Bond University

Research Repository

Adding change implementation to the project manager's toolkit

Crawford, Lynn

Published: 02/08/2011

Document Version:
Publisher's PDF, also known as Version of record

Link to publication in Bond University research repository.

Recommended citation(APA):
Crawford, L. (2011). *Adding change implementation to the project manager's toolkit*. Paper presented at Annual Project Management Australia conference (PMOz), Sydney, Australia.

ADDING CHANGE IMPLEMENTATION TO THE PROJECT MANAGER'S TOOLKIT

Professor Lynn Crawford

BArch (Hons), MTCP, GradDipHRM, ADipC, DBA, LFAIPM, MAPM, FAIA

Bond University, Australia
Visiting Professor, Cranfield University, UK
Director, Human Systems International Limited

Abstract

All change initiatives can be considered as projects or programs and the majority of projects involve some degree of organizational and behavioural change. The degree of this change can be expected to be greater in projects where the purpose is to achieve organizational change, but even where the focus is on other outcomes, achievement of desired benefits may require structural changes and will generally involve some change in the way people do things. Project management standards address change control but are largely silent on change implementation. This paper presents results of research investigating the project and change implementation practices used, in practice, on projects requiring varying degrees of organizational and behavioural change.

Introduction

As the business environment has become more complex and volatile, the need to implement organizational and behavioural changes has been recognized as a requirement for realization of benefits from strategic and operational initiatives. While there are claims that project management is the most efficient way of managing such change (APM, 2006), some project management standards suggest that change implementation is the province of line management (International Project Management Association, 2006), and there is a growing community of change implementation specialists with organizational development and human resources backgrounds who refer to themselves as change managers (Change Management Institute, 2009). Others consider that Program Managers are the most appropriate managers of intiatives that require change implementation (Pellegrinelli, 1997).

Given the close relationship between project management and change implementation, it has been subjected to surprisingly little investigation. There are signs of emergent professional formation amongst those directly engaged in change implementation but project management standards include little if any recognition of change implementation practices.

The research reported here contributes to a better understanding of the relationship between project management and change implementation by examining the practices used by those engaged in projects that involve varying degrees of organizational and behavioural change. The results of this research provide a sound case for revision of project management standards to include change implementation.

Treatment of change implementation in project management standards

While the field of project management claims that projects *"bring about change and project management is recognized as the most efficient way of managing such change"*(APM, 2006, p.2), the primary standards for project management provide little guidance on how to go about effecting desirable change which may involve dealing with organisational structure, culture, history and politics (Pettigrew, McKee, & Ferlie, 1992).

Griffith-Cooper and King (2007, p.15) distinguish between change control, focusing on project scope, schedule, cost , quality, risk and procurement, and change leadership, which *"promotes project success by guiding those affected by the project through the inevitable stages of human reaction to change"*. The focus of prominent project management guides such as the APMBoK (APM, 2006), IPMA Competency Baseline (ICB) (International Project Management Association, 2006) and PMBOK®Guide (Project Management Institute, 2008), is upon change control. The term "change management" is used but primarily in the sense of *"the formal process through which changes to the project plan are approved and introduced"* (APM, 2006, p.130) which *"helps to keep track of changes in the scope as well as in the configuration of the project"* (Project Management Institute, 2008, p.60).

In their Glossary of Project Management Terms, the APM acknowledges that the term "change management" may also be used to refer to a process whereby organizational change is introduced. All three standards (APM, IPMA and PMI) suggest, however, that introduction of organizational change is the province of the program or line management rather than the project: "*If the project concerns organisational change, then the change to be implemented as an outcome of the project is managed by line management, not by the project team*" (International Project Management Association, 2006, p.16). The PMBOK®Guide (2008) states that change is something that the program manager must expect and be prepared to manage.

To avoid confusion between the meaning of "change management" as either change control or introduction of desirable change, the term "change implementation" has been adopted in this paper when referring to processes whereby required or desirable change is introduced.

Extending the scope of project management to embrace change

Current project mangement standards support the view that project managers will have a "control agenda" (Buchanan, 1991, p.123), concerned with project , sequencing, budgeting and monitoring. According to Buchanan (1991) general management and organizational issues including communication, participation, negotiation, influence, team-building, and the management of meaning, symbols, values and rituals. According to Buchanan, this process agenda is "*not ignored by the conventional literature of project management, but is typically not emphasized, works with a rational-linear perspective of process and does not adequately express the importance of the political dimensions of organizational change*" (Buchanan, 1991, p.124).

Within the project management literature there has been considerable criticism of the rational-linear view which is "*increasingly seen by both researchers and organisational members ... as inadequately addressing the complexity of projects*" (Cicmil, Cooke-Davies, Crawford, & Richardson, 2009, p.2). Nikolaou et al (2007) claim that those charged with implementation of change must rely on skills from both project management and organizational development (OD). There are indications from the literature, therefore, that extension of primary standards for project management, to include guidance for conduct of activities relating to the process and context of change could increase their relevance for project practitioners engaged in change implementation.

Competencies for Project Management and Change Implementation

Crawford and Hassner-Nahmias (2010) provide a comparative analysis of the expected competencies of project, program and change managers. Based on review of literature and standards, they found similarities in the competencies expected of project, program and change managers, with benefits realization standing out as a distinctive expectation of program managers. Similarities were identified in areas of Leadership, Stakeholder Relationships, Planning, Team Development, Communication, and Decision Making / Problem Solving, all of which, with the possible exception of Planning, are primarily concerned with process. Additional competencies expected of those in change implementation roles also reflect a process agenda and include Analysis and Assessment, Learning and Development, Creativity and Challenge, Initiative, Facilitation and Presentation, Action Orientation and Process Design.

In practice, Crawford and Hassner-Nahmias (2010) found that although those in project and change roles are engaged in communication, management of stakeholder relationships and planning, there are qualitative differences. In essence, those in project roles focus more on communication and stakeholder relationships internal to the project while those in change roles are more externally focused. In terms of planning, for those in change roles, the emphasis is upon planning and facilitating change. Observed differences between the activities of those in project / program and change roles, reflected a focus by project and program managers on project planning and control including resources, people, budget, schedule and risk while those in change roles engaged in a range of change specific activities such as preparation of users, training and change facilitation. These results from Crawford and Hassner-Nahmias' (2010), based on a literature review and qualitative case study research, reflect the control and process agendas derived by Buchanan (1991) as outlined earlier in this section.

Performance based standards are helpful in identifying use of specific practices in the workplace because they are designed for an assessment process in which the candidate is required to provide evidence that they have carried out the activities identified in the standard. There are a number of standards for project management, developed in this format, including the Project Management Institute's Competency Development Framework (Project Management Institute, 2007), the APM's Competency Framework (APM, 2008), the AIPM's competency standards (Australian Institute of Project Management, 2008) and

performance based standards of the UK, Australian and South African governments. The Global Alliance for Project Performance Standards (GAPPS) (2007) has distilled the content of these and other project management standards, including the PMBOK®Guide (Project Management Institute, 2008) and the IPMA's ICB (International Project Management Association, 2006) into a reduced set of practices expected to be performed by most project managers on most projects.

Performance based standards for change implementation are less common than for project management. Although organizational behaviour and development have a rich theoretical and research base there has been significantly less professional formation than there has been for the project management field. The UK Office of Government Commerce in their Successful Delivery Skills Framework (2004) includes reference to change implementation related activities and a recently established Change Management Institute has developed a set of change management competencies (Change Management Institute, 2008), in a format similar to performance based standards. As the Change Management Institute competencies were developed by practitioners in the field of change implementation they may be considered indicative of expected change implementation practices.

At the time of conducting the research presented in this paper, there were no performance based standards for program management, but the Crawford and Hassner-Nahmias (2010) study indicated a close association between the activities of project and program managers in practice. A set of performance based standards for program managers has subsequently been produced by the Global Alliance for Project Performance Standards (GAPPS, 2011). These standards have eight units of which five, including leadership, stakeholder engagement, crafting the program, realization of benefits and sustaining program progress are considered to apply to most program managers in most programs. Of the core units, crafting the program, sustaining program progress and realization of benefits can be considered part of a control agenda while leadership and stakeholder engagement are representative of a process agenda. It is interesting that management of organizational change is one of three sets of practices expected only of some program managers. The other two non-core units relate to management of contracts and engagement in collaborative alliances.

Roles for Change Implementation

Stummer and Zuchi (2010) make the point that change implementation involves a number of different roles, although in some cases a single individual may carry out more than one role. They identify project, program and change roles but state that there is no clear differentiation between these roles, a finding reflected in the case studies reported by Crawford and Hassner-Nahmias (2010).

Research Design

There is tacit acceptance that management of projects encompasses project, program and portfolio management. If we accept that change initiatives can be considered as projects or programs and the majority of projects involve some degree of organizational and behavioural change then it may be argued that interest and competence in management of projects should extend to explicitly encompass change implementation.

This paper reports on research that aims to test the wider validity of results found in qualitative research concerning the similarities and differences between the practices of those in project, program and change roles (Crawford and Hassner-Nahmias, 2010). Reflecting on Buchanan's (1991) observation of control and process agendas, the intended contributon is to question and extend the range of activities and competencies expected within the field of project management beyond the largely technical and control driven scope of existing standards.

The research was designed to answer the following questions:

1. What is the nature of project, program and change related practices associated with the management of projects?

2. Do project, program and change related practices vary relative to the degree of organizational and behavioural change involved?

3. Do project, program and change related practices used vary according to role?

As outlined earlier in this paper (Söderlund, 2010; Buchanan, 1991), it may be expected that for any project, not just those designated as organizational change projects, there will be a degree of organisational and behavioural change required that will affect the nature or pattern of project management and change implementation practices

that will be applied. As there are likely to be a number of roles involved in the project (or program) (Stummer & Zuchi, 2010), it may be assumed that there will be a variation in use of practices according to role, although Stummer and Zuchi note that one individual may be assigned to multiple roles. Further, an overlap has been identified between what might be considered the practices of project and program management and change implementation (Crawford & Hassner-Nahmias, 2010) (see Figure 1). Following Buchanan (1991) it may be expected that project managers will be more likely to use those practices representative of a control agenda while those in change implementation roles are more likely to focus on process related activities. Program managers, who may be part of project, general or change implementation communities are likely to be influenced by their background and current context.
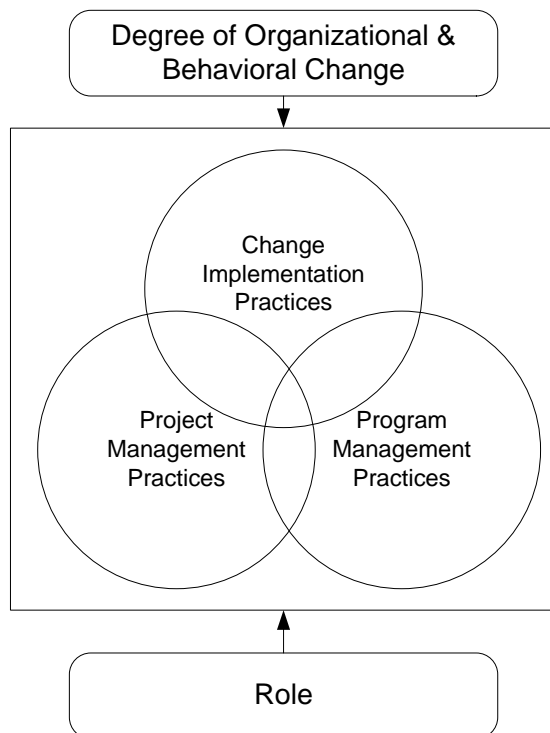
Degree of Organizational & Behavioral Change

Change Implementation Practices

Project Management Practices

Program Management Practices

Role

Figure 1: Use of Project and Change Implementation Practices according to role and degree of organizational and behavioural change

Research Design

To build on the qualitative, case study research reported in Crawford and Hassner-Nahmias (2010), it was considered that a positivist approach with a quantitative design would provide an opportunity to test findings of previous research while extending it to address a wider range of project types requiring varying degrees of organisational and behavioural change.

The approach taken was to ask those in project, program and change roles to report on their use of project management and change implementation practices on current or recently completed projects using an online questionnaire. Respondents were sought through project management and change implementation professional associations and through the contacts of the researchers, resulting in a convenience sample of 118 respondents.

Of these 118 respondents, 63% are male and 37% are female with 75% of the sample aged 36 and over. 34% of the sample work in the public sector and 66% in private industry. Two broad sectors of industry dominate the sample. 69% of the respondents can be categorized as working in the finance and business sectors, and 31% are involved in engineering. The dominance of finance and business sector is not surprising as it is a sector subject to significant business change. It was interesting to find that the engineering sector has recognized the importance of change implementation in what they refer to as the need to ensure "operational readiness".

As indicated in *Figure 1*, in order to investigate the research questions and related hypotheses, data were required to represent:

(a) Use of project, program and change implementation practices

(b) Current Role

(c) Degree of organizational and behavioural change of current and recent projects

The following sections describe the data collection instruments designed for each of these aspects of the model.

Use of project, program and change implementation practices

The GAPPS standards were chosen as the basis for collection of data on use of project management practices because they draw upon all the other standards, are intentionally generic and global in application, and are the simplest in format and wording.

The competencies of the Change Management Institute (CMI) (2008), developed by change implementation practitioners and in a format similar to performance based standards were chosen for collection of data relating to use of change implementation practices.

As noted earlier, the GAPPS Program Manager Standards (GAPPS, 2011) were not available with

the study was launched. However, the majority of program management practices are similar to those of project managers, although they may be considered to differ in level and quality of application. There was only one area of program management practice, namely benefits realization (Crawford & Hassner-Nahmias, 2010; Office of Government Commerce (OGC), 2007) that was not addressed in either the GAPPS or CMI standards. Drawing on the work of the Office of Government Commerce, an additional unit and subsidiary elements were added dealing with benefits realization practices.

Data on use of project, program and change implementation practices were therefore collected against a total of 67 elements drawn from the GAPPS standards (21 elements), the CMI standards (42 elements) and the OGC (4 elements). As there is significant overlap between the three areas of practice, they were subsequently thematically grouped, for purposes of analysis, into fourteen units that reflected the evidence from previous studies (Crawford & Hassner-Nahmias, 2010) and the control and process agendas proposed by Buchanan (1991). These are presented in Figure 3

Planning the project, monitoring and controlling progress, managing project transitions (life cycle) and realization of benefits have been identified as representing a control agenda. The balance of the practices are more concerned with process. Planning and facilitating change and communicating change, although related to planning the project and managing communications reflect a specific focus on change implementation while a number of the other elements, although drawing on practices from both project and change implementation, are more generic in their application. The full set of 67 elements, grouped into the units shown in **Error! Reference source not found.** are provided in Appendix A.

Practice Units	Number of items	Cronbach's Alpha
Control Agenda	**16**	**0.957**
Plan the project	6	0.929
Monitor & control progress	4	0.933
Manage project transitions	3	0.856
Realize benefits	3	0.869
Process Agenda	**51**	**0.980**
Plan & facilitate change	5	0.905
Engage stakeholders	8	0.889
Manage communications	9	0.926
Communicate change	3	0.784
Prepare users	7	0.930
Build support	4	0.850
Ensure business integration	4	0.837
Make informed decisions	3	0.872
Demonstrate self awareness	3	0.800
Evaluate & improve performance	5	0.880

Figure 2: Reliability of derived scales for project, program and change practice

The scale used for assessment of level of use of practices was based on that used in previous studies (Crawford, 2005; Aitken & Crawford, 2008), modified for the specific purposes of this study. Participants were asked to describe two of their most recent projects. They were then asked to think about those two projects and rate each of the 67 elements on the following five point likert scale:
1. I did not do this on either of the projects I described
2. I did this as a team member under supervision on one or both of the projects I described
3. I did this myself on one of the projects I described
4. I did this myself on both of the projects I described
5. I did not do this myself but I managed others doing this on one or both of the projects I described

Role

Respondents were asked to select their current role from a set of five pre-determined role categories (project manager, project director, program manager, change manager, other) and also to state the actual title of their role. Examination of role titles and experience of the researchers enabled re-categorization to form the categories as presented in **Error! Reference source not found.**. It is interesting to note that there were a number of general management roles that were re-categorized either as Program Manager roles and change related HR related roles based on their job titles. This confirmed the involvement of those in line or general management and human resource management functions in change implementation.

Role	Frequency	Percent
Project roles	60	50.8
Program roles	32	27.1
Change & HR roles	26	22.0
Total	**118**	**100.0**

Figure 3: Roles

Degree of Organizational and Behavioural Change

For two recent projects they had described, the study participants were asked to indicate the degree of organizational and behavioural change required in each project on a four point Likert scale, from Low to Very High. The mean score from the two projects was selected to represent the degree of organizational and behavioural change on projects in which the participant is generally involved. The Low and Medium scores were combined providing

a trivariate variable with good distribution: Low to Medium (31%), High (31%), Very High (45%).

Analysis

Nature of project management and change implementation practices

To answer this question, the mean scores for the fourteen (14) units of project, program and change implementation practice, identified in Figure 2

were ranked in descending order of mean level of usage as shown in Figure 4. Allocation to Control (C) or Process (P) Agenda (Buchanan, 1991) is shown in brackets following each item. Notably, the four most highly used practices are to do with process.
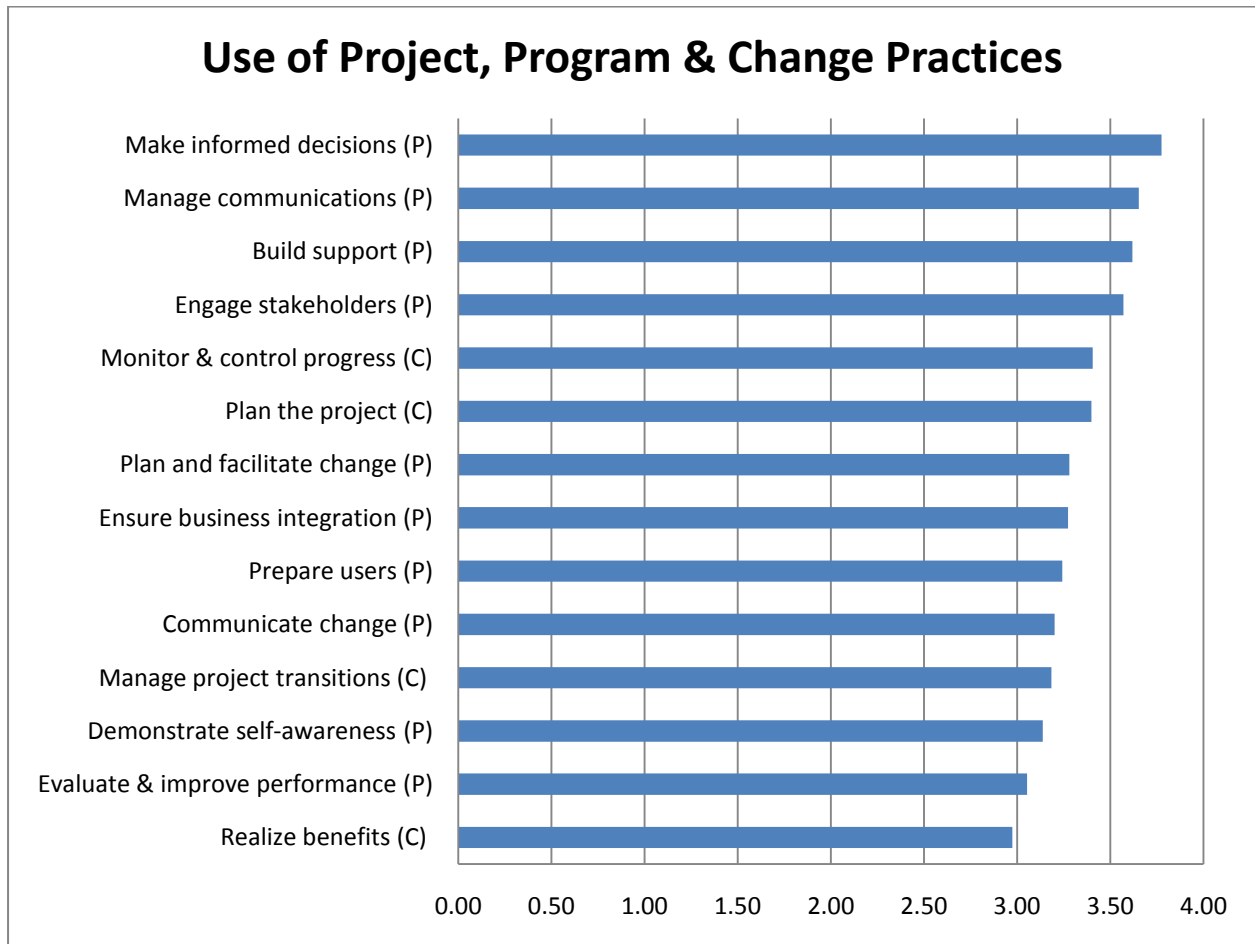

Use of Project, Program & Change Practices

Make informed decisions (P)
Manage communications (P)
Build support (P)
Engage stakeholders (P)
Monitor & control progress (C)
Plan the project (C)
Plan and facilitate change (P)
Ensure business integration (P)
Prepare users (P)
Communicate change (P)
Manage project transitions (C)
Demonstrate self-awareness (P)
Evaluate & improve performance (P)
Realize benefits (C)

0.00   0.50   1.00   1.50   2.00   2.50   3.00   3.50   4.00

Figure 4: Mean scores for use of project, program and change practices

Variation in use of practices relative to degree of organizational and behavioural change involved

Using the variable for degree of behavioural and organization change of projects worked on by participants and the mean scores for use of project, program and change practices presented in Figure 4 analysis of variance techniques (ANOVA) there is evidence of some variation in use of project, program and change practices relative to the degree of organizational and behavioural change of projects, but apart from Prepare Users (P=0.017), the significance is weak. However, the trend, as might be expected, is for higher levels of use of

practice to be applied to projects involving higher degrees of organizational and behavioural change.

Variation in use of practices according to role

Again using analysis of variance techniques, the only significant differences at P<0.05 level in use of project management, program and change practices by role are in three control agenda areas:

- **Plan the Project** (P=0.042) where level of use is higher for those in Program roles than for those in Change roles; and
- **Monitor and Control Progress** (P=0.007), and **Manage Project Transitions** (P=0.038) where level of use is higher for those in both Project

and Program roles than for those in Change roles.

Relationship between degree of organizational and behavioural change and role

Results concerning use of practices by role raise questions concerning the involvement of the various roles relative to the degree of organizational and behavioural change. Analysis indicated that those in Project roles are less likely to work on projects with higher degrees of organizational and behavioural change than those in Change & HR roles (P=0.013).

This result supports the reasonable assumption that those in Project roles and to a lesser extent Program Roles, work on projects (and programs) across a wide spectrum in terms of requirement for organizational and behavioural change while Change & HR roles are primarily involved on projects and programs involving high degrees of change.

Discussion

The first research question, concerning the nature of project management, organizational and behavioural change related practices associated with the management of projects was answered in part through review of the literature and previous research and by sourcing of performance based standards indicating the expectations of practice in these fields. Results of investigation of the use of 67 practices grouped into fourteen (14) sets of practices aligned with themes from the literature and representing both control and process agendas, provide interesting and informative results.

Analysis four most highly used sets of practices (Figure 4) are process related: Make informed decision, Manage communications, Build support and Engage stakeholders. These are followed by Monitor and control progress and Plan the project. The control agenda is not as high as might have been expected given that half of the sample are in project roles. These six sets of most highly used practices are fairly generic so it is understandable that they ranked more highly than the next four items, Plan and facilitate change, Ensure business integration, Prepare users and Communicate change. These all assume a contextual requirement for change which might not apply to all projects. Realization of benefits and evaluation and improvement of performance are the least used sets of practices, a result that is consistent with other studies and anecdotal evidence.

Although the study results indicate a general tendency for a higher level of use of practices on

projects with higher degrees of organizational and behavioural change, the only set of practices where there is evidence of a strong significant difference is that of Prepare users. In essence, with some minor areas of difference, it appears that most practices, both control and process, are being used on most projects.

The most interesting result is variation in use of project, program and change practices according to role. Given Buchanan's (1991) view that project managers are dominated by a control agenda, and the general silence and in some cases, dismissal of project management standards in terms of specific change implementation activities, it is encouraging to see that there are no significant differences between those in project, program and change roles in terms of use of process related activities and those specifically related to change implementation. The only significant difference is that those in project and program roles use project planning, monitoring and controlling and transition or life cycle management practices more than those in change and HR roles. This is a perfectly reasonable result, that provides positive evidence for those in general management who see application of (traditional) project management approaches as having potential to influence more effective implementation of change (Whittington, Molloy, Mayer, & Smith, 2006; Lehmann, 2010).

Nevertheless, the results of this study confirm that those in Project roles are less likely to work on projects with high degrees of organizational and behavioural change than those in Change and HR roles. This is an expected result given that those in Change and HR roles are primarily involved in projects where change implementation is an important element, while those in Project and Program roles may be involved across a wider spectrum of project types.

Conclusion

From the perspective of those in general management, leading change, there is evidence from this research that project and program managers do offer planning, monitoring and control and life cycle management capabilities that are less likely to be provided by those in change roles. On the other hand, those in Project roles appear to be embracing change implementation practices despite their absence from the main project management standards for both knowledge and performance. It is a widely accepted tenet of standards development that standards should generally be limited to recognition of practices in use. This is particularly important for performance based standards where assessment is based on provision

of evidence of use in the workplace. This research suggests that for project management standards, change implementation practices are in use by practitioners and should therefore be recognised, in standards, as part of the project manager's toolkit.

Reference List

Aitken, A. & Crawford, L. H. (2008). Senior Management Perceptions of Effective Project Manager Behavior: An exploration of a core set of behaviors for superior project managers. In *Proceedings of PMI Research Conference, Warsaw* (Newtown Square, PA: Project Management Institute.

APM (2006). *Body of Knowledge 5th Edition*. High Wycombe: Association for Project Management.

APM (2008). *APM Competence Framework*. High Wycombe: Association for Project Management.

Australian Institute of Project Management (2008). *AIPM Professional Competency standards for Project Management - Part C: Certified Practising Project Manager (CPPM) November 2008 Version 1.11*. Sydney: AIPM.

Buchanan, D. A. (1991). Vulnerability and Agenda: Context and Process in Project Management. *British Journal of Management, 2,* 121-132.

Change Management Institute (2008). Change Management Practitioner Competencies. [On-line]. from http://www.change-management-institute.com/Upload/CMI-Competency-Model-010408.pdf

Change Management Institute (2009). Welcome to the Change Management Institute. [On-line]. from http://www.change-management-institute.com/

Cicmil, S. J. K., Cooke-Davies, T. J., Crawford, L. H., & Richardson, K. A. (2009). *Exploring the Complexity of Projects: Implications of Complexity Theory for Project Management Practice*. Newtown Square, PA: Project Management Institute.

Crawford, L. H. (2005). Senior Management Perceptions of Project Management Competence. *International Journal of Project Management, 23,* 7-16.

Crawford, L. H. & Hassner-Nahmias, A. (2010). Competencies for managing change. *International Journal of Project Management, 28,* 405-412.

GAPPS (2007). *A Framework for Performance Based Competency Standards for Global Level 1 and 2 Project Managers*. Johannesburg: Global Alliance for Project Performance Standards.

GAPPS (2011). *A Framework for Performance Based Competency Standards for Program Managers*. Sydney: Global Alliance for Project Performance Standards.

Griffith-Cooper, B. & King, K. (2007). The partnership between project management and organizational change: Integrating change management with change leadership. *Performance Improvement, 46,* 14-20.

International Project Management Association (2006). *ICB - IPMA Competence Baseline Version 3.0*. Nijkerk, The Netherlands: International Project Management Association.

Lehmann, V. (2010). Connecting changes to projects using a historical perspective: Towards some new canvases for researchers. *International Journal of Project Management, 28,* 328-338.

Nikolaou, I., Gouras, A., Vakola, M., & Bourantis, D. (2007). Selecting Change Agents: Exploring Traits and Skills in a Simulated Environment. *Journal of Change Management, 7,* 291-313.

Office of Government Commerce (OGC) (2004). *Successful delivery skills framework, Version 3.0*. www.ogc.gov.uk: OGC.

Office of Government Commerce (OGC) (2007). *Managing Successful Programmes*. (Third ed.) London: TSO (The Stationery Office).

Pellegrinelli, S. (1997). Programme management: organising project-based change. *International Journal of Project Management, 15,* 141-149.

Pettigrew, A. M., McKee, L., & Ferlie, E. (1992). *Shaping strategic change making change in large organizations : the case of the National Health Service*. London: Sage Publications.

Project Management Institute (2007). *Project Manager Competency Development Framework*. (Second ed.) Newtown Square, PA, USA: Project Management Institute.

Project Management Institute (2008). *A guide to the project management body of knowledge (PMBOK®Guide)*. (Fourth ed.) Newtown Square, PA: Project Management Institute.

Söderlund, J. (2010). Knowledge entrainment and project management: The case of large-scale transformation projects. *International Journal of Project Management, 28,* 130-141.

Stummer, M. & Zuchi, D. (2010). Developing roles in change processes - A case study from a public sector organisation. *International Journal of Project Management, 28,* 384-394.

Whittington, R., Molloy, E., Mayer, M., & Smith, A. (2006). Practices of Strategising/Organising: Broadening Strategy Work and Skills. *Long Range Planning, 39,* 615-629.

APPENDIX A: Project, Program and Change Practice Elements

CONTROL AGENDA	Source	Ref. No.
Plan the Project		
Define the work of the project.	P	2.1
Ensure the plan for the project reflects relevant legal requirements.	P	2.1
Document risks and risk responses for the project.	P	2.1
Confirm project success criteria.	P	2.1
Develop and integrate project baselines.	P	2.1
Ensure that the product of the project is defined.	P	4.1
Monitor and Control Progress		
Monitor, evaluate, and control project performance.	P	3.1
Monitor risks to the project.	P	3.2
Ensure that changes to the product of the project are monitored and controlled.	P	4.2
Secure acceptance of the product of the project.	P	4.3
Manage project transitions		
Manage project start-up.	P	5.1
Manage transition between project phases.	P	5.2
Manage project closure.	P	5.3
Realize Benefits		
Design benefits and ensure ownership of benefits profile and benefit realisation plan.	OGC	10.1
Measure and communicate benefits accrual as projects deliver outcomes.	OGC	10.2
Implement projects that contribute to realising expected benefits and outcomes.	OGC	10.4
PROCESS AGENDA	**Source**	**Ref. No.**
Plan and Facilitate Change		
Apply the principles, behaviours and skill of managing change	C	1.1
Identify culture of the organisation and design change plans accordingly	C	1.5
Identify the drivers for and scope of change in the organisation	C	2.1
Regularly monitor organisational readiness for change	C	2.2
Build lasting solutions, owned by the business, which take account of other current and future changes in the business	C	2.4
Engage Stakeholders		
Identify stakeholders affected by the change and develop stakeholder engagement strategies	C	4.1
Use empathy to consider stakeholder views, plan stakeholder engagement, plan and prioritise activities and tailor communication materials	C	6.2
Create and sustain a participatory environment by taking account of different styles and provide opportunities for all group members to get involved	C	7.2
Work with business owners and subject matter experts to ensure appropriate training plans are in place for all stakeholders	C	9.2
Ensure that stakeholder interests are identified and addressed.	P	1.1
Manage stakeholder communications.	P	1.3
Facilitate external stakeholder participation.	P	1.4
Promote effective individual and team performance.	P	1.2

Manage communications		
Adjust oral communication to the characteristics and needs of the audience, using open questions and active listening to ensure individuals/situations are clearly understood	C	6.3
Express ideas clearly in documents which have organisation, structure, grammar, language and terminology adjusted to the characteristics and needs of the audience	C	6.4
Regularly measure the effectiveness of communication and adjust approach accordingly, using the expertise of subject matter experts when designing communications and presentations	C	6.5
When designing a session, have a clear vision of its purpose and outcomes, and plan relevant group exercises, methods and processes to deliver the desired outcomes	C	7.1
Provide structure to meetings and workshops in terms of agenda, discussions, decision making, format and environment	C	7.3
Implement process by identifying issues and potential solutions, monitoring the event to ensure outcomes are met, taking action when a group member's behaviour is impacting results, and bringing events to closure by summarising actions and decisions	C	7.4
Plan, document and gain agreement to the approach to communication	C	9.6
Work with key stakeholders to create most appropriate communications style, and utilise that style according to media and audience	C	9.7
Monitor the development and delivery of communication solutions and report on progress to project manager	C	9.8
Communicate change		
Assess employees' readiness for the change and build communication plan	C	1.4
Provide simple explanations of the different aspects of change management to educate the b	C	8.3
Identify the communications needs of each stakeholder group impacted by change, in conjunc	C	9.5
Prepare users		
Apply the principles of adult learning and coaching	C	5.1
Identify the scope of change and prepare interventions, communication plans and training accordingly	C	5.2
Use coaching plans to increase overall organisational capability in managing change	C	5.3
Provide appropriate training and workplace learning opportunities that provide for the development of necessary new skills	C	5.5
Identify the learning and development needs of each audience group impacted by change, and apply adult learning principles	C	9.1
Work with business owners to ensure implementation plans are in place for training rollouts to all impacted stakeholders, and monitor the rollout of that training	C	9.3
Ensure results of training are evaluated and provide reports to project manager and other stakeholders as required	C	9.4
Build support		
Develop other people's confidence in your professional presence through consistent action and communication	C	4.2
Form networks with other areas, industries, functions and organisations that benefit the organisation	C	4.3
Modify own behaviour in order to gain support for those ideas and plans from those in power	C	4.4
Create and maintain value added relationships by negotiating to achieve win/win outcomes in dealings with others, and supporting teamwork, rapport and conflict resolution	C	6.1

Ensure Business Integration		
Consider the organisation's strategy, structure, process and culture when diagnosing change	C	1.2
Communicate and manage the business case for change	C	1.3
Assess progress, and monitor business stability and capability to cope with change. Maintain f	OGC	10.3
Identify likely impacts on business strategies and plans and alert business owners	C	2.3
Make informed decisions		
Work systematically to resolve problems, make informed decisions, and draw out key issues t	C	3.1
Set priorities, develop comprehensive solutions and plans, and make timely decisions	C	3.3
Maintain a holistic perspective, consider broad potential consequences of decisions, identify '	C	3.2
Demonstrate self-awareness		
Act as a role model for others, share knowledge and coach others	C	5.4
Proactively seek out new and up-to-date information which can be applied to the change man	C	8.1
Seek feedback , focus skill development on under developed areas, integrate new skills, and f	C	8.2
Evaluate and improve performance		
Capture and apply learning.	P	6.3
Reflect on practice.	P	3.3
Develop a plan for project evaluation.	P	6.1
Evaluate the project in accordance with plan.	P	6.2
Evaluate effectiveness, analyse the results of evaluation and take required action.	C	9.9

Note:

Source is the document from which the element was drawn. The reference number is the number of this element within the source document.

Legend

P= GAPPS Project Manager Standards

C= Change Management Institute

OGC = Office of Government Commerce, UK