills are very high, at least 2 foreign languages (plus Italian as mother tongue) are very well known and daily used. Especially in projects outside Europe English is not enough.
- ICT know-how is quite high; in fact for the interviewed ICT is a basic knowledge, very useful for the daily job (not only Internet, but also e-learning or advanced application in some professional issues);
- All of them had 1 or more experience living abroad (Europe, US, Latin America, Africa) for study reasons (University, PhD) and for professional matters.

Interviewees were asked to tell competences and skills they think a good international manager should have. Here interviewees' responses:
- flexibility negotiation mediation (5 persons)
- being an able communicator (clear communications), especially interculturally speaking (4 persons)
- being patience and trust people (3 persons)
- curiosity and openness and desire to listen and understand (3 persons)

- being able to motivate the team (2 persons)
- being honest and humble and clear (being able to tell if something goes wrong) (2 persons)
- good project planner and organizational competences (2 persons)
- humanity, being involved and interested in others from a personal point of view (1 persons)
- good knowledge of the topic and field of the project (1 persons)
- creativity in finding solutions (1 persons)
- being able to respect deadlines (1 persons)
- being able to focus on details without losing the big picture (1 persons)

<u>What are the problems and the challenges, which happen more often to deal with the management of international projects</u>
We can summarize the topic as follows:
- having reliable partners
- misunderstanding in relationship (intercultural misunderstanding)
- partners loose motivation
- need to know well the context of the countries you work with, especially with developing countries
- especially for EU projects: non flexibility in resources management, and in financial matters
- stay focussed on your goals
- conflict management
- difficult to manage the project from the distance, especially with developing countries
- unexpected bureaucracy
- different understanding of goals

<u>What respondents learnt on the job</u>
- to be adaptable
- to manage time
- to interact and cooperate with people from different cultural background
- by trial and error
- by more experienced people
- intercultural exchange
- being clear and transparent in communication
- manage budget and project planning
- intercultural communication and understanding
- how to welcome others
- report step by step the different activities and work done

<u>Which skill would interviewees improve to do better their job</u>
- communication (being able to understand and be understood, deeply)
- project design skills and accounting skills
- project evaluation skills

- being more orderly
- getting to know the contexts better and better (you never know enough)
- team building and group motivation

<u>Cases/examples in which the interviewed did not solve a situation in the right way, and what is the "lesson learned"</u>
All respondents had actually a lot of examples to tell, here is their selection of cases:
- Once I gave a presentation about a project which was not appreciated by the audience. I had not understood which kind of audience was that; which topics it was interested in, and which kind of approach could grab its attention. I learnt to consider the features of addressees, whenever I have to deliver important messages or communication
- Some projects went very well during their lifetime, but they were not sustainable because I was not able to assess the requirements for sustainability. This means I relied only on my analysis, and did not ask or listen to the analysis of local people. In other cases, a mismatch in expectations (for example: research vs. practice orientation) led to conflict and waste or resource, eventually to the splitting of the project in two parallel branches.
- I was in a project where there were people paid by the project but that were not motivated enough and they didn't work fine... I should have chosen more motivated people.
- In some projects it happens that partners change something with an impact on different aspect of the project, actions that you didn't plan (as an example a technological choice) and I learnt that it is important to accept those impacts and adapt to them, trying to make the best of the situation and see the positive aspects.
- I'm involved in a project where we should have had more budget for travelling to the country of the project, because now, from the distance, it id difficult to manage actions. We should have also chosen more motivated local people.

<u>Participants were asked for recommendations for bibliography or courses or good practices available on the topic of international project management.</u>
None of the interviewees had suggestions for bibliography or for specific courses (they only said that there are some generic masters at universities) or about good practices (apart from some specific projects they are involved in and where they said that the coordination was very clear and processes smoothly going). This is an interesting data because it shows that actually professionals interviewed didn't study for working in international project management, or at least they didn't find any training or bibliographical offer to improve their professional competences.

<u>Participation in an initiative of non-formal and informal (e.g. social games)</u>
All the interviewed agreed: they are able and interested to test a social game focused on trans-national project management.

2. Desk research

There is not a large bibliography fro Switzerland. Experts and desk research led us to references also from abroad.

2.1 Bibliography

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	IoManagement (http://www.handelszeitung.ch/iomanagement), Axel Springer Schweiz	Ongoing	Business, managers	The BWI is editor of the management journal "io new management". The journal was launched in 1932 as "Industrial Organization" (io). It appears 10 times a year and is now published by Axel Springer Schweiz.	Only in German
2	Paving the Way for PMP® Certification Ó Conchúir, Deasún (Overview of the PMBOK Guide)	3rd ed. 2012	Business, managers	This book is for everyone who wants a readable introduction to best practice Project Management, as described by the PMBOK® Guide 4th Edition of the Project Management Institute (PMI), "the world's leading association for the project	The style and language of this book have also been selected to make them particularly suitable for readers who use English as a foreign language.

				management profession." It is particularly useful for applicants for the PMI's PMP® (Project Management Professional) and CAPM® (Certified Associate of Project Management) examinations, which are based mostly on the PMBOK® Guide. This book can also be studied alone by anyone as a general introduction to Project Management.	
	A Guide to the Project Management Body of Knowledge http://en.wiki pedia.org/wiki /A_Guide_to_ the_Project_ Management _Body_of_Kn owledge	Fifth Edition 2013	Business, managers	A Guide to the Project Management Body of Knowledge (PMBOK Guide) is a book which presents a set of standard terminology and guidelines for project management. The Fifth Edition (2013) is the document resulting from work overseen by the Project Management Institute (PMI). The Guide recognizes 47 processes that fall into five basic process groups and	

				ten knowledge areas that are typical of almost all projects. The five process groups are: Initiating, Planning, Executing, Monitoring and Controlling, Closing. The ten knowledge areas are: Project Integration Management, Project Scope Management, Project Time Management, Project Cost Management, Project Quality Management, Project Human Resource Management, Project Communications Management, Project Risk Management, Project Procurement Management, Project Stakeholders Management, The PMBOK Guide is meant to offer a general guide to manage most projects most of the time. There are currently two extensions to the PMBOK Guide: the	

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				Construction Extension to the PMBOK Guide applies to construction projects, while the Government Extension to the PMBOK Guide applies to government projects.	

2.2 Collection of good practices

Title of the good practice or of the course (both formal or informal initiative) 1	Swiss Project Management Association
Country	Switzerland
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	The SPM organizes at Swiss level conferences and seminars about project management. It supports contacts and exchanges among the members of IPMA (International Project Management Association) in Switzerland and abroad and manages the publication of the «International Journal of Project Management», official publication of IPMA. It contains training offers, references, list of the members, events… (Language: German)
Promoter of the initiative (person or institution that developed it)	Schweizerische Gesellschaft für Projektmanagement
Target group	Businesses (members)
Competences improved in the good practice or in the course	
Educational and pedagogical approach	
Further information/ Additional Comments	http://www.spm.ch/

Title of the good practice or of the course (both formal or informal initiative) 2	The BWI Center for Industrial Management at the ETH Zürich
Country	Switzerland
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	The BWI Center for Industrial Management at the ETH Zürich (formerly Institute of Industrial Engineering and Management of the ETH) conducts enterprise research as well as education and services for the ETH and commercial enterprises. Through teaching and research, the center strive towards qualitative improvement of the use of work and technology. "BWI Management Further Education "organizes seminars and workshops since 1931. About 150 seminars with 400 seminar days are held every year. The publicly announced seminars cover 45 titles and originate from the four subject areas project management, leadership, supply chain management and management techniques. The company-internal seminars are "in-house"-organized standard seminars for enterprises from the areas engineering industry, information and communication industry, medical engineering, banks and insurance companies, chemical and pharmaceutical industry as well as public administration.
Promoter of the initiative (person or institution that developed it)	BWI Center for Industrial Management-ETH Swiss Federal Institute of Technology Zurich
Target group	Managers
Competences improved in the good practice or in the course	Different areas about management
Educational and pedagogical approach	Seminars and workshops
Further information/ Additional Comments	http://www.bwi.ch/default.htm

Title of the good practice or of the course (both formal or informal initiative) 3	Scatterwork Project Management Workshops
Country	Switzerland
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	Scatterwork workshops are designed for people involved in project management work and keen to update their knowledge of project mastery. These workshops have been created by Dr. Ó Conchúir based on his thousands of hours experience as Project Manager, Coach and Trainer, and are constantly updated. These workshops can be either delivered by Scatterwork or licenced for use by your training company. There is also a co-badging option, so that your company's corporate image is visible to your clients.
Promoter of the initiative (person or institution that developed it)	Scatterwork
Target group	People involved in project management work and keen to update their knowledge of project mastery
Competences improved in the good practice or in the course	Effective Negotiation Achieving Excellence in Communications Project Stakeholder Management Strategies in Data Presentation Vendor Management Introduction to Shared Services Managing Multiple Projects Managing Troubled Projects Advanced Program Management Project Planning, Analysis, and Control Project Risk Management Advanced Project Risk Management
Educational and pedagogical approach	Workshops
Further information/ Additional Comments	http://scatterwork-consulting.com/

Title of the good practice or of the course (both formal or informal initiative) 1	PMP® Project Management Professional International Certification
Country	Switzerland
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	The Project Management Professional «PMP» credential, established by the Project Management Institute (PMI.org), is the most important industry-recognized certification for project managers. Globally recognized and demanded, the PMP title demonstrates that you have the experience, education and competency to successfully lead and direct projects.
Promoter of the initiative (person or institution that developed it)	GAF: CH-3007 Bern, :: CH-1095 Lutry,:: CH-8037 Zürich
Target group	If you're an experienced project manager looking to solidify your skills, stand out to employers and maximize your earning potential, the PMP credential is the right choice for you.
Competences improved in the good practice or in the course	The aim of the course is to prepare you to pass the PMP Certification Exam Contents are about: - All about the five process groups: Initiate, Plan, Execute, Control and Close - All about the ten knowledge areas: Communication, Stakeholder, Time, Cost, Scope, Integration, Human Resources, Risk, Quality and Procurement Management - Typical pitfalls of the PMP Exam
Educational and pedagogical approach	The PMP credential recognizes *demonstrated* competence in leading and directing project teams - in other words, it is not an entry-level degree! To apply for the PMP exam, you need to have either: - A four-year degree (bachelor's or the global equivalent) and *at least three years of project management experience*, with 4,500 hours leading and directing projects

	and 35 hours of project management education, or: - A secondary diploma (high school or the global equivalent) with *at least five years of project management experience*, with 7,500 hours leading and directing projects and 35 hours of project management education. This course provides the required "35 hours of project management education". If you do not meet the PMP eligibility requirements, you may want to look at the Certified Associate in Project Management (CAPM)® certification. Methodology: - 2+2 day classroom training - Web-based exam simulation X-AM – more than 1000 questions: Demo version 80…100 h of self-study at your personal pace - Hotline to trainer and GAF office provides on-going support - You get your personal copies of the Project Management Body of Knowledge (PMBoK), Rita Mulcahy's study book and the GAF PMP Exam Prep binder - The Exam is a computer-based multiple-choice exam, 200 questions in 4 hours
Further information/ Additional Comments	http://gaf-training.com/en/product.php/ pmp_project_management_professional _international_certification_37.html