

Chapter

10

Global Project Management
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Lecture 10

Implémentation Stratégies

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PMG 661 RECAPE

The stakeholder commitment framework

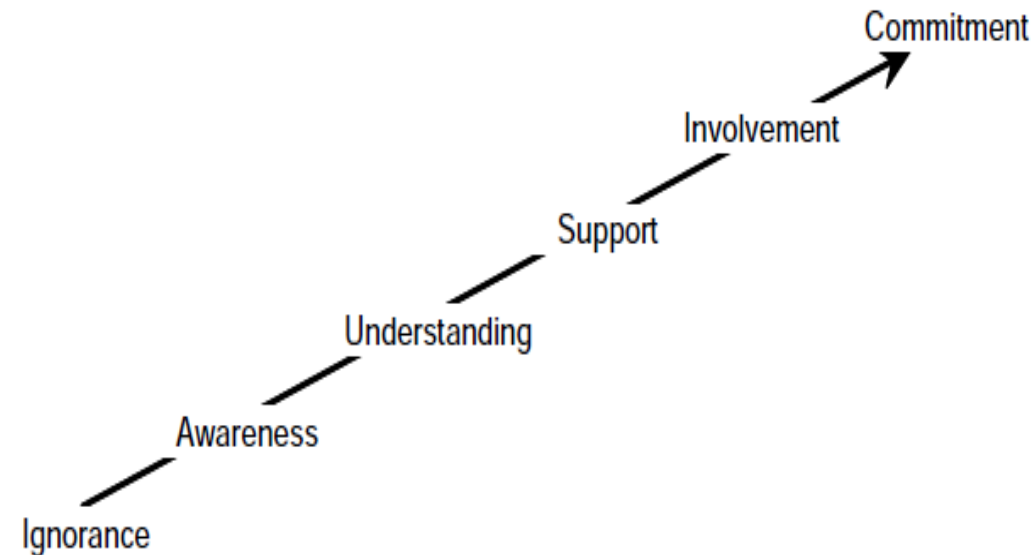


Figure 6.1 Levels of stakeholders' commitment (adapted from McElroy and Mills)

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Identifying the stakeholders' requirements

Stakeholder Information	SP Sponsor	SC Steering committee	PM Project Manager	PC Project Coordinators	TM Team Members	C Customers	S Suppliers	P Partners
Project status	Informed by PM	Informed by PM	Prepare with PC	Prepare with PM	Informed by PM	Partially informed by PM (select relevant information)	Partially informed by PM (select relevant information)	Partially informed by PM (select relevant information)
Work package status	n/a	n/a	Informed by PC	Prepare with TM, inform PM	Prepare with PC	n/a	n/a	n/a
Project organization	Provide input to PM & Approve	Provide input to PM & Approve	Prepare with PC Review with SP & SC	Prepare with PM	Informed by PM	Partially informed by PM (exclude confidential information)	Partially informed by PM (exclude confidential information)	Partially informed by PM (exclude confidential information)
Logistics	Informed by PM	Informed by PM	Prepare with PC	Prepare with PM	Informed by PM	n/a	n/a	n/a
Standards and Templates	n/a	n/a	Prepare with PC	Prepare with PM	Informed by PM	n/a	n/a	n/a
Project Management Plan	Informed by PM	Informed by PM	Prepare with PC	Prepare with PM	Prepare with PM	Partially informed by PM (exclude confidential information)	Partially informed by PM (exclude confidential information)	Partially informed by PM (exclude confidential information)

Figure 8.2 Example of a communication requirements matrix

Distributing information to the global stakeholders

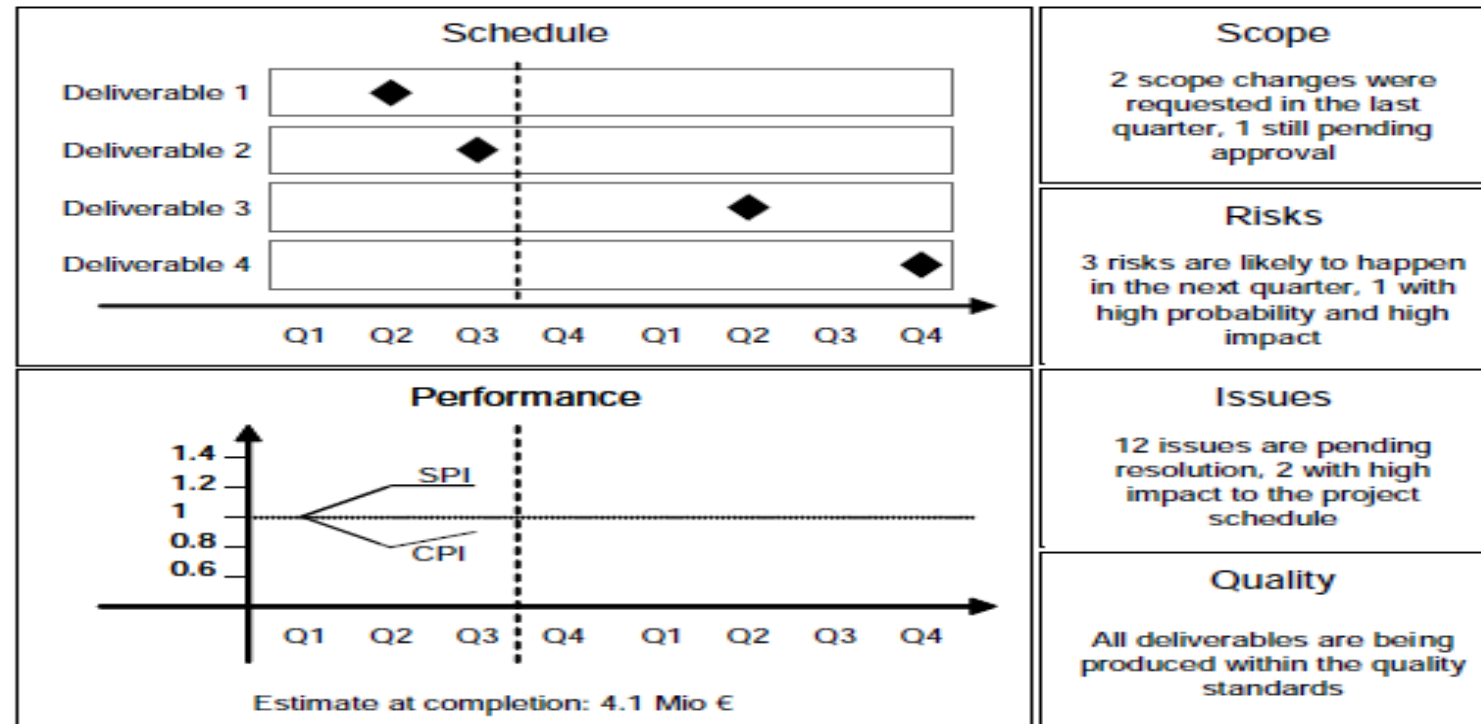
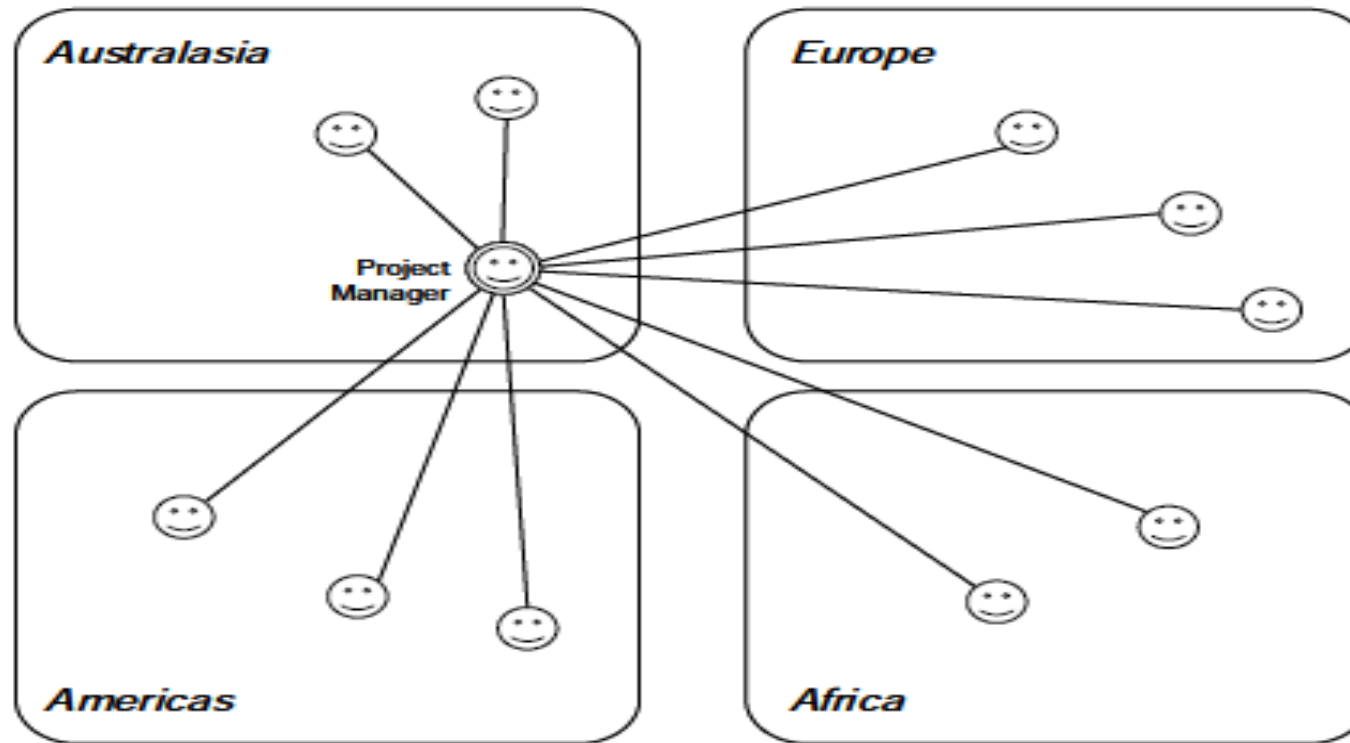


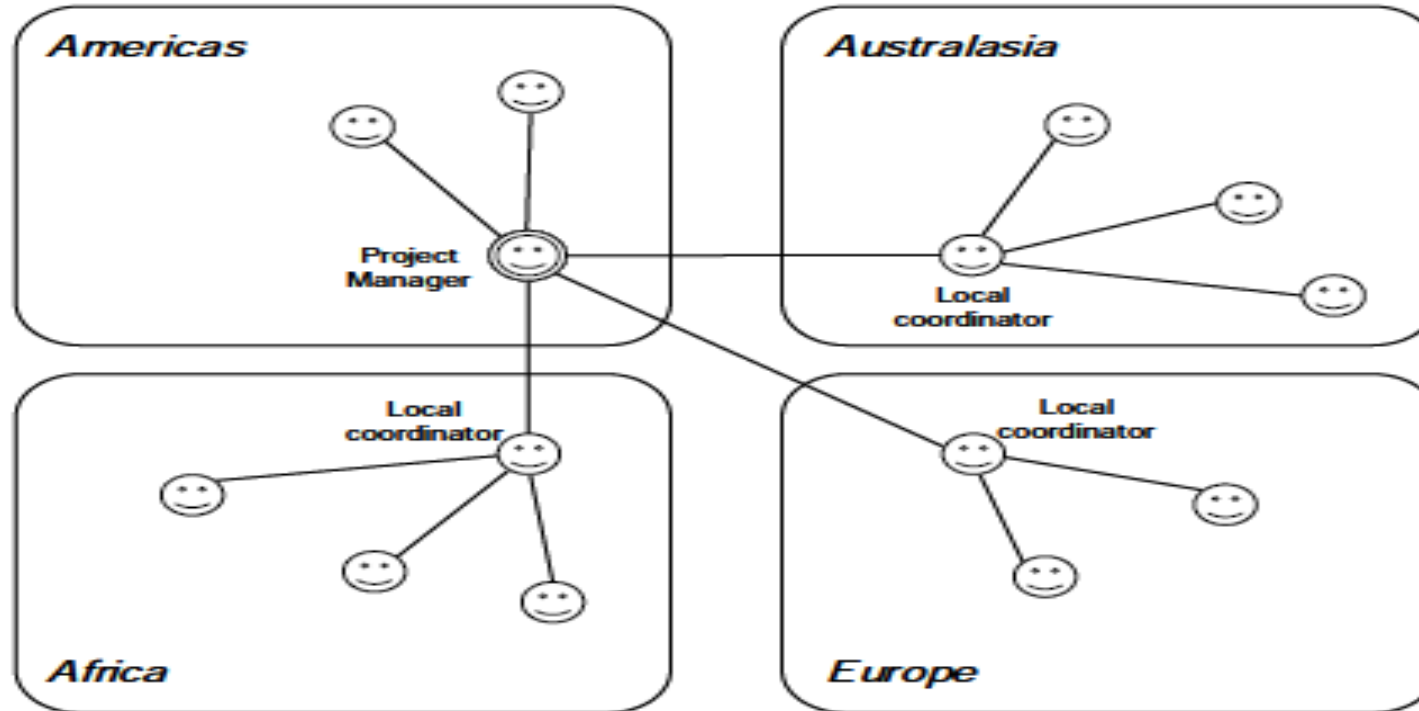
Figure 9.1 Example of a project dashboard – main page

Centralized project management



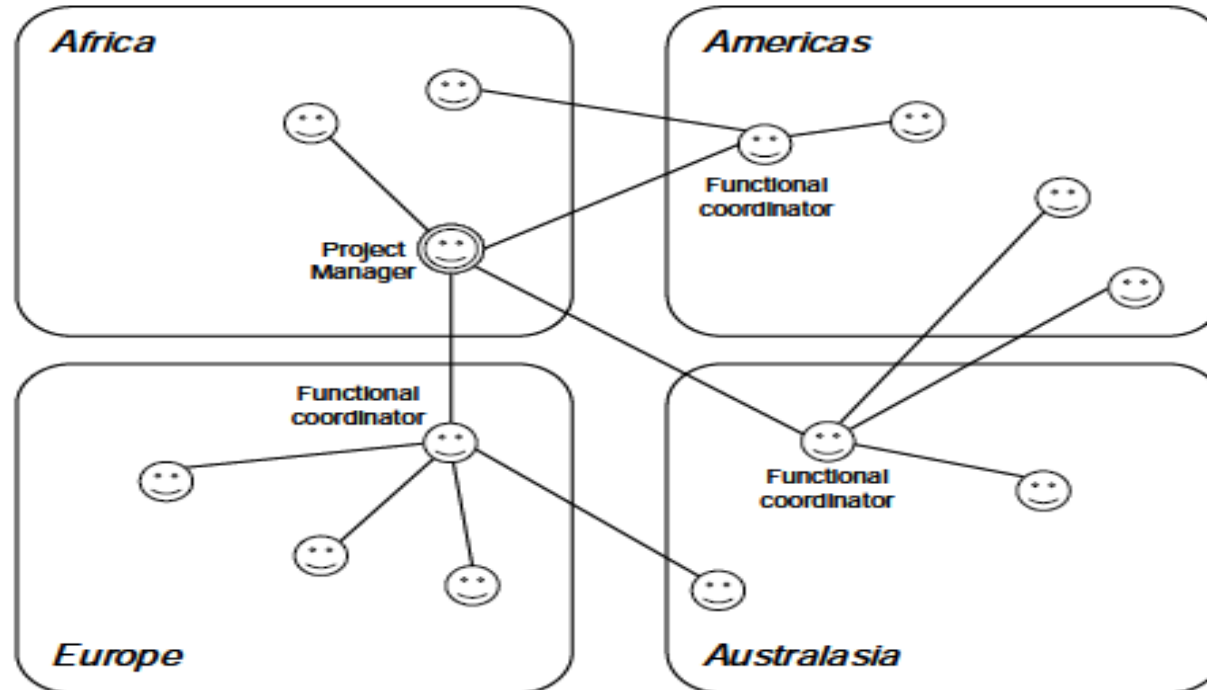
1 Example of centralised structure

Distributed project management, with local coordinators



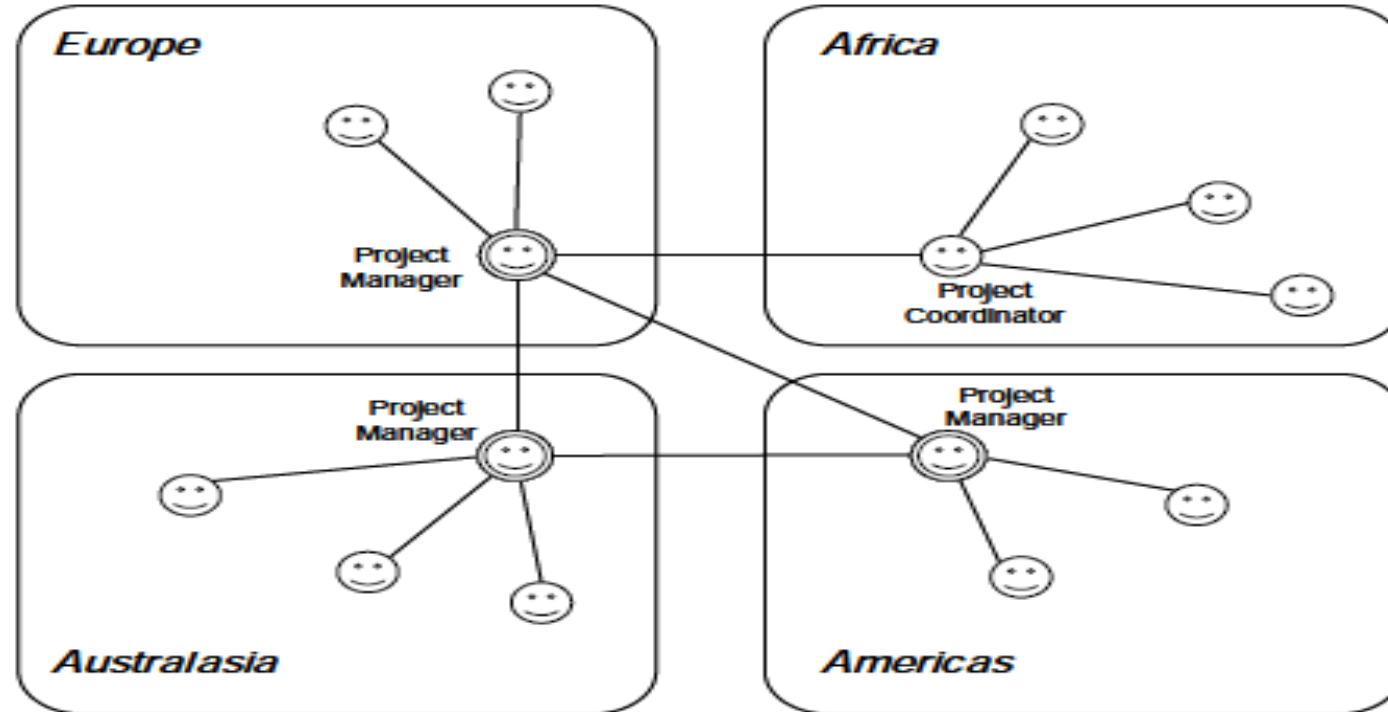
2 Example of distributed structure

Distributed project management, with functional coordinators



.3 Example of distributed-functional structure

Round-the-clock project management



1.4 Example of round-the-clock structure

Culture awareness – the team members that are familiar with the organizational and country cultures involved in the project may also have fewer requirements for training and coaching, and are less likely to generate conflicts. They tend to feel more comfortable than other people when working with a mix of different ethics, standards, policies or working practices.

Defining project offices

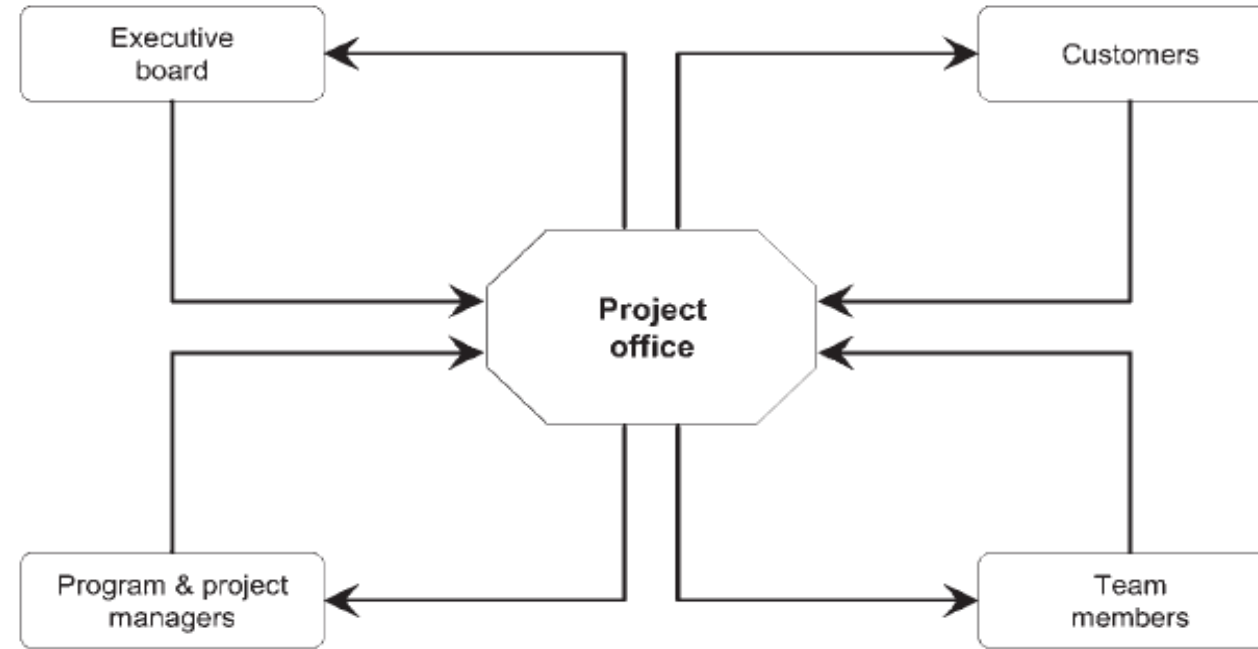


Figure 13.1 Project office and the stakeholders

Global Collaborative Networks

Many organisations form strategic alliances and partnerships to access specific markets, to obtain capital resources or sponsorship, or to share R&D and manufacturing skills. Very often, the relationship is sealed around a group of programs or projects. A seamless exchange of information is essential for these initiatives to be successful.

Collaborative networks: a project-centred approach

Castells (2000) suggests that organisations are evolving from multinational enterprises to international networks, which include large corporations and a series of small and medium business, each in a different country and organizational culture, all with a shared mission to be achieved within a limited timeframe.

Collaborative networks: a project-centred approach

These networks can aggregate the main suppliers, producers and customers with their sub-contractors and service providers, and are strongly reliant on the cooperation among different individuals and on the communication between the computer networks.

Knowledge Sharing

Collaborative environments need to be available on global projects to facilitate the sharing of information about the project and the products. The project manager can create the project management plan with the participation of team members in all locations, and keep all its documents in a shared workspace.

Knowledge Sharing

The team members can organize review cycles for design documents, keeping different versions and a history of the changes. Project-related information, like the global project binder, can be maintained in shared tables or spreadsheets, allowing the owners of tasks, issues and risks to keep their information accurate in real time and accessible to all stakeholders.

Implementation Strategies

When the requirements and needs of your company and main stakeholders have been identified, you need to define a strategy to implement the Global Project Management Framework© at your company. This chapter explains in detail the different alternatives for the framework implementation strategy, following methods and guidelines from other management models and academic theories.

The emotional intelligence guidelines

The Consortium for Research on Emotional Intelligence in Organisations prepared a set of guidelines for the development of social and emotional learning, including management and executive development efforts as well as training in supervisory skills, diversity, teamwork, leadership, conflict management, stress management and stakeholder management.

The emotional intelligence guidelines

These guidelines can allow the implementation of the Global Project Management Framework© together with the principles of emotional intelligence (EI), and are divided into four phases.

PAVING THE WAY

Assess the organization's needs – using the evaluation boxes at the beginning and end of each chapter, determine the global competences requiring improvement at your company. You can assess the existing level of competences by listening to various global project managers in your organization, and comparing the working practices and methods of successful and confident project managers with the behavior and opinions from others who may be seeking answers to their problems.

PAVING THE WAY

Assess the individuals – using the global competences identified in the previous step, and with the help of the global skills , you can organise a team to assess individual competencies on global project management. You can prepare your assessment method using the recommendations for performance appraisals.

PAVING THE WAY

Provide feedback - (in a safe and supportive environment) to individuals on their strengths and weaknesses.

Maximize learner choice – to start the implementation, organize a pilot team, selecting a group of individuals that are motivated to change their methods and learn new practices of global project management.

PAVING THE WAY

Encourage people to participate – organize information sessions on the framework by using your key learning from the different chapters. Obtain support from senior managers and supervisors by showing them the potential benefits of the framework.

PAVING THE WAY

Link learning goals to personal values – using the global skills and the results of individual assessments, help participants to understand whether the framework fits with what matters most to them.

PAVING THE WAY

Adjust expectations – build positive expectations by showing participants that their global communication and people skills can be improved with the help of global collaboration tools and techniques and that such improvement will lead to valued outcomes. Be honest with the possible limitations of the improvements and adoption rates, and with the time it may take to implement the framework across different locations.

PAVING THE WAY

Gauge readiness – assess whether the global project managers are ready to develop the practices in the framework and undergo training. If the readiness level is not appropriate for the implementation, revisit the previous steps or limit the group of participants in the pilot team.

DOING THE WORK OF CHANGE

Foster a positive relationship among the pilot team members – appoint warm, genuine and empathic project coordinators to help you in the change process.

DOING THE WORK OF CHANGE

Make change self-directed – learning is more effective when people direct their own development program, tailoring it to their unique needs, cultures and project types. Let the participants use their creativity to tailor the training approach to their individual learning styles and document their methods, so they can be used by future participants.

DOING THE WORK OF CHANGE

Set clear goals – define a clear set of competencies that can be implemented within the pilot timeframe, and define clear steps to measure the learning progress.

DOING THE WORK OF CHANGE

Break goals into manageable steps – identify the chapters in the framework that can be implemented quickly, to learn how to work together and how to define the good practices. Avoid being overly ambitious and divide the implementation into gradual steps.

DOING THE WORK OF CHANGE

Provide opportunities to practice – encourage participants to try the new practices and techniques repeatedly and consistently in their global projects.

DOING THE WORK OF CHANGE

Give performance feedback – ongoing feedback encourages people to keep their focus on the change process. Request that participants share their project documentation with you, and invite you to their meetings over distance. Provide focused and sustained feedback on their progress.

Rely on experiential methods – encourage the use of development activities that engage all the senses and use new technologies or techniques.

DOING THE WORK OF CHANGE

Build in support – organise regular meetings among the participants, allowing them to share their experiences and provide support to each other. External coaches and mentors specialised in global project management and cross-cultural development can be valuable in helping to support the desired change.

DOING THE WORK OF CHANGE

Use models – publish the framework on the corporate website and mark with colours the different chapters being implemented or already deployed by previous steps (obtain permission from the author before printing and publishing the framework models in any communication media). Encourage the participants to study, analyse and propose changes to the framework, by using the framework web site (www.GlobalProjectManagement.org).

DOING THE WORK OF CHANGE

Enhance insight – ‘self-awareness is the cornerstone of emotional and social competence.’ Help participants to acquire a good understanding of how their use of the practices in the framework and their behaviour affect themselves and others in the global project team.

DOING THE WORK OF CHANGE

Prevent relapse – monitor progress and organize meetings so you can discuss failures and mistakes in order to improve the framework and practices. This will change the drawbacks into opportunities, and not undermine the participants' motivation.

ENCOURAGING TRANSFER AND MAINTENANCE OF
CHANGE

Encourage use of skills on the job – supervisors, other global project managers and global team members must adopt the practices in the framework, participate in the implementation team and be informed of the progress of the framework development and implementation. The senior management must provide a role model during the implementation of the framework.

ENCOURAGING TRANSFER AND MAINTENANCE OF CHANGE

Develop an organizational culture that supports learning – obtain support from different stakeholders to value the practices of a learning organization, building a safe atmosphere for experimentation.

EVALUATING CHANGE

Evaluate – you need to evaluate the benefits of the framework, by evaluating the use of competence or skills against the situation before the framework implementation. You must also assess the success of the framework on satisfying the project needs, by using the same measures that motivated the project initiation.

The maturity model approach

If your company has already implemented, or is considering the implementation of, a maturity model such as the SEI-CMMI®, you can use the same evolutionary strategy to deploy the Global Project Management Framework©. By following the levels shown in Figure 27.1, you will improve the maturity of your organization on global project management and achieve a higher level of effectiveness.

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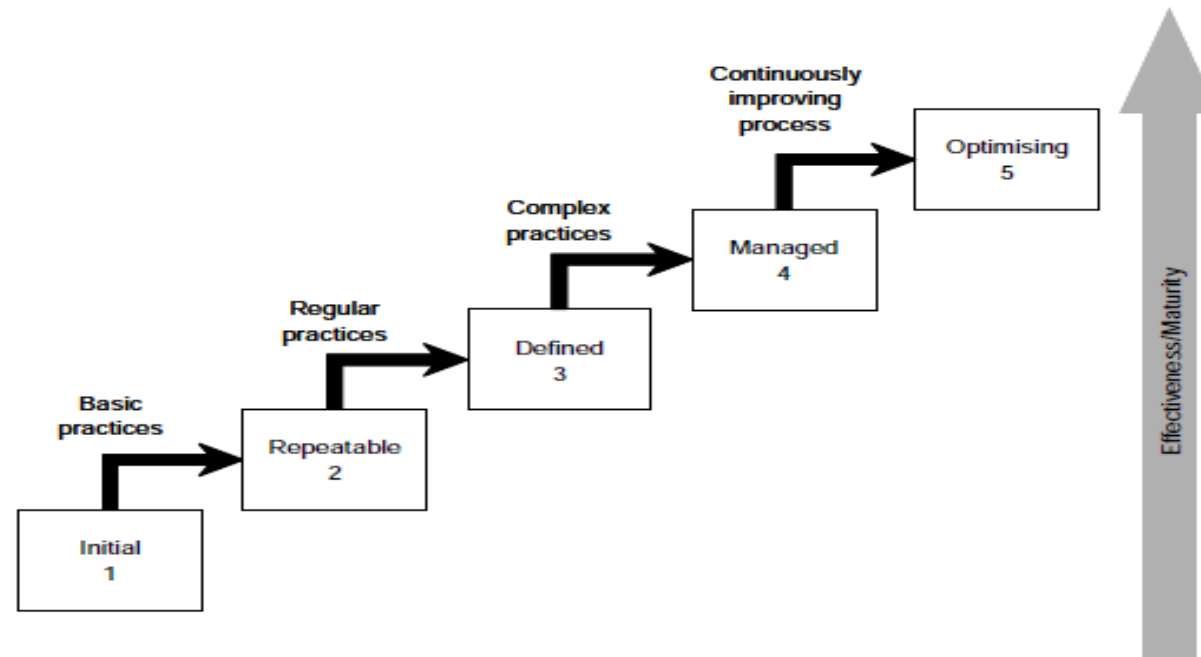


Figure 27.1 The global project management maturity levels

The action research cycles

The framework can be implemented as an internal project, with participation from a small group of six to 12 project managers (as project team members), following the model of emancipatory action research for organizational change. The sponsorship of senior management is mandatory (they can also participate in certain phases), and the participation of other team members in a controlled way can add more ideas to the reflection. Each research cycle would contain the following eight phases (adapted from Zuber-Skerritt, 1996):

The action research cycles

1. Definition of a business plan – to explore the issues in detail, and as the study population is geographically dispersed, in-depth interviews can be conducted by video conference. The project managers' standpoints need to be identified, in order to build a list of requirements, to understand which of them are already satisfied by the existing methodologies and procedures and to determine what improvements still need to be achieved. In the same interviews, volunteers will be identified, based on individual motivation and commitment levels.

The action research cycles

2. Develop a shared vision – to stimulate creative thinking and to generate data by interaction among the participants, the volunteers are gathered in a nominal group session where the requirements and suggestions (identified in the previous phase) are assembled and compared with the structure of individual practices. The tasks are prioritized and distributed for completion, each project manager becoming responsible for the elaboration of at least one individual practice.

The action research cycles

3. Provide strong leadership – support from the senior managers is obtained to implement the framework and one project manager is selected to supervise the development tasks by the participants (researcher project manager). One sponsor is selected in each geographic location, to obtain the project funding and to ensure the awareness within the company.

The action research cycles

4. Spread shared vision to all departments – the first version of the framework is distributed to all participants that are currently managing global projects, together with the implementation instructions.

The action research cycles

5. Institutionalize revitalization – participants are invited to apply the new practices to their particular global project to observe their strengths and weaknesses.

The action research cycles

6. Get feedback – the researcher project manager collects individual impressions of the implementation phase and suggestions for further improvements. In-depth interviews can be used, according to their applicability, to understand the impact and outcomes of complex processes and issues.

The action research cycles

7. Monitor the whole revitalization process – as the reflection is shaped (refined and reflected) by group interaction, the volunteers will be gathered in a nominal group session, with the aim of achieving a common view of the efficiency level achieved (in comparison to the initial level) and the improvements to be made in the framework, to further increase the efficiency.

The action research cycles

8. Draw conclusions – the findings from the previous phase must be summarized and presented to the sponsors, who will decide on the implementation of the next improvement cycle, and agree on which practices still need to be refined.

The action research cycles

The above cycle of eight phases will be repeated – each step learning from the previous one and shaping the next – until the framework is validated by all participants, senior managers and project sponsors, allowing, ‘firstly, the professional ideal of continuing openness to the development of practice, and secondly the “scientific” ideal of the continuing growth of understanding through critique and revision.’ (Winter, 1989).