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**MANAGEMENT ENGINEERING SOCIETY
PROJECT MANAGEMENT CERTIFICATION BODY
(MES PM -CERT)
MPC**


**PROJECT REPORT
GUIDELINES AND INSTRUCTIONS**

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1. Introduction:

1.1 The candidate shall submit a report describing the application of project management competence in a real project, program or portfolio:

1.2 MPC offers a certification system (IPMA 4-L-C System) in 4 Levels A, B, C and D in the domain of projects, programs and portfolios, These 4 Levels are constructed against the following core criteria:

- Level A: is constructed in terms of the leadership of others in very complex projects throughout the life cycle at a strategic level. This also applies to portfolio and program management roles and life cycles (where applicable).

Appendix (i): guideline shows the main criteria for a portfolio or program (IPMA Level A)

- Level B: is constructed in terms of the leadership of others in a complex projects throughout the life cycle. This also applies to portfolio and program management roles and life cycles (where applicable).


Appendix (ii) guideline scheme for complexity of a project (IPMA Level B).

- Level C: is constructed in terms of the management of others in projects of moderate complexity throughout the life cycle through the application of knowledge / theory across all relevant competences.

- Level D: is constructed in terms of knowledge across all relevant competences only.


1.3 The three levels A, B, and C are required to submit an executive summary report with the application documents.

1.4 Candidates being assessed for Levels A and B shall submit a report covering their project(s), program(s) or portfolio(s) activities.

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2. Executive Summary Report:

- 2.1 An Executive Summary Report Is required in the application stage for Levels A, B and C in the domains of projects, programs or portfolios.
- 2.2 Each Applicant shall submit the Executive Summary Report of a maximum of 15 pages regarding their suitability for assessment based on the eligibility criteria.
- 2.3 The report shall include:
- 2.3.1 Organisation:
- company details,
 - industry and project types,
 - principal objectives of the organisation and business unit the Applicant works in);
- 2.3.2 The summary pages:
- a one-page summary for each of the projects, programs or portfolios with related time schedules and phases and resources available to them;
- 2.3.3 the role of the Applicant:
- an organisation chart with their position identified,
 - their area of responsibility,
 - an overview of the Project Management procedures they use,
 - their relationship with internal and external stakeholders;
- 2.3.4 for Levels A and B:
- a description of how they have led each project, program or portfolio and how they meet the complexity criteria for the level being applied for noting that these details shall be used by the Candidate as the basis for the Report;
- 2.3.5 for Level C:
- a description of how they have managed each project and how they meet the complexity criteria.
- 2.4 The Executive Summary Report (see App.01 (F/P-05/1)) may be used by Assessors in preparation for an interview and/or a simulation.

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3. Assessment Report (Levels A and B):


- 3.1 Candidates being assessed for Levels A and B shall submit a report covering their project(s), program(s) or portfolio(s). This shall be related to the same as those described in the Executive Summary Report provided in the Candidate's application.
- 3.2 The assessment report shall describe:
- 3.2.1 the application of their leadership of others in applying the CEs for the appropriate role and level being assessed.
- 3.2.2 The level of complexity described in the report shall correspond to the level applied for.
- 3.3 A maximum of 25 pages for the report with an additional maximum of 15 pages for the appendices shall be set.
- 3.4 The Candidate for Levels A or B shall provide the assessment report the following information as a minimum:
- 3.4.1 Background (maximum 3 pages including graphics):
a detailed description of the project, program or portfolio:
- role in context,
 - key stakeholders,
 - scope and key objectives,
 - project/ program/ portfolio organisation and
 - the associated resources that the Candidate is responsible for.
- 3.4.2 Project/ program/ portfolio management challenges:
- The Candidate shall provide an overview of management challenges throughout the period of the project/program or portfolio role related to the chosen Competence Elements and level being applied for.
 - The report shall address the Candidates experience as follows:
 - their management and leadership challenges w.r.to others;
 - how these were acted upon and the results achieved; and
 - a reflection on the results and lessons learnt.
 - *It is suggested that candidates use the STAR approach in order to structure the report, Guidance may be given to the Candidate to use the STAR approach (Situation, Task, Action, and Result) (App. 02).*

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- The Report shall be produced with a font size of 11 points. Any appendices used shall be cross-referenced to the main body of the report.

4. Report evaluation

- 4.1 The MPC assigned Assessor(s) shall evaluate the report against the requirements of the level and domain using the evidence provided by the Candidate. A recommendation on pass/not yet competent shall be given and recorded in the Candidate file with the Assessor(s)' notes.
- 4.2 The Candidate shall be judged not yet competent if the report does not meet the requirements of the certification system for the level and role they applied for.

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Appendix (1)

Executive summary report

Name of Candidate:

Date:

Organization:

Job:

Each Applicant shall submit an Executive Summary Report of a maximum of 15 pages regarding their suitability for assessment based on the eligibility criteria.

The report shall include:

Part 1: Organization:


- Company Details:

- Industry:

- Project types:

- Principal objectives of the organization:

- Business unit the applicant works in:

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Part 3: The role of the Applicant:

- **Organization chart:**

- **Applicant area of responsibility**

- **Overview of the used Project Management procedures**

- **The Applicant relationship with internal and external stakeholders**

Additional requirements for Levels A and B:

Description of :

- **how the candidate have led each project/ portfolio/ program?**



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- how the candidate meet the complexity criteria for the level being applied for?

Complexity of projects, programs and portfolios (table 3)						
Complexity Areas	Complexity indicators	Description of indicator	Score			
			VL 1	L 2	H 3	VH 4
Capability-based indicators	1. Objectives and assessment of results (output-related complexity)	This indicator shall describe the complexity originating from vague, exacting and mutually conflicting goals, objectives, Requirements and expectations.				
	2. Processes, methods, tools and techniques (process-related complexity)	This indicator shall describe the complexity related to the number of tasks, assumptions and constraints and their Inter-dependence; the processes and process quality requirements; the team and communication structure; and the availability of supporting methods, tools and techniques.				
	3. Resources including finance (input-related complexity):	This indicator shall describe complexities relating to acquiring and funding the necessary budgets (possibly from several sources); the diversity or lack of availability of resources (both human and other); and the processes and activities needed to manage the financial and resource aspects, including procurement.				
	4. Risk and opportunities (risk-related complexity)	This indicator shall describe complexity related to The risk profile(s) and uncertainty levels of the project, program or portfolio and dependent initiatives.				
Context-based indicators	5. Stakeholders and integration (strategy-related complexity):	This indicator shall describe the influence of formal strategy from the sponsoring organization(s), and the standards, regulations, informal strategies and politics which may influence the project, program or portfolio. Other factors may include the importance of outcomes for the organization; the measure of agreement between stakeholders; the informal power, interests and resistance surrounding the project, program or portfolio; and any legal or regulatory requirements.				
	6. Relations with permanent organizations (organization-related complexity):	This indicator shall describe the amount and interrelatedness of the interfaces of the project, program or portfolio with the organization's systems, structures, reporting and decision-making processes.				



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	7. Cultural and social context (socio-cultural complexity):	this indicator shall describe complexity resulting from socio-cultural dynamics. These may include interfaces with participants, stakeholders or organizations from different socio-cultural backgrounds or having to deal with distributed teams.				
Management and leadership based complexity indicators	8. Leadership, teamwork and decisions (team-related complexity)	This indicator shall describe the management/ leadership requirements from within the project, program or portfolio. This indicator focuses on the complexity originating from the relationship with the team(s) and their maturity and hence the vision, guidance and steering the team requires to deliver.				
	9. Degree of innovation and general conditions (innovation-related complexity)	This indicator shall describe the complexity originating from the degree of technical innovation of the project, program or portfolio. This indicator may focus on the learning and associated resourcefulness required to innovate and/or work with unfamiliar outcomes, approaches, processes, tools and/or methods.				
	10. Demand for coordination (autonomy-related complexity)	this indicator shall describe the amount of autonomy and responsibility that the project, program or portfolio manager/ leader has been given or has taken/shown. This indicator focuses on coordinating, communicating, promoting and defending the project, program or portfolio interests with others.				
Score						
Total Score						

- Moderate Complexity: Score (16 – 24) = Level C
- Complex : Score (25 – 31) = Level B
- Very Complex : Score (32 – 40) = Level A

Decision: The Applicant / Candidate certification level is: -----

note:

these details shall be used by the Candidate as the basis for the Report


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Additional requirements for Level C:

Description of :

- how the candidate have managed each project?

- how the candidate meet the complexity criteria?

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Appendix (1)

How to Use the STAR Interview Response Technique

The STAR interview response technique can help. Using this method of answering interview questions allows you to provide concrete examples or proof that you possess the experience and skills for the job at hand.

STAR stands for **S**ituation, **T**ask, **A**ction, and **R**esult. Using this strategy is particularly helpful in response to competency-focused questions, which typically start out with phrases such as, "Describe a time when..." and "Share an example of a situation where...."

The STAR interview response technique is a way of answering behavioral interview questions.

Behavioral interview questions are questions about how you have behaved in the past. Specifically, they are about how you have handled certain work situations. Employers using this technique analyze jobs and define the skills and qualities that high-level performers have exhibited in that job.

Since past performance can be a good predictor of the future, interviewers ask these questions to determine whether candidates have the skills and experiences required to excel in the job.

For example, employers might be looking for **proof of problem-solving skills, analytical ability, creativity, perseverance through failure, writing skills, presentation skills, teamwork orientation, persuasive skills, quantitative skills, or accuracy.**

Examples of behavioral interview questions include the following:

- Tell me about an occasion when you had to complete a task under a tight deadline.
- Have you ever gone above and beyond the call of duty?
- What do you do when a team member refuses to complete his or her quota of the work?

Some interviewers structure their questions using the STAR technique. However, job seekers can also use the STAR interview method to prepare for behavioral interview questions.


STAR is an acronym for four key concepts. Each concept is a step the job candidate can utilize to answer a behavioral interview question. By employing all four steps, the job candidate thereby provides a comprehensive answer. The concepts in the acronym comprise the following:

Situation: Describe the context within which you performed a job or faced a challenge at work. For example, perhaps you were working on a group project, or you had a conflict with a coworker. This situation can be drawn from a work experience, a volunteer position, or any other relevant event. Be as specific as possible.

Task: Next, describe your responsibility in that situation. Perhaps you had to help your group complete a project within a tight deadline, resolve a conflict with a coworker, or hit a sales target.

Action: You then describe how you completed the task or endeavored to meet the challenge. Focus on what you did, rather than what your team, boss, or coworker did. (Tip: Instead of saying, "We did xyz," say "I did xyz.")

Result: Finally, explain the outcomes or results generated by the action taken. It may be helpful to emphasize what you accomplished, or what you learned.

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How to Prepare for an Interview Using STAR?

Since you won't know in advance [what interviewing techniques](#) your interviewer will be using, you'll benefit from preparing several scenarios from the jobs you've held.

First, make a list of the skills and/or experiences that are required for the job. It may help you to look at the job listing and similar job listings for indications of the required or preferred skills/qualities and [match your qualifications to those listed in the posting](#). Then, consider specific examples of occasions when you displayed those skills. For each example, name the *situation, task, action, and result*.

Whatever examples you select, make sure they are as closely related to the job you're interviewing for as possible.

You can also take a look at common [behavioral interview questions](#), and try answering each of them using the STAR technique.

Examples of Interview Questions and Answers Using STAR

Example Question 1: Tell me about a time you had to complete a task within a tight deadline. Describe the situation, and explain how you handled it.

Example Answer 1: While I typically like to plan out my work in stages and complete it piece by piece, I can also achieve high-quality work results under tight deadlines. Once, at a former company, an employee left days before the imminent deadline of one of his projects. I was asked to assume responsibility for it, with only a few days to learn about and complete the project. I created a task force and delegated work, and we all completed the assignment with a day to spare. In fact, I believe I thrive when working under tight deadlines.

Example Question 2: What do you do when a team member refuses to complete his or her quota of the work?

Example Answer 2: When there are team conflicts or issues, I always try my best to step up as team leader if needed. I think my communication skills make me an effective leader and moderator. For example, one time, when I was working on a team project, two of the team members got embroiled in an argument, both refusing to complete their assignments. They were both dissatisfied with their workloads, so I arranged a team meeting where we reallocated all the assignments among the team members. This made everyone happier and more productive, and our project was a success.

Example Question 3: Tell me about a time you showed initiative on the job.

Example Answer 3: Last winter, I was acting as an account coordinator, supporting the account executive for a major client at an ad agency. The account executive had an accident and was sidelined three weeks before a major campaign pitch.

I volunteered to fill in and orchestrate the presentation by coordinating the input of the creative and media teams. I called an emergency meeting and facilitated a discussion about ad scenarios, media plans, and the roles of various team members in relation to the presentation.

I was able to achieve a consensus on two priority ad concepts that we had to pitch, along with related media strategies. I drew up a minute-by-minute plan of how we would present the pitch that was warmly received by the team based on our discussions. The client loved our plan and adopted the campaign. I was promoted to account executive six months later.

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