



**LPMNAGE
PROJECT**

**WP3 – Definition of competences on international projects
management, to be trained on informal and non-formal
environments**



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Annex of National reports

Annex 1. Spanish National Report

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Annex 6. Italian National Report

1. Introduction to the final report

The present report has been developed in the framework of **LPMnage Project** (Ref. 527796-LLP-1-2012-1-ES-LEONARDO-LMP) - Work Package 3 "Definition of competences on international projects management, to be trained on informal and non-formal environments".

The objectives of the report 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.

The overall document will give recommendations for the development of informal (international) project management training paths.

2. Methodological approach to elaborate the report

Each partner of the project contributed to the elaboration of this overall report for WP3, in particular each of the 6 partners involved in this WP implemented local

research and prepared a national report. All the national reports can be found as annexes to this report, while this overall report aims at collecting a summary of the findings of the national reports. Moreover this final report presents the overall results and analysis of the results of the online survey that has been submitted to professionals in international project management in each partner's country.

3. Competences, skills and challenges in International project management

The 6 partners involved in the research were asked to interview 3 to 5 people from the target groups (International project management professionals and/or Human resources professionals and trainers) following some guidelines for the questions to be asked. The overall number of persons interviewed is 23 experts from the 6 different countries. Thanks to the results of the interviews and of the desk research, an online questionnaire in English was prepared to be filled by at least 15 professionals involved in international projects per country. The overall number of people answering the online questionnaire during the month of April 2013 was 108.

This report briefly presents the overall results of the interviews, while goes into detail when coming to the results of the online questionnaire, because in this case interviews were used as previous step to be then validated by a larger number of people through the questionnaire.

3.1 Major findings of the interviews

The 23 experts interviewed are from very different economic sectors and have different positions, but despite their different backgrounds, actually there are **some general trends** and considerations expressed by many of them.

In general what they consider to be important for a good international project manager are, if aggregated to main categories: **social and communication skills, flexibility, organizational skills and intercultural awareness**. Starting from those considerations, the online questionnaire was prepared. Results of the online questionnaire are presented in detail in the next section.

Most of the interview underline the fact that what **they learnt in international project management, comes from direct professional experience** while few of them actually studied or attended courses on the topic. Also when asked about recommendations for bibliography, courses or good practices in the field of international project management, many of them didn't answer.

A positive aspect for LPM project is that nearly all the respondents said they **would like to participate to possible initiative of non formal or informal training** to train their

competences in international project management and some of the respondents pointed out the potential of games thanks to their possibility to use **simulation, resolution of cases and exchange of roles**, considered useful to train competences in international project management (confirmed by the fact that most of the people interviewed underlined the importance of learning on the field). **Learning must be experiential!**

3.2 Major findings of the questionnaire

As said before, thanks to the results of the interviews and of the desk research, an online questionnaire in English was created in order to collect feedback by people involved in international project management and in order to validate the outcomes of the previous steps. The questionnaire was developed using Google Drive. All partners were involved in the collection of responses (at least 15 per partner) in the month of April 2013 and the overall number of respondents is 108. Few of the respondents are not working in partners' countries, while this doesn't invalidate results, it adds value in terms of international perspective.

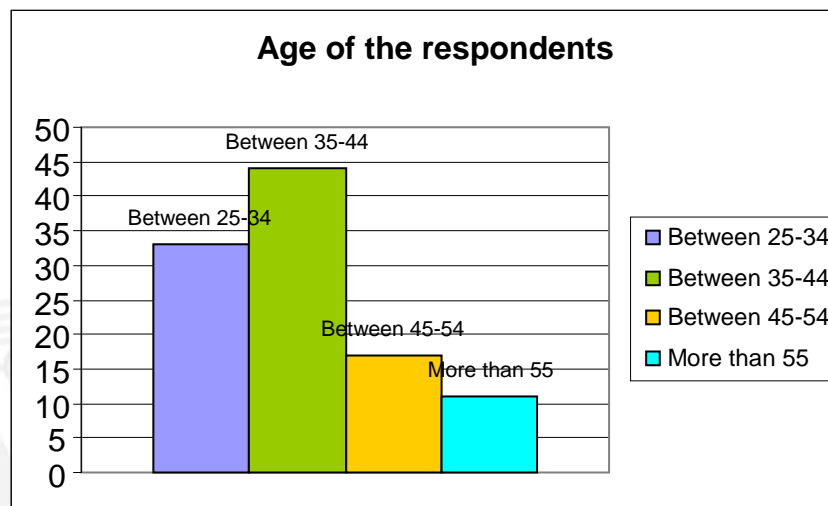
The following sections present the results of the survey and give indications useful in the design of the social game to be developed in WP4.

Demographical information:

The overall respondents to the survey are 108.

Age

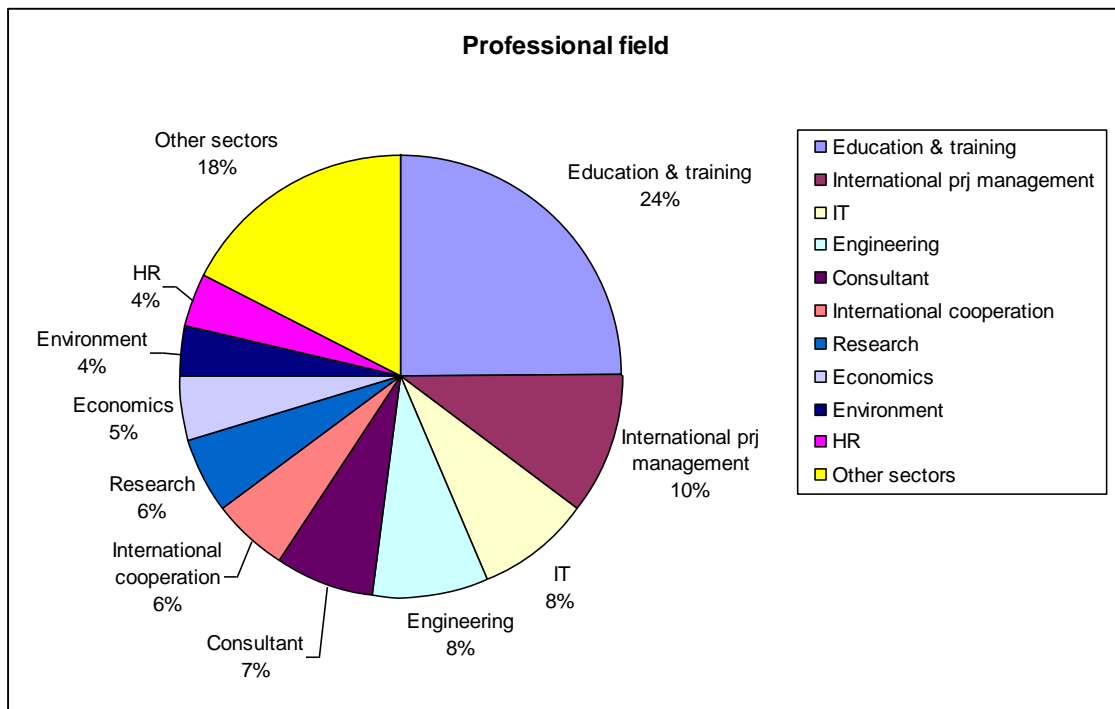
The age of the respondents is distributed as follows: 33 are between 25 and 34 years old, 44 are between 35 and 44 years old, 17 are between 45 and 54 years old, 11 are over 55, 3 persons didn't declared their age.



As it appears, most of the respondents are below 44 years old, even if the data presented in the next pages also indicates they have many years of expertise in international project management.

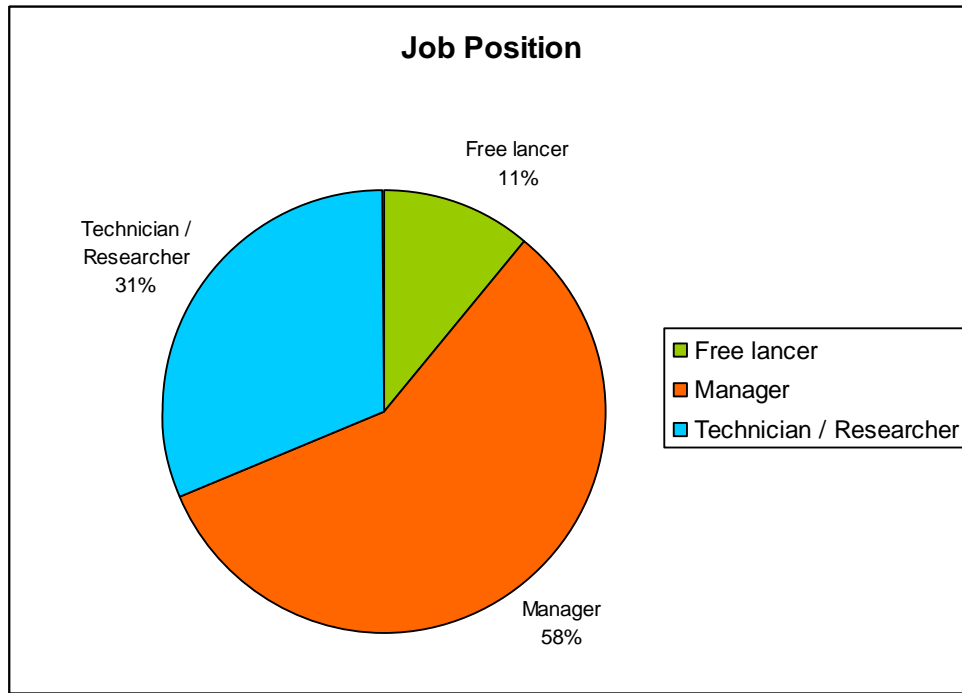
Professional field

All the respondents are involved in international project management, but come from different professional fields, in particular: 24% of the interviewees work in the field of education and training (at different levels), 10% in international project management, 8% in IT, 8% in engineering, 7% in consultancy, 6% in international cooperation, 6% in the research sector, 5% in economics, 4% in environment, another 4% in human resources, and 18% in other different sectors. The professional fields are quite varied and distributed into different areas, thus showing how the concept of international projects management can be applied to many different economic sectors.



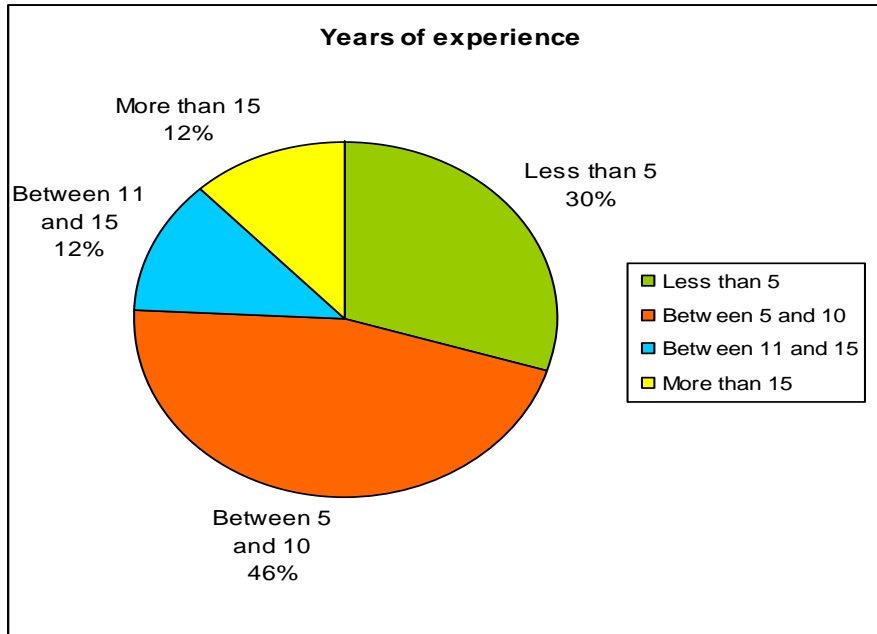
Job position

Most of the respondents have a managerial position (58%), while 31% of the respondents work with a position as technician or researcher and another 11% is free lancer.



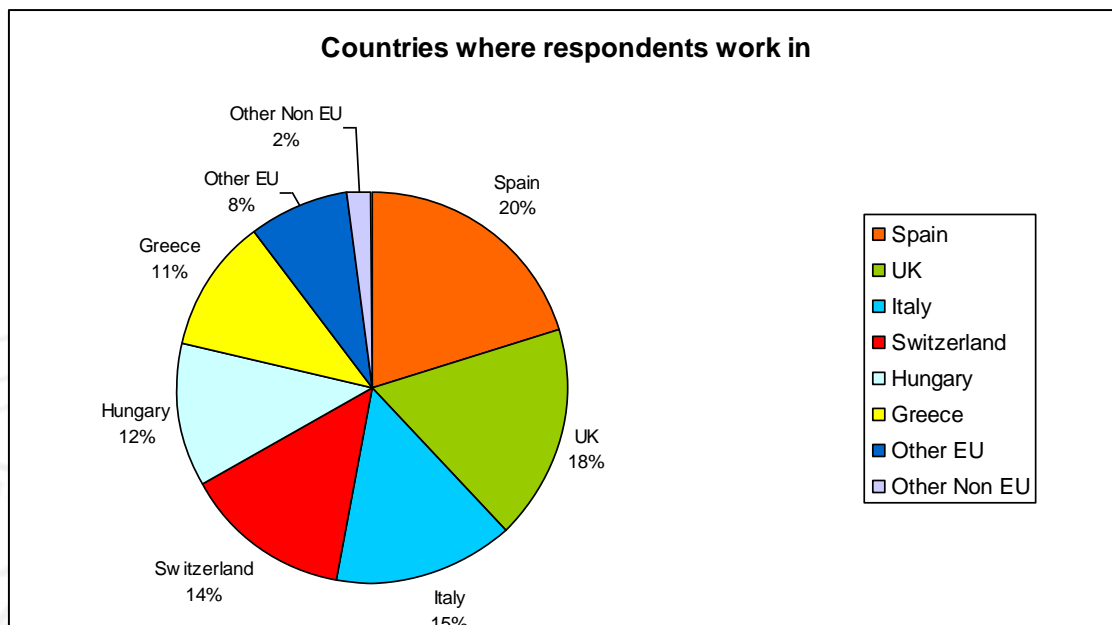
Years of experience in the field of international project management

70% of the respondents have more than 5 years of experience in the field of international project management, in particular: 30% of the respondents have less than 5 years of experience, 46% have between 5 and 10 years of experience, 12% between 11 and 15 years, while the remaining 12% have more than 15 years of experience.



Country where the respondents work in

Most of the respondents work in the countries of the partners involved in the project, but there are also respondents who are actually working also in other European (and in few cases not only European countries), specifically: 22 out of the 108 respondents work in Spain, 19 in UK, 16 in Italy, 15 in Switzerland, 13 in Hungary, 12 in Greece, 9 in other European countries, 1 in USA and 1 in Russia. The location on the European (and not only) map is quite distributed and representative of different countries.



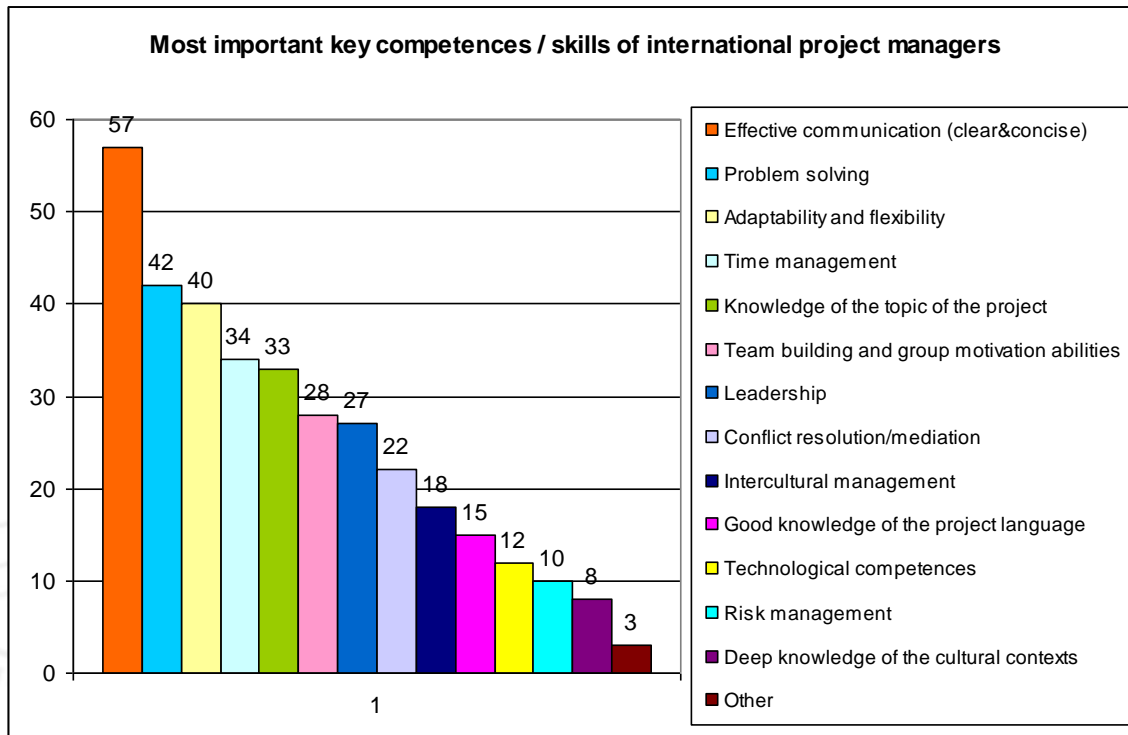
Core topic of the research:

Key competences/skills of international project managers

Respondents were given a list of key competences /skills (extracted from the previous steps of WP2 and 3 research) and to indicate the 3 they thought were most important of international project managers. The 108 respondents answered as follows:

Key competences/skills of international project managers	Number of preferences	Percentage
Effective communication (clear & concise)	57	16%
Problem solving	42	12%
Adaptability and flexibility	40	11%
Time management	34	10%
Knowledge of the topic of the project	33	9%
Team building and group motivation abilities	28	8%
Leadership	27	8%
Conflict resolution/mediation	22	6%
Intercultural management	18	5%
Good knowledge of the project language	15	4%
Technological competences	12	3%
Risk management	10	3%
Deep knowledge of the cultural contexts	8	2%
Other	3	1%

They follows image shows the results, ordered by importance.



As it is shown in the table and in the graphs, 16% of the respondents chose "Effective communication (clear and concise)" as one of the most important key competence/skill of international project managers. Also "Problem solving", "Adaptability and flexibility" and "Time management" were selected by many respondents, while only few selected

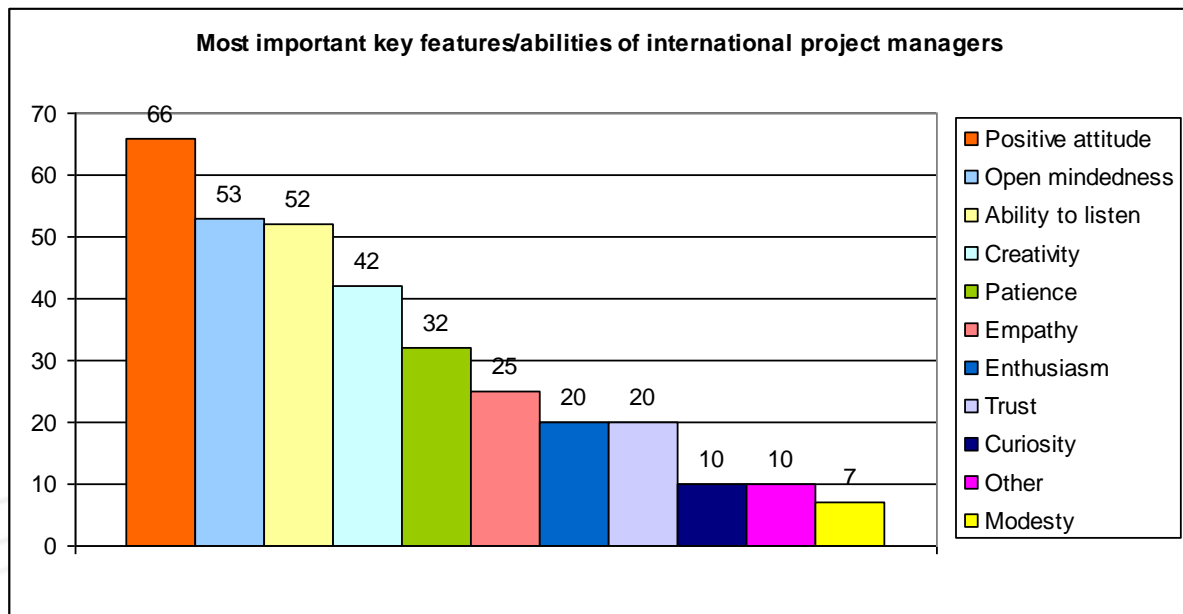
as most important "Deep knowledge of the cultural contexts", "Risk management" and "Technological competences".

Key features/abilities of international project managers

Respondents were given a list of key features/abilities (extracted from the previous steps of WP2 and 3 research) of international project managers and to indicate the 3 they thought were most important. The 108 respondents answered as follows:

Key features/abilities of international project managers	Number of preferences	Percentage
Positive attitude	66	20%
Open mindedness	53	16%
Ability to listen	52	15%
Creativity	42	12%
Patience	32	9%
Empathy	25	7%
Enthusiasm	20	6%
Trust	20	6%
Curiosity	10	3%
Other	10	3%
Modesty	7	2%

The following image shows the results.



The most important keys features /abilities chosen by respondents were "Positive attitude", "Open mindedness" and "Ability to listen", while "Modesty" and "Curiosity" are not seen as so important by most of the respondents. Actually many of them are linked to the skills evaluated as important above, in fact being open-minded and

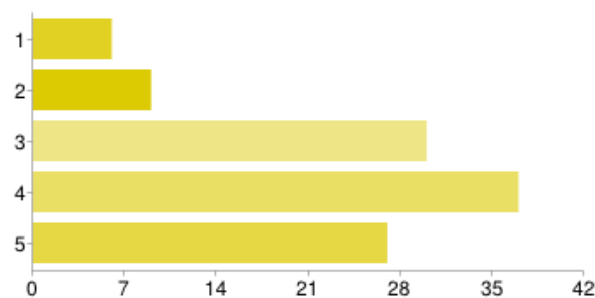
creative are strictly linked to problem solving, adaptability and flexibility, while ability to listen is linked to managing an effective communication.

Challenges most frequently faced and that can cause difficulties in the management of international projects

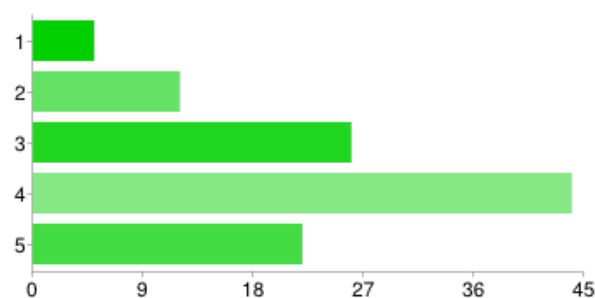
Respondents were asked to rate (from 1 to 5, with 1 as not frequent at all, and 5 as very frequent) a list of possible challenges that can occur and that can cause difficulties in international project (extracted from research and the previous steps of WP2 and 3 research) according to how frequently they faced them in their experiences in international projects.

In detail here are the results per each challenge, ordered by importance:

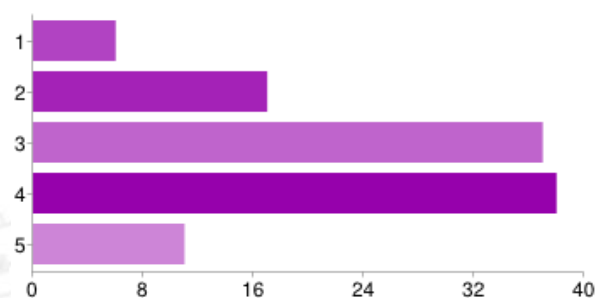
Communication misunderstanding:



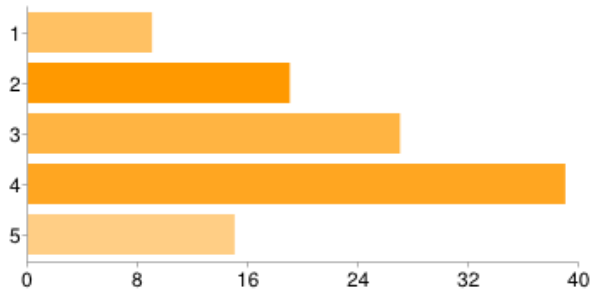
Lack of coordination:



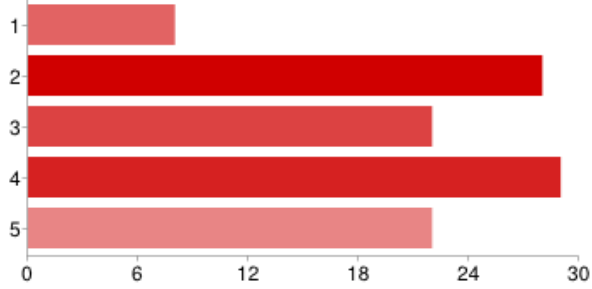
Unbalanced communication:



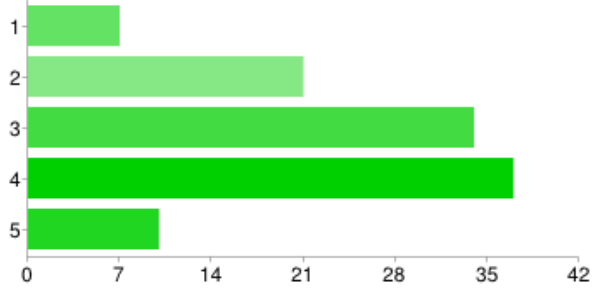
Unclear assignments of roles:



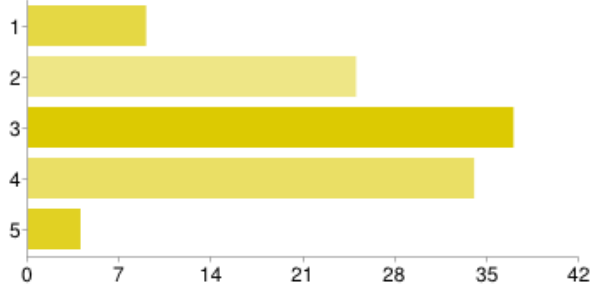
The project was not well planned:



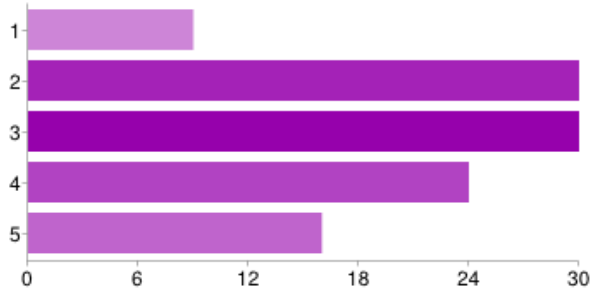
Lack of adaptation:



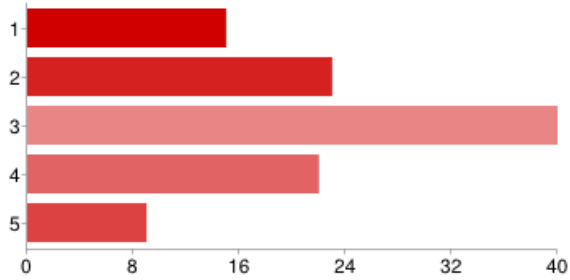
Lack of flexibility:



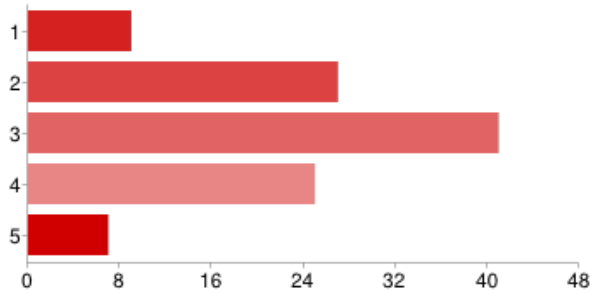
People losing motivation:



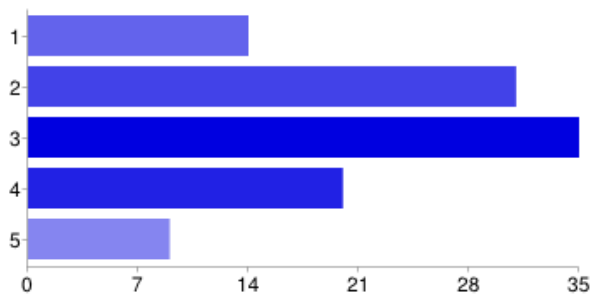
Cultural Misunderstanding:



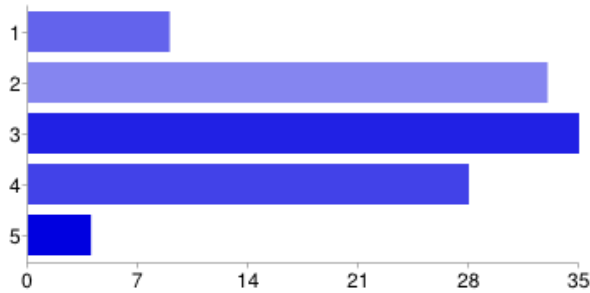
Lack of a common ontology:



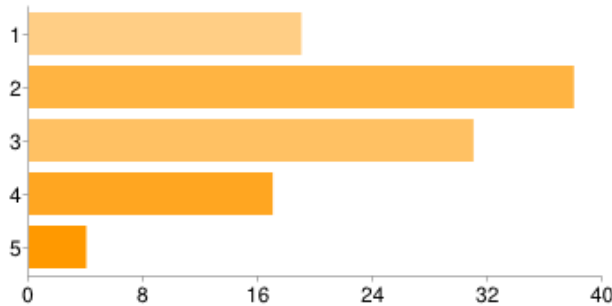
Stress



Conflicts between partners:



Technological issues:



A summary of the overall rating of the 108 respondents, indicating the average value and the modal value, ordered by importance, is shown in the following table:

Challenges most frequently faced and that can cause difficulties in the management of international projects	Average	Modal value
Communication misunderstanding	3.6	4
Lack of coordination	3.6	4
Unbalanced communication	3.3	4
Unclear assignments of roles	3.3	4
The project was not well planned (in terms of goals, time, tasks, responsibilities, costs...)	3.3	2
Lack of adaptation and fast reaction to things going differently from foreseen	3.2	4
Lack of flexibility	3	3
People losing motivation	3	2
Cultural misunderstanding	2.9	3
Lack of a common ontology (shared definition of key terms)	2.9	3
Stress	2.8	3
Conflicts between partners	2.8	3
Technological issues	2.5	2

As it is shown in the table, the challenges that were evaluated as most frequently faced by respondents, were "Communication misunderstanding" and "Lack of coordination" (average value 3.6, in a scale from 1 to 5, with 1 as not frequent at all, and 5 as very frequent), but the modal value (the value that has been chosen more frequently) indicates that also "Unbalanced communication" and "Unclear assignments of roles"

and "Lack of Adaptation" were faced quite frequently by many of the respondents. The challenges less frequently faced are related to Technological issues. From the responses it appears clear that most of the challenges and problems listed in the survey were actually faced by most of the respondents.

Challenges more frequently faced reflect results of the previous questions, underlying once again the importance of having a good communication especially for the organizational point of view.

Respondents could also choose "other" and 23 respondents out of 108 indicated other kind of challenges they faced and that caused difficulties in the management of international projects. They indicated new problems to be added to the aforementioned list, problems which are linked to:

lack of professional approach; non participation of stakeholders; bad project indicators and objectives; bad budgeting and timing; change of partners; bureaucracy and too much administration; problems with the language.

Challenges issue has also been analyzed according to the different job positions (manager, technician/researcher, free lancer).

These are the results according to the 3 different job position:

Challenges most frequently faced and that can cause difficulties in the management of international projects / job position	Free lancer		Manager		Technician/ Researcher	
	Average	Modal value	Average	Modal value	Average	Modal value
Communication misunderstanding	3.6	5	3.6	4	3.6	5
Lack of coordination	3.5	4	3.6	4	3.5	4
Unbalanced communication	2.9	3	3.2	4	3.5	4
Unclear assignments of roles	3.1	4	3.1	3	3.7	4
The project was not well planned (in terms of goals, time, tasks, responsibilities, costs...)	3	2	3.2	2	3.35	4
Lack of adaptation and fast reaction to things going differently from foreseen	2.9	3	3.3	4	2.9	3
Lack of flexibility	2.9	2	3.2	4	2.6	3
People losing motivation	2.8	2	3.1	3	3	2
Cultural misunderstanding	2.7	4	2.8	3	3.1	3
Lack of a common ontology (shared definition of key terms)	2.4	3	2.9	3	3.1	3
Stress	2.7	2	2.7	3	3	3
Conflicts between partners	2.8	3	2.8	3	2.8	2
Technological issues	2.6	2	2.5	2	2.5	3

Even if there are not such huge differences among the different job positions, **"Unbalanced communication", "Unclear assignments of roles" and "Cultural Misunderstanding" are challenges more frequently faced by technician/researchers**

than the other 2 categories. Moreover data show that **free lancers are the group that faced less challenges, in general.**

Conflicts between partners and technological issues are issues universally less important. **Communication misunderstanding and lack of coordination, instead, are the challenges more frequently faced by all the groups.**

Skills/competences respondents would like to improve in order to improve their jobs:

Respondents were then asked to indicate which skills they would like to improve in order to improve their job. This question was an open question and 81 out of 108 respondents answered to it. Answers have been aggregated in groups according to the following list of categories:

SKILLS/COMPETENCES TO BE IMPROVED IN ORDER TO IMPROVE JOBS	FREQUENCY
COMMUNICATION, NEGOTIATION AND CONFLICT RESOLUTION	23
LEADERSHIP, GROUP MOTIVATION AND TEAM BUILDING	20
TIME MANAGEMENT	14
LANGUAGE SKILLS	10
BUSINESS ADMINISTRATION (ACCOUNTING, BUDGET, ADMINISTRATIVE ISSUES, HR...)	10
TECHNOLOGICAL COMPETENCES, ICT	8
INTERCULTURAL SKILLS	7
RISK MANAGEMENT, PROBLEM SOLVING	6
ADAPTABILITY, FLEXIBILITY	4
PROJECT PLANNING AND DESIGNING	4
PATIENCE, POSITIVE ATTITUDE, EMPATHY	3

As it appears in the table above, the skills and competences that respondents would like to improve in order to improve their jobs that were more frequently quoted were skills linked to "Communication, negotiation and conflict resolution" (indicated by 23 out of the 81 people who answered this question), "Leadership, group motivation and team building" (indicated by 20 out of the 81 people who answered this question) and "Time management" (indicated by 14 out of the 81 people who answered this question).

Recommendations for bibliography or courses

When coming to recommendations for bibliography or courses (both formal and informal learning initiatives) available on the topic of international project management, only some of the respondents (26 out of 108 respondents) actually gave real usable indications.

The list of bibliography indicated by respondents is the following:

- *International Project Management*, Kathrin Koster
- *PMBOK (Project Management Body of Knowledge) guide*
- *Lazy project manager*
- MSc International Project management Dual award Chalmers Northumbria University
- Master de Cooperación al Desarrollo, especialidad Gestión de Proyectos (Universitat Politècnica de València)
- http://www.ramk.fi/fi/Hakijalle/Opiskelu_tyon_ohessa/Erikoistumisopinnot/International_Project_Management.iw3
- Bafabafa game
- <http://www.open.ac.uk/employers/professional-courses/professional-skills/project-programme-management-skills>
- You can find some e.g. on the website of IPMA (International Project Management Association, <http://ipma.ch/education/>) and of ESI (<http://www.esi-intl.com/>), or in Hungary, e.g. courses of Szingeria (http://www.szingeria.hu/index.php?option=com_seminar&Itemid=62)
- Hofstede and Trompenaars
- <http://www.journals.elsevier.com/international-journal-of-project-management/>; ennet Lientz, Kathryn Rea: *International Project Management*; Owen J. Murphy: *International project management*
- ISPI's Project Cycle Management course <http://www.ispionline.it/it/isp-school>
- MSc International Project Management at Northumbria University
- Harold D. Kerzner et al *Project Management: A Systems Approach to Planning, Scheduling, and Controlling*. John Wiley & Sons .10ª edición; R. WYSOCKI, R. Beck, D. B. Crane et al *Effective Project Management*. Wiley .2ª edición; Project Management Institute, PMI et al (2004) *PMBOK Project Management Base Of Knowledge*. PMI .4ª edición; Harold KERZNER. *Project Management, A System Approach to Planning, Scheduling and Controlling*
- *Máster en Project Management Online de OBS* (Universidad de Barcelona), Online, 60 credits ECTS; Course *Gestión de Proyectos Europeos*, 120 hours, Consejería de Economía, Innovación y Ciencia de la Junta de Andalucía, a través de la Dirección General de Fondos Europeos y Planificación.; *Curso intensivo de nivel avanzado sobre Elaboración y Gestión de Proyectos Europeos*. 13 hours EURADIA.
- *Project Management: A Systems Approach to Planning, Scheduling, and Controlling*, H. Kerzner, 9th Ed., ISBN-10: 0471741876/ISBN-13: 978-0471741879.
- <http://www.amazon.com/Global-Project-Management-Handbook-International/dp/0071460454>
- James Lee: <http://www.jal-consulting.com/about.htm>; Survival Kit: <http://www.european-project-management.eu/>
- PMI, Prince 2
- <http://www.journals.elsevier.com/international-journal-of-project-management/>; <http://www.inderscience.com/jhome.php?jcode=IJPOM>; <http://www.emeraldinsight.com/products/journals/journals.htm?id=ijmpb>

- *Project Leadership* by Wendy Briner
- *The Structure of Scientific Revolutions* , Thomas Kuhn.
- *1° Management dei Progetti Internazionali CAF* - by 24ore, Master Full Time, in partnership with Università Sapienza, in collaboration with ICE
- Prince2
- *A Configural Theory of Team Process: Accounting for the Structure of Taskwork and Teamwork*, EEAN, R, Crawford, University of Iowa
- There is a brief description of managerial tasks (15 pp.) published by the Czech NA in Czech language. I do not know complex and detailed publication concerning the area.

Will to use an informal training system based on games

Respondents were asked if they would use an informal training system based on games (such as simulations, role playing, etc.) to improve their professional skills. 80% of the respondents (86 out of 108 the respondents) answered yes, while 20% of the respondents declared they would not use such a system. **This is an interesting results because it confirms the willingness of the interviewees to use, as an example, the results of LPM project.** This confirms that the hypothesis of LPM meets the expectations of its potential target users.

Further comments

In further comments, respondents added some comments about different aspects. In particular some of the respondents reconfirmed their interest in the project and in getting more information about the results and about the game that will be developed. One of the respondents underlined the importance of games for creating community networks. Another respondent underline the importance of having flexible and adaptable training systems.

3.3. Conclusions to interviews and online survey

The survey shows that there are no specific needs in international project management that differs from general project management critical aspects.

The educational social game should focus on aspects such us:

- managing an effective communication (both in communicating efficiently, in a motivating and clear way, and listening),
- problem solving, adaptability and flexibility (also being positive, open minded and creative)
- organizational issues such as time management and good assignment of roles.

Even if many aspects are common to all people interviewed, it is somehow possible to identify specific needs of specific target groups. In particular, the analysis of the challenges faced by the interviewees taking into consideration their job position (manager, technician/researcher and free lancer), revealed that "Unbalanced communication", "Unclear assignments of roles" and "Cultural Misunderstanding" are challenges more frequently faced by technician/researchers than the other 2 categories. Moreover data show that free lancers are the group that faced less challenges, in

general. This could suggest to LPM project to focus more on managers and technician/researcher as final users of the social game to be developed. The survey also shows that the potential target group is interested in products such as the educational social game that will be produced with LPM. This confirms the hypothesis at the basis of LPM project and the fact that they meet the expectations of its potential target users.

4. Desk research

Each partner, starting from the recommendations given by interviewed, had to look for and collect at least 3 bibliographical references (they could be books, articles, specialized magazines, websites...) and at least 3 good practices and courses (both formal or informal initiatives) for the development of competences to be used in international projects management.

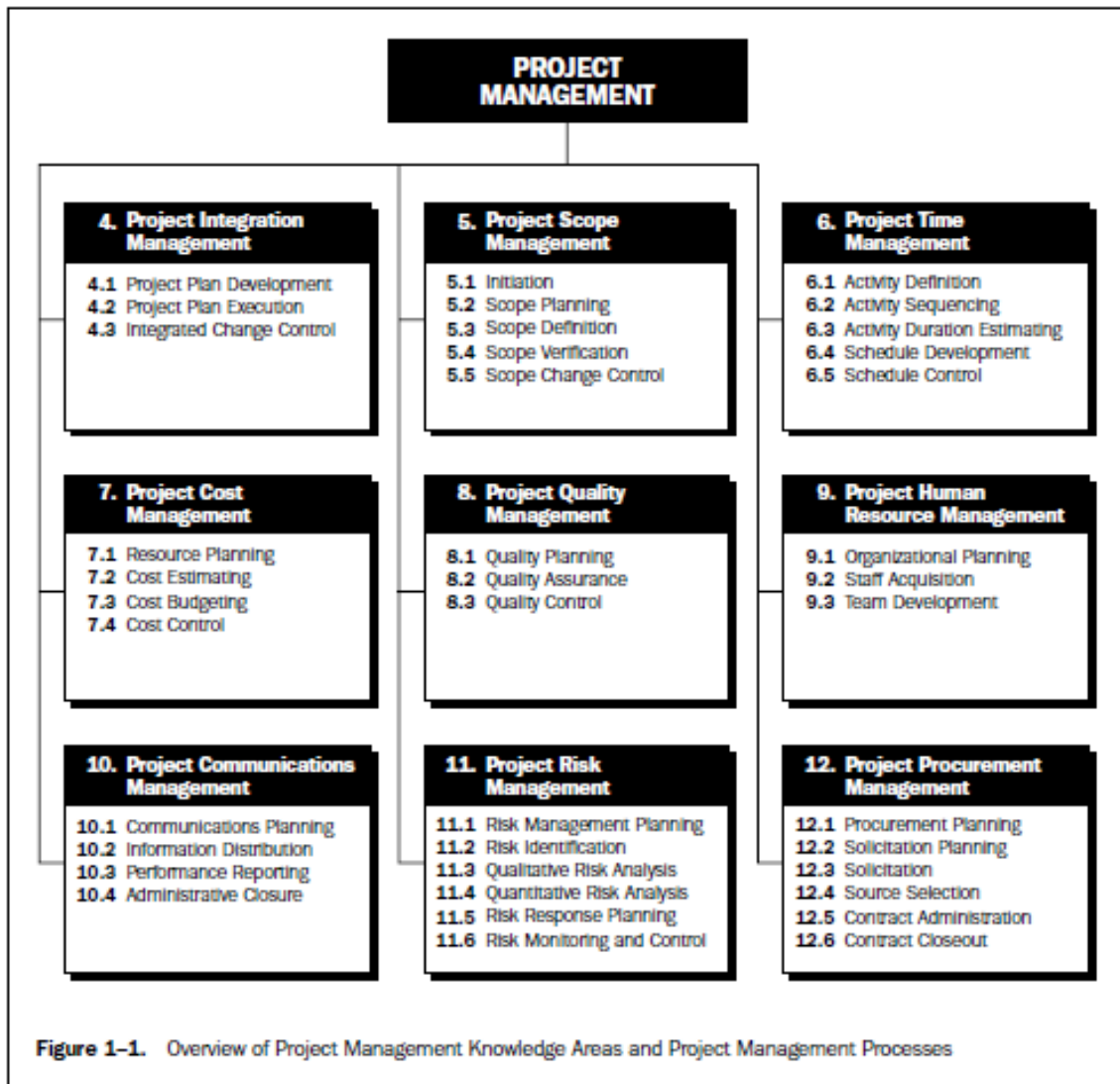
The overall number of bibliographical references collected is 26, while 18 good practices and courses have been collected. More recommendations for bibliography or courses were also suggested by the respondents to the online questionnaire and listed above.

The list of bibliographical references and good practices can be found as annex to this document.

Analyzing the identified resources (program of the courses, books indexes, methods), it appears that nearly all of them concentrate on process and project cycle management (from initiating to planning, executing, monitoring and closing...), or financial aspects (costs, accounting), time management and risk management. They usually also include relational aspects such as communication, leadership or HR management and in some cases also contextual and cultural issues. Some resources underline the importance of the experiential aspect in learning, as in the case of "The Lazy Project Manager". Some courses or books specifically refer to particular kind of projects (as an example European projects).

Most of the resources identified seem to cover project management from many different points of view, taking into consideration both social (confirming the need identified through the survey and interviews) and technical competences.

The following image is an overview of the Project Management Knowledge Areas and Project Management Processes given by the PMBOK® Guide:



According to results of the survey and interviews, we LPM project should concentrate on areas 6, 9, 10 and 11.

What could be the added value of LPM social game, so? It could be to meet target's needs (as identified in this phase, such as communication, problem solving, adaptability and flexibility, organizational issues such as time management and good assignment of roles) in an immersive way, taking advantage of the game dynamics (possibility simulation, exchange of roles...) as described in WP2, having the possibility to treat the topics in a more flexible way and acting also on attitude and abilities.

Annex 1: List of the overall bibliography collected by the partners

N.	Country	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.	Hu	SME project partnership http://www.smepro.eu/en/content/sme-20-project	2012	SME-s	Online training materials for SME-s	Some modules, topics and the e-learning platform might be interesting for us
2.	Hu	The term is originated from Motorola http://www.isixsigma.com/new-to-six-sigma/getting-started/what-six-sigma/	since the 1980-s	managers, people in leader position	Six Sigma and Lean Sigma	this also appears in the WP2 country report – this is a well known and broadly used training in case of managers at large companies
3.	Hu	Tempus Public Foundation http://www.tpf.hu/pages/content/index.php?page_id=1080	2013	IPM participants, and those who would like to get an overview on EU cofounded projects	The aim is to give practical knowledge on EU cofounded IPM, 60hours, counselling available	This is the program of the Hungarian national Agency
4.	Hu	Pannon University http://wiki.gtk.uni-pannon.hu/mediawiki_hu/i	2013	management training for participants	the course is built up of basic social science, management knowledge and profession specific project management	the theoretical background could be interesting

		ndex.php/Projekt_menedzser_k%C3%A9pz%C3%A9s		with university degree	materials.	
5.	Hu	Fraunhofer Institute- Role project http://www.role-project.eu/	2007	teachers, researchers, developers	online course for self regulated learning	Seems interesting
6.	Es	Fuster Bragado, J. "El laberinto multilateral. Las licitaciones y proyectos financiados por los Organismos Internacionales; Historias Reales y Lecciones de Cómo Ganar, Ejecutar y Sortear Dificultades en Proyectos con Múltiples Intereses, Culturas y Restricciones"	2011	Management of international projects funded by international organizations such as the WCB, the EU, the IMF, etc.	The book offers an overview about how the whole process since the application for funds for an international project starts until it is implemented and its management implications. The author also offers some "lessons learnt" during his experience working in international projects.	N/A
7.	Es	Gómez, M., Sáinz, H. "El Ciclo del Proyecto de Cooperación al Desarrollo"	2010	The book is addressed to professionals working in the field of international cooperation	The book explains the main concepts of the management of international cooperation projects, giving a detailed explanation about the Logical Framework Approach (system of management applied to international cooperation projects) and also examples of its real application.	N/A
8.	Es	Rodrigo Alsina, M.	1999	The book is	The book explains why is it important to	This reference has been included

		“Comunicación Intercultural”		addressed to anyone who wants to improve his/her intercultural competences.	take into consideration the existence of different communication styles, which are those and how to deal with them.	because, although is not especially addressed to IPM, it deals with one of the main competences necessary in the field: intercultural communication
9.	UK	Project Manager Competency Development Framework, (Project Management Institute.) http://www.techrepublic.com/whitepapers/project-manager-competency-development-pmcd-framework/158392	2002	Project Management Knowledge and Performance Competencies and Personal Competencies	Guidance on defining project manager competence. Developed to apply generically to all project managers, regardless of nature, type, size, or complexity of projects they may be engaged in managing	Comprehensive guide on identifying and assessing project management competences.
10.	UK	APM Competence Framework (Association of Project Managers) http://ebiz.turpin-distribution.com/products/198153-apm-competence-framework.aspx	2008	Guide to individual competences in project management.	Tool for assessing current knowledge and experience helping to identify training, development and qualification needs	Useful for identifying competences which might be trained through LPMnAge outcomes.
11.	UK			Transfer of		

		Global managers' perceptions of cultural competence Christine Uber Grosse Business Horizons (2011) 54, 307—314	2011	Knowledge Communication Risk management Cooperation Problem-solving Elements of time management This	Study examines global managers' perceptions of what cultural competence is necessary to do business with the United States.	Shows the need for global managers to have intercultural management skills
12.	UK	What practitioners consider to be the skills and behaviours of an effective people project manager Eddie Fisher	2010	Cross-cultural competence Management skills Global managers Training Business education	This paper proposes what Project management practitioners consider to be skills and behaviours of an effective people project manager	A good discussion of the skills and attributes needed to be an effective project manager
13.	UK	Measuring the impact of a major project management educational program: The PMP case in Finmeccanica Tommaso Buganza , Matteo Kalchschmidt , Emilio Bartezzaghi , Davide Amabile	2013	Managing emotions Building trust Effective communication Motivating others Influencing others	This work aims at providing evidence of the impact of project management training programs. The research focuses on the impact of training Effectiveness (higher learning) on the project managers' competencies (applied behaviours).	"Close attention should be paid to designing activities that are consistent with what trainees' roles are. It is important to emphasize that a competency model allows us to measure the extent to which the real roles match it and to what extent the training activities do the same. Thus,

			Cultural awareness Leading others Team building		the definition of the right competency model is crucial to managing the role-training matching that our results show has a major role in increasing the effect of learning on behavioural changes”.
14.	UK	A Simple Project Management Competency Framework, Bill Hoberecht, http://www.pinnacleproject.com/index.php?option=com_content&view=article&id=143:a-simple-project-management-skills-framework&catid=84:professional-development&Itemid=112	2000	Knowledge Performance Managing Yourself	Provides a self-assessment tool for skills and performance as a project manager to help in identifying areas where further development would be beneficial
15.	UK	Global R&D Project Management and Organization:A Taxonomy,Vittorio Chiesa, J PROD INNOV MANAG 2000;17:341–359 © Elsevier Science Inc	2001	Project management Competences Roles Education impact measure Contextual factors	Studies the management and organization of R&D projects leading to innovations to be exploited in multiple countries. key characteristics of the organization and management of global projects and factors affecting success
16.	UK	A CONFIGURAL THEORY OF		Paper on theory	Structural perspective of team processes, Interesting reference to social

		TEAM PROCESSES: ACCOUNTING FOR THE STRUCTURE OF TASKWORK AND TEAMWORK, EKAN R, CRAWFORD, JEFFERY A. LEPINE; Academy of Management Review 2013. Vol. 38. No. 1, 32-4		of team working and team processes.	grounded in social network concepts, theories of team functioning and effectiveness	network concepts relating to team structures and processes.
17.	IT	Schunk J., <i>Il ciclo del progetto</i>	2011	Theoretical and technical methodologies for following the whole cycle of project management	Intercultural awareness, technical competences, operational competences, focus on the main aim and on the single objects of the different phases of the project cycle at the same time.	
18.	IT	Sirolli E., <i>Ripples from the Zambezi: Passion, Entrepreneurship and the Rebirth of Local Economies</i> . New Society Publishers.	1999	Case history of a successful experience of "enterprise facilitation".	Being able to listen to your target's needs. Then motivate people to reach their objectives. [A interesting video can be seen on TED http://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen.html]	
19.	IT	Brivio P., Quarta M. (a cura di), <i>Da manager a professionista. Nuovi ruoli per l'impresa di domani</i> . Franco Angeli	2009	New needs and roles in the enterprises: how the manager role is changing and how to satisfy	Executive competence, (quick) decision making, strategic vision, unconventional thinking, flexibility, negotiation skills (different from the "old" political mediation)	

			the new requirements for being a good manager.		
20.	IT	Schunk J., <i>Il progetto prima del progetto. Tattiche e strategie applicate all'aiuto allo sviluppo.</i> L'Harmattan Italia.	2001	How to develop a good cooperation project.	N/A
21.	CH	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
22.	CH	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 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. http://books.google.ch/books?id=ADtftoxCZGAC&printsec=frontcover&dq=Paving+the+Way+for+PMP%C2%AE+Certification+%C3%93+Conch%C3%BAir,+Deas%C3%BAn&hl=it&sa=X&ei=WxTLUZf5N8Sf7AbQioHgAw&ved=0CDoQ6AEwAA

23.	CH	<p>A Guide to the Project Management Body of Knowledge http://en.wikipedia.org/wiki/A_Guide_to_the_Project_Management_Body_of_Knowledge</p>	Fifth Edition 2013	Business, managers	<p>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).</p> <p>The Guide recognizes 47 processes that fall into five basic process groups and ten knowledge areas that are typical of almost all projects.</p> <p>The five process groups are: Initiating, Planning, Executing, Monitoring and Controlling, Closing.</p> <p>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.</p> <p>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 Construction Extension to the PMBOK Guide applies to construction projects,</p>	
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				while the Government Extension to the PMBOK Guide applies to government projects.	
24.	GR	<p>IPMA Competence Baseline: ICB http://ipma.ch/certification/competence/ipma-competence-baseline/</p>	<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</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 elements) and the relations with the context of the projects, programmes and portfolios (11 elements).</p>	

			to apply that knowledge in a project (evaluation skills and experience). 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.			
25.	GR	Project Manager Competency Development Framework – Second Edition (book)	2007	Project Manager Competency Development Framework – Second Edition provides general context for the definition,	Project manager competency consists of three separate dimensions: Knowledge – what a project manager knows about the application of processes, tools and techniques in project activities Performance – how a project manager applies project management knowledge to meet project requirements Personal – how a project manager behaves when performing activities in a project environment	http://marketplace.pmi.org/Pages/ProductDetail.aspx?GMProduct=00101024401

		<p>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</p>		
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			the projects being managed.		
26.	GR	Steven W. Flannes, Ph.D, and Ginger Levin, DPA - Essential People Skills for Project Managers	2005	<p>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</p> <p>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 with them</p>	http://marketplace.pmi.org/Pages/ProductDetail.aspx?GMProduct=00100074501

Annex 2: List of the overall good practices collected by the partners

From Greek partner:

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.
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	<p>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.</p> <p>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).</p>
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	<p>The course consists of the following components:</p> <ol style="list-style-type: none"> 1. Training Manual (5 thematic modules) 2. Trainers Guide 3. Training Curriculum <p>The COMET training course is divided into 5 modules each of which is related to communication skills. The modules have the following structure:</p> <p>Module 1 - Effective Communication</p> <p>Lesson 1 Introduction to Communication</p> <p>Lesson 2 Communication in the Workplace</p> <p>Lesson 3 Developing a Communication Strategy</p> <p>Module 2 - Leadership Communication Skills</p> <p>a) Personal Communication Skills</p> <p>Lesson 1 Self motivation</p> <p>Lesson 2 Situational leadership</p> <p>Lesson 3 Assertiveness</p> <p>Lesson 4 Active listening skills</p> <p>b) Interpersonal Communication Skills</p> <p>Lesson 5 Team Management</p> <p>Lesson 6 Motivation (of others)</p> <p>Lesson 7 Conflict Management</p> <p>Lesson 8 Cross-cultural Management</p> <p>Module 3 – Marketing</p> <p>Lesson 1 Introduction to marketing</p> <p>Lesson 2 Marketing plan</p> <p>Lesson 3 SWOT analysis</p>

	<p>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 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	<p>http://web.spi.pt/comet/</p>

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
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	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.
Promoter of the initiative (person or institution that developed it)	Danmar Computers
Target group	HR and Training Managers, Employees
Competences improved in the good practice or in the course	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

	<p>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 - Identification 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
Educational and pedagogical approach	
Further information/ Additional Comments	http://danmar-computers.com.pl/en/projects-archive/european/2007/in-worker-ldv

From Spanish partner:

Title of the good practice	MBA Internacional y Gestión de Proyectos Multilaterales (International MBA in Multilateral Projects Management)
Country	Spain
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points.	Nowadays there are more and more international tenders for projects financed by multilateral institutions, such as the World Bank, the UN or the EU and this course offer a wide training for professionals who wish to work in this field, helping them to get the necessary methodology to work in this projects but, more importantly, developing the key competences to be successful on them: communication, teamwork, creativity and assertiveness. The strong point of the course is that it's a combination between theoretical contents, needed for the preparation of proposals or for the later management of the projects, and the use of cases resolution to develop the mentioned key competences making the trainee to face different situations that he/she might find in his/her professional career in this field.
Promoter of the initiative (person or institution that developed it)	CECO, Centro de Estudios Económicos y Comerciales (Center of Economic and Trade Studies). Dependent of ICEX, Instituto Español de Comercio Exterior (Spanish Institute of International Trade).
Target group	Professionals with 3 years experience in international environments who wish to develop their careers in the field of multilateral projects management.
Competences improved	Communication, creativity, assertiveness, teamwork.
Educational and pedagogical approach	<p>The training mixes theory and the resolution of cases, individually or in groups.</p> <p>At the end of the Master, the student needs to develop a Master Thesis consisting in the development of a proposal for a project to be financed by a multilateral organization.</p> <p>The best 15 students will also make an internship abroad in an International Organization or in a Multilateral Financing Institution, having then the opportunity to apply the acquired knowledge and competences in a real environment.</p>
Further information / Additional Comments	Further information can be consulted in: www.ceco.es (in Spanish)

Title of the good practice	Project Managers para el Desarrollo (Project Managers for Development)
Country	Spain
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points.	Project managers para el Desarrollo is part of the International Development Community of Practice, initiative promoted by the PMI to Exchange good practices and provide a fórum for organizations and individuals with international development interests to dialogue on building a better world through better managed projects. The idea is to apply some parts of the methodology developed by the PMI to international cooperation projects carried out by NGOs, which normally use a different way to manage their projects. Through this exchange, the aim is to define ways of management cooperation projects in a more efficient way by combining the different approaches.
Promoter of the initiative (person or institution that developed it)	PMI, Capítulo de Madrid (Project Management Institute, Madrid's Chapter)
Target group	Professionals in the field of international cooperation and NGOs.
Competences improved	Organization, quality management, technological competences.
Educational and pedagogical approach	The training is mainly based on the exchange of good practices among the target group and the trainers in project management using the PMI methodology. The tools used include webinars, discussion forums, wikis and blogs.
Further information / Additional Comments	Further information can be consulted in: http://www.pmi-mad.org/index.php?option=com_content&view=article&id=244:projects-managers-para-el-desarrollo&catid=173:voluntarios&Itemid=154 and http://id.vc.pmi.org/Public/Home.aspx

Title of the good practice	Curso en Competencias para la Dirección y Gestión de Proyectos (Course on Competences for Project Management)
Country	Spain
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points.	Although the course is not particularly addressed to project managers working in an international environment, it has been included as a good practice because is directly aimed to develop the necessary competences used in project management, mentioned by the interviewees (organization, stress management, flexibility or communication), with specific modules about risk management, conflicts resolution or the importance of the personal dimension in project management.
Promoter of the initiative (person or institution that developed it)	Universitat Politècnica de Valencia (member of AEIPRO, Spanish Association of Engineering and Project Management)
Target group	Professionals working in project management who wish to improve the competences needed to be more efficient.
Competences improved	Quality management, risk management, conflicts resolution, organization, leadership, motivation.
Educational and pedagogical approach	The course is completely accessible on-line and it combines theoretical contents, which are tested by on-line tests and a practical approach through the resolution of cases where the different competences need to be put in practice.
Further information / Additional Comments	Further information is available in the following link: http://www.dirgesproyectos.upv.es/index.php/programa-academico/menucursos/16-curso-en-competencias-para-la-direccion-y-gestion-de-proyectos-project-management

Title of the good practice	Project Managers para el Desarrollo (Project Managers for Development)
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Country	Spain
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points.	Project managers para el Desarrollo is part of the International Development Community of Practice, initiative promoted by the PMI to Exchange good practices and provide a fórum for organizations and individuals with international development interests to dialogue on building a better world through better managed projects. The idea is to apply some parts of the methodology developed by the PMI to international cooperation projects carried out by NGOs, which normally use a different way to manage their projects. Through this exchange, the aim is to define ways of management cooperation projects in a more efficient way by combining the different approaches.
Promoter of the initiative (person or institution that developed it)	PMI, Capítulo de Madrid (Project Management Institute, Madrid's Chapter)
Target group	Professionals in the field of international cooperation and NGOs.
Competences improved	Organization, quality management, technological competences.
Educational and pedagogical approach	The training is mainly based on the exchange of good practices among the target group and the trainers in project management using the PMI methodology. The tools used include webinars, discussion forums, wikis and blogs.
Further information / Additional Comments	Further information can be consulted in: http://www.pmi-mad.org/index.php?option=com_content&view=article&id=244:projects-managers-para-el-desarrollo&catid=173:voluntarios&Itemid=154 and http://id.vc.pmi.org/Public/Home.aspx

Title of the good practice	Intercultural Learning-Cultural Competences
Country	Spain
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points.	The Intercultural Learning-Cultural Competences is an European project, lead by AEDIPE, which developed a guide to train intercultural competences. As these ones were mentioned as one of the main key competences to be a good international projects manager by the people interviewed for this national report, this project has been included as a good practice because it aims at developing intercultural competences for any professional working in an international context.
Promoter of the initiative (person or institution that developed it)	AEDIPE, Asociación Española de Dirección y Desarrollo de Personas (Spanish Association of Management and Personal Development).
Target group	Professionals working in an intercultural environment.
Competences improved	Intercultural management and intercultural communication.
Educational and pedagogical approach	Explanation of different intercultural models, analysis of best practices, role playing, simulations and resolution of cases within a professional context.
Further information / Additional Comments	Website of the project: http://www.aedipe.es/expert_vision2/111x/index.html

From English partner:

Title of the good practice or of the course (both formal or informal initiative)	Association for Project Management Community of practice http://www.apm.org.uk/community
Country	UK
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	Community of practice providing self-learn and peer to peer formal and informal communities. Local sections/chapters Special interest Groups Discussion Forums Blogs Published Research
Promoter of the initiative (person or institution that developed it)	Association for Project Management Web Resources
Target group	UK Project Managers
Competences improved in the good practice or in the course	Covers all aspects of Project Management competencies.
Educational and pedagogical approach	Opportunities for Self-directed, need to know access to information, support groups and learning

Title of the good practice or of the course (both formal or informal initiative)	PRINCE2
Country	UK
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	PRINCE2® (Projects IN Controlled Environments), de-facto standard for project management in the UK, is a widely used project management method that navigates PM's through all the essentials for running a successful project. A generic best practice tool which is flexible enough to be tailored to organisational requirements and all types of project.
Promoter of the initiative (person or institution that developed it)	APMG http://www.apmg-international.com/
Target group	Project Managers at all levels in all fields. Foundation - knowledge and understanding of the PRINCE2 method to be able to work effectively with, or as a member of, a project management team Practitioner - understanding of how to apply and tailor PRINCE2 in a scenario situation Professional - ability to manage a non-complex PRINCE2 project across all aspects of the project lifecycle.
Competences improved in the good practice or in the course	Comprehensive coverage of Project Management Competences.
Educational and pedagogical approach	Standardised delivery by centrally accredited training organisations

Title of the good practice or of	Project Management Body of Knowledge
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the course (both formal or informal initiative)	http://www.pmi.org/PMBOK-Guide-and-Standards.aspx
Country	International
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	<p>PMBOK provide guidelines, rules and characteristics for project, program and portfolio management. These standards are widely accepted and, when consistently applied, they help you, your global peers and your organization achieve professional excellence.</p> <p>Because they're created and updated by both volunteer committees and the general public, you can be confident that standards continually and accurately reflect the evolving profession.</p>
Promoter of the initiative (person or institution that developed it)	Project Management Institute
Target group	Project Managers in all sectors at all levels
Competences improved in the good practice or in the course	Generic Project Management Competences
Educational and pedagogical approach	Compendium of updated/evolving standards created by global community of PM practitioners, Resource for formal training and informal personal development.

From Italian partner:

Title of the good practice or of the course (both formal or informal initiative)	ISPI School (Istituto per gli Studi di Politica Internazionale)
Country	ITALY
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	The ISPI School makes it possible to approach the world of international relations and understand the way it works. The School offers a rich variety of courses aimed at a wide and varied public interested in exploring specific thematic areas. The ISPI School works on training since 1950, so it has a valuable experience and a big capacity to satisfy the contemporary training needs.
Promoter of the initiative (person or institution that developed it)	ISPI School
Target group	<ul style="list-style-type: none"> - University students; - Graduates; - Professionals and other operators working in the field of international cooperation.
Competences improved in the good practice or in the course	<p>Theme areas and respective main objects:</p> <ul style="list-style-type: none"> - Development (What is international cooperation? How do you manage a development project? How can you update the knowledge you have already acquired, by working on cooperation field projects?); - Diplomacy (What is a diplomatic career? What are the subjects of the Ministry of Foreign Affairs entrance examination? What is the examination syllabus? How can you study for all of this?); - European Affairs (How do the European authorities work? What are European policies and what are their domestic implications?); - Emergencies (What are humanitarian emergencies? What are the standards

	<p>recognised internationally through the Sphere programme? How do you manage an emergency intervention?);</p> <ul style="list-style-type: none"> - International current affairs and Geopolitical Atlas (What are the causes and results of an international crisis or a world political dispute? What are the worldwide and regional effects of the policies of an emerging international player or of a power in given area?); - Language courses
Educational and pedagogical approach	<p>The ISPI School proposes a wide range of course typologies.</p> <p>Masters: full-time programmes intended for young people wishing to enter the diplomatic career, to become EU official or work with international, governmental or non-governmental organizations in sectors concerning cooperation for development and the management of emergencies.</p> <p>Winter and Summer Schools: short, intensive courses (15 hours) provided on Fridays and Saturdays (Winter School, from November to April) and Mondays to Fridays (Summer School, in July and September), in order to gain an introduction into major international themes</p> <p>Diplomas: in-depth courses (75 hours) on European Affairs, International Development and Cooperation, and Humanitarian emergencies, consisting of 5 short courses following fixed study plans</p> <p>Advanced Diplomas: part-time programmes in English intended for people operating in emergencies, development projects, management of children projects, and the fields of electoral assistance and post-conflict reconstruction.</p>
Further information/ Additional Comments	<p>http://www.ispionline.it/</p>

Title of the good practice or of the course (both formal or informal initiative)	Net-Map
Country	The author is German, her experience is word-wide (Africa in particular) and her actual location is Washington DC.
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	Net-Map is an interview-based mapping tool that helps people understand, visualize, discuss, and improve situations in which many different actors influence outcomes. By creating Influence Network Maps, individuals and groups can clarify their own view of a situation, foster discussion, and develop a strategic approach to their networking activities.
Promoter of the initiative (person or institution that developed it)	Ms Eva Schiffer eva-schiffer@web.de
Target group	No specific requirement needed. It can be addressed to every group wishing to better understand a complex situation.
Competences improved in the good practice or in the course	<p>Net-Map helps players to determine</p> <ul style="list-style-type: none"> - what actors are involved in a given network, - how they are linked, - how influential they are, and - what their goals are. <p>Determining linkages, levels of influence, and goals allows users to be more strategic about how they act in these complex situations. It helps users to answer questions such as: Do you need to strengthen the links to an influential potential</p>

	supporter (high influence, same goals)? Do you have to be aware of an influential actor who doesn't share your goals? Can increased networking help empower your dis-empowered beneficiaries?
Educational and pedagogical approach	The tool is low-tech and low-cost and can be used when working with rural community members with low formal education as well as with policy makers or international development actors. The detailed Handbook is here available. The methodology leads to a deep understanding of situations thanks to the added value given by working in group, debating and comparing different views on the same issue.
Further information/ Additional Comments	http://netmap.wordpress.com

Title of the good practice or of the course (both formal or informal initiative) 3	Master in Europrogettazione
Country	ITALY
Brief description. Why is it worthwhile to be considered a good practice or a good course? Highlight the strong points	The prestigious MASTER in Europlanning was born in 1999 to improve the design and access to European funds capability by the enterprise system and the Italian public administrations and represents the most authoritative training proposal in Italy in the field. In addition to having trained thousands of professionals over the years, this Master is elected every year by all major institutions and companies in the country for their own training needs relating to the European projects design.
Promoter of the initiative (person or institution that developed it)	CENTRO DI FORMAZIONE IN EUROPROGETTAZIONE – Venice International University
Target group	- Companies, public bodies, local and regional authorities, trade associations, trade unions and the third sector associations and voluntary groups, international organizations, research institutes and universities, consultants and freelance professionals; - Youth and graduates (who can have access to scholarships).
Competences improved in the good practice or in the course	Technical knowledge to prepare, design, write down and apply for a European funded project, in order to make it competitive on the base of the EC evaluation criteria.
Educational and pedagogical approach	The course foresees a training programme composed by one week of face-to-face lessons and a semester of individualized project work, supported by Venice International University, via help desk or with the possibility to have access to the Centre (for assessments, in-depth analysis, direct involvement in project planning teams). During the semester students develop their own actual European project (which is considered such as a thesis) that will be evaluated by a Committee of teachers and evaluators.
Further information/ Additional Comments	http://www.europelago.it

From Swiss partner:

Title of the good practice or of	Swiss Project Management Association
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the course (both formal or informal initiative)	
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)	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	<p>Scatterwork workshops are designed for people involved in project management work and keen to update their knowledge of project mastery.</p> <p>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.</p> <p>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.</p>
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	<p>Effective Negotiation</p> <p>Achieving Excellence in Communications</p> <p>Project Stakeholder Management</p> <p>Strategies in Data Presentation</p> <p>Vendor Management</p> <p>Introduction to Shared Services</p> <p>Managing Multiple Projects</p> <p>Managing Troubled Projects</p> <p>Advanced Program Management</p> <p>Project Planning, Analysis, and Control</p> <p>Project Risk Management</p> <p>Advanced Project Risk Management</p>
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)	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	<p>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.</p>
Promoter of the initiative (person or institution that)	GAF: CH-3007 Bern, :: CH-1095 Lutry,:: CH-8037 Zürich

developed it)	
Target group	Experienced project manager looking to solidify skills, stand out to employers and maximize earning potential.
Competences improved in the good practice or in the course	<p>The aim of the course is to prepare you to pass the PMP Certification Exam</p> <p>Contents are about:</p> <ul style="list-style-type: none"> - 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	<p>The PMP credential recognizes <i>demonstrated</i> 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:</p> <ul style="list-style-type: none"> - A four-year degree (bachelor's or the global equivalent) and <i>at least three years of project management experience</i>, 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 <i>at least five years of project management experience</i>, with 7,500 hours leading and directing projects and 35 hours of project management education. <p>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.</p> <p>Methodology:</p> <ul style="list-style-type: none"> - 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





Partnership:



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