

Chapter II

Project Management 2027: The Future of Project Management

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ABSTRACT

This chapter describes a study into the expected development of the competences of the project manager in the year 2027. The study was performed amongst the members of IPMA-The Netherlands during the summer of 2007. In the study the 46 competences of the International Competence Baseline 3 (ICB 3) were tested against the expectations of the respondents for the development of project management. Based on four scenarios for the future of Europe, the members indicated which of the competences are expected to become more important, equally important or less important than today. The aim of the study was to provide insight in the expected future development of the project management competences. This goal is relevant for both practitioners and educators. The conclusions are that the study shows indications that project management is developing from an 'occupation' into a true "profession". Part of this development is a broader orientation of the project manager in which especially the competences related to the relationship of the project with its environment grow strongly in importance.

INTRODUCTION

'Panta rhei' was the immortal wisdom, spoken 2500 years ago by the Greek philosopher Herakleitos. 'Everything flows', everything changes, and nothing remains the same. Organizations

are continuously adapting to changes in their environment. Many of these changes are managed like projects, unique efforts that require the mobilization of resources of different disciplines, capabilities and organizational units. Organizing and managing change in an effective and efficient

way is becoming a critical success factor for business agility and in fact sustainable success. Given the rise of project management standards and certificates, the task of managing projects is developing into a ‘real’ profession.

For Utrecht University of Applied Sciences this development implies the desire to include project management competences in the different curricula that are taught at the university. But for a professional educator it is not sufficient to teach just what is required for the professional of today; we educate professionals for the next 20 to 40 years. That is why the Research Centre for Innovation and Business conducted a study into the development of project management in the year 2027.

The question how project management will evolve in the next 20 years is relevant for educators, but also for professionals. For that reason Project Management 2027 is a cooperation between the Dutch chapters of the International

Project Management Association (IPMA), and the IT Service Management Forum (itSMF) and Utrecht University of Applied Sciences.

This report first presents some visions of the year 2027. These visions evolve into four scenarios for the future of Europe and the Netherlands. The next paragraph then looks into the competences of the professional project manager. After this groundwork has been done, the research project is explained and the results shown. The report is concluded by discussing the interpretation and implications of the study.

THE FUTURE OF PROJECT MANAGEMENT

The future of project management is frequently addressed in visionary papers and presentations. Table 1 provides an overview of studies in the last ten years.

Table 1. Studies into the future of project management

<i>Authors</i>	<i>Main findings</i>
Jaafari (1998)	This paper makes a case for a fundamental shift in the preparation of the next generation project managers and in re-definition and registration of project managers. The traditional models of project management are increasingly inadequate in the highly turbulent and technology dependent world. There is an increasing trend to require project managers to accept part responsibility for the eventual facility and its commercial success. In order to do so project managers must be proficient in the core technology of their client’s operation, be capable of integration and addition of value to information, be IT literate and be capable of operating within a concurrent engineering/ construction environment. Preparation of such professionals will require skills in systems engineering and knowledge management.
Barnes (2000)	This paper describes a new model for project management drawing upon experience of the last thirty years in a number of sectors. The new model is presented for debate. If accepted, it will make a significant difference to how project management is defined, taught and applied in the future. Its adoption will make application of project management in both traditional and new areas easier and more effective than it has been up to now. The paper begins with analysis of the key areas and proposals for components of the new model. It ends with a summary of the features of the new model.
Gorrino-Arriaga & Eraso (2000)	This paper discusses the new processes and competencies that will be needed to cope with the future trends of project management. The study has been performed on the basis of substantial literature review.
Woollett (2000)	The author argues that the project management now practiced is out of date and still stuck in the 1980s. Projects now exist in an environment of globalisation, free markets, borderless worlds, mobile capital, international benchmarks and momentous advances in technology and communication. How should the project management profession and individual practitioners reclaim the management of projects from accountants, lawyers, and charlatans that now seek to practice it.

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