

The CPD Research Project

Online survey findings for the Association of Project Management

May 2012



www.cpdresearch.com

Background to the CPD Research Project:

Intro to the CPD Research Project

The CPD Research Project was launched in late 2010 by Amanda Rosewarne with the support of Kingston University Business School. Recognising a lack of independent research within the area of CPD and lifelong learning the project has primarily focussed on exploring three core areas:

- Individual perceptions of CPD
- The effectiveness of CPD schemes and activities
- The organisational benefits of CPD

The research has incorporated various quantitative and qualitative research streams and more information can be found at www.cpdresearch.com

The Association of Project Management and the CPD Research Project

This report details the raw data from a survey undertaken by the CPD Research Project for the Association of Project Management (APM). The APM have been a great supporter of the project, and have participated in an semi structured interview as well as running an online survey to their members and wider community.

The survey was available online through the later par of 2011. It was advertised to the APM's membership and advertised on the website, as a voluntary and confidential survey.

In total the survey received 289 responses, with most respondents participating in all questions. However, not all contributed to the text response options. This report contains the questionnaire structure and the raw data received. Any further analysis of the findings should be considered alongside the presentation delivered to the APM on 4 May 2012. For guidance on working with this report further, please email mail@cpdresearch.com.

The questionnaire was structured into nine sections as detailed below, and hence forms the structure of this report:

Section 1 – Introduction

Section 2 – Professional Development Experiences

Section 3 – The APM and CPD

Section 4 –Your Employability

Section 5 – Your Development Activities

Section 6 – CPD and You

Section 7 – CPD and Your Organisation

Section 8 – You and Your Role

Section 9 – Demographic Information and Comments

In order to measure psychological factors that are reasonably complex, such as 'the extent an individual values CPD' we follow professional practice by using 'Academic Scales'. These are a collection of statements which ask individuals to answer by indicating the extent of their agreement e.g. strongly agree or strongly disagree, or by the frequency e.g. very often to not at all etc. The answers to all of the statements are then combined in one overall and average score.

Within this report, the 'scales' are displayed in Graph form and highlighted within the graph title that they are an academic scale. The graphs simply detail the collection of statements and percentage of respondents. For further information on these questions please contact the CPD Research Project.

On opening a URL and beginning the survey, the following text was utilised to formally introduce the questionnaire:

Welcome to the CPD and professional development survey from the Association for Project Management and the CPD Research Project. This survey forms part of a research project being undertaken at Kingston Business School that is exploring the role of Professional Development (PD) and Continuing Professional Development (CPD) within the current organisational environment. As a member, colleague or friend of the APM, we are interested in finding out about your experiences and views on the effect that CPD has on your role and career overall. Although you do not have to be undertaking CPD in order to participate, we would like to invite you to take part and complete this online survey. Your participation will take less than 15 minutes and simply requires you to reflect on your professional learning and development experiences. Please be aware that participation is ANONYMOUS, COMPLETELY CONFIDENTIAL and entirely VOLUNTARY. If you would like to enter the draw to win £50 Amazon vouchers, you can provide your email address at the end of the survey. This information is for the purpose of selecting a winner only, and will not be used for any other reasons.

The survey is open until 30 November 2011. Following its completion, we will post the headline findings on www.apm.org.uk/CPD and the results will also contribute to a guide for organisations which will be freely available in 2012. More information can be found at our website at www.cpdresearch.com Due to the reasonably new role of CPD within project management, there is little research that has been conducted previously. Hence we will find your contribution and views invaluable. Should you have any queries, please email cpd@apm.org.uk

Many thanks

The APM & the CPD Research Project

Before beginning this short survey, please be aware of the following definitions:

'Manager' refers to a person who has direct control in supervising, commanding, coordinating or directing resources, tasks or people on behalf of, or within a department of, an organisation (including junior, middle, regional and senior managers).

'CPD' refers to Continuing Professional Development.

This is defined as: 'A commitment to structured skills and knowledge enhancement for professional competence' and is about keeping up to date and continuously seeking to improve your professional knowledge, skills and personal qualities required for your professional role'.

'PD' refers to Professional Development.

This is effectively a 'sister' term to CPD and is generally used by employing organisations to formally support the development of individuals. It generally ties into an appraisal process, and together with their managers, enables individuals to identify appropriate learning and development goals in order to enhance their skills, knowledge, and ultimately, their performance.

'Your role' refers to your current job within your organisation.

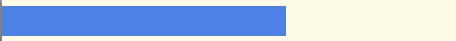

'Your organisation' refers to the organisation that employs you to do your current role.

'Professional Institute' refers to a professional institute, body, society or association that regulates and represents your profession or sector in some way. Examples include Chartered Institute of Management, Chartered Quality Institute, British Psychological Society etc.

SECTION 1: INTRODUCTION

1. Firstly, are you a member of the Association for Project Management (APM)?

If yes, please detail the level of membership: Student, Associate, Full Member etc



Answer		%
Yes		63%
No		37%
Total		100%

If answered 'Yes':			
Fellow	Corporate	Full Member	Associate
Full Member	Full Member	Full Member	Student
Associate	FAPM	Full member	Full
Full Member	Student	Student	Full Member
Full	full - through company	Associate	RPP
Full	Full	RPP MAPM	Associate
Associate	Member	Full Member	Associate
Associate	Associate	Corporate	Full Member
Full Member	Member	Associate	Associate
Student	Full Member	Associate	Full member
Associate	Full Member	Full Member	Full member
Student	Full member	Associate	Full member
Student	Full member	member	
Associate	full member	corporate member	
Associate	Associate	Full member	
Full Member	R05725	Corporate	
Full Member	Full member	Full Member	
Associate	Full Member	Member	
Associate	Associate	Fellow	
Associate	Associate	Associate	
Student	Full Member	Full	
Full	Full	Full	
Full Member	MAPM	MAPM	
Member	Student	Associate	
Full Member	Member	Full member	
LinkedIn Group	Group	Associate	
Full	Associate	Full Member	

Associate	Associate	Full Member	
Associate	Full	Fellow	





2. Are you a member of any other project management institutes or professional body?

If yes, please detail the level of membership: Student, Affiliate, Full Member etc

Answer			%
Yes			41%
No			59%
Total			100%
If answered 'Yes':			
Full	Full Member	Member ACS. Member APMP, Affiliate CIPD	Associate BIFM
Full MCIQB RMaPS	Fellow/Member	Affiliate	Full Member
IET - Member	IET Full member	Associate	Full Member
Full Member	PRINCE2 Practitioner	BCS PROMS-G	MCIBSE, MASHRAE, LEED AP, CEng
Student	MBCS CITP	Member	Full Member
BCS	Full member	Full Member	Chartered
CMI	Full Member	PMI	PRINCE2 Practitioner
Full Member RTPI	ICE	Chartered Fellow CIPD	Full Member
Full Member	Full Member	Practitioner of the Fujitsu P&PM Academy	Member ICE
PMI - Full Member	Full	Full Member	PMI
Full Member	Graduate ICE	Full Member, IET	MIET
RICS, BIFM	Full Member	RICS	IOSH
Full Member	Fellow BCS	Full member	Full member
Student	Full Member	Prince2, PMI	Fellow
BCS (MBCS, CITP)	IRM Affiliate	Full Member	Incorporate
Full member	Member	Full Member	CIAT
Full Member	RIBA, ARB, IVM	Full Member of Project Management Institute (PMI)	Research Fellow
MIET	Member	RICS / CIOB	Affiliate
Full Member	MPUG	BCS CITP	Chartered Fellow of BCS
Fellow	MBCS	Several	Full Member
Member, IMA, member PCG	Full member	IPMA and PMI	PMI
IET	Affiliate	Full Member	Full member

PMI	Fellow	Full Member	Full member
Fellow	Associate	PMI (Full)	Full member
PMI - full member	PMI	PMI member	Full member

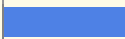

3. Please indicate if you are undertaking CPD or PD for another professional institute (other than the APM) or your employing organisation? If so, please provide details.

Answer		%
Yes - Institute		14%
Yes - Employer		17%
Yes - combination of Institute and Employer		16%
No		53%
Total		100%

Yes - Institute	Yes - Employer	Yes - combination of Institute and Employer
University of East London	Alstom Power TSUK	ICE
PMI	Pearson VUE	MCIQB and Employer
RICS	University of Brighton	Atkins PLC.
AAT	Diploma in Adjudication	ICE
BCS	MBA	PRINCE 2
ICE	BT	Amey BIFM
Association of Project Safety	NATS	CIOB and Employer
HKIE, IStructE, PMI, HKIoD	MWH UK Ltd	BCS
Chartered Institute for IT	Fujitsu P&PM academy	CPD
RIBA	LBG	Royal Aeronautical Society & Rolls-Royce plc
CIOB	NHS IC	RICS
ARB	project training	IET & Employer
IOSH	Management Development	RICS
BCS	In house courses	MICE
RICS	Mott MacDonald	Undertaking CPD with IET, and PD with employer
PMI	Leadership training with structured CPD activities	Ongoing learning
American Society for Quality	"soft" CPD	Fujitsu
ICE	PD	IMechE and employer
BCS	Prince2	APM & BCS Membership both require it, as does my employer for career progression

CIM	Human Genome Sciences	PMI & AIIM
PMI	The Open University	IEMA and IET. MOD
IC, IISP, APMG	Virgin media	Chartered Managers Institute
Association of Project Safety	IT Manager	Various, including MSP Practitioner
Institution of Civil Engineers	CMI	CPA Australia, ACS, BCI
CIOB	Behavioural competence focus mostly at present	Institution of Civil Engineers CPD and employer training
M IMech E	Project management CPD	PMI & AIIM
I MechE	HR Policy/Management series run by employer	Chartered Institute of Highways and Transportation
	CPD and PD	Not sure what to say
		APM events, plus online training plus reading new texts/journals
		PMI / CPA / Insurance
		BCS & Consultation
		Institute of Materials, Minerals and Mining
		PMI and GPC
		CIBSE, LEED, internal PM Training with Company
		Level 7 Diploma in Strategic Management and Leadership
		Sellafield / IOSH
		Reviewing papers & structured L&D

4. Are you currently taking CPD for yourself or for any other organisation other than your employing organisation or professional institute? If yes, please provide details.

Answer		%
Yes		26%
No		74%
Total		100%
If answered 'Yes':		
Voluntary Work		
CIMA		
BCS		
Open University Course		
Distance Learning Qualification (PRINCE) and Languages		

APM / PMOSIG

Myself

I am an interim

University of Aberdeen

Myself

APM

Myself

For myself

Self

Charity

Am currently undertaking an MBA

Accrual in advance of joining APM

APM

IPMA

APM

Personal Development

Myself - MoR / 3PO

I'm not sure about this question. I've been attending seminars and courses for many years, its CPD but due to personal professionalism rather than any organisation or institute

Toastmasters International

Ad-Hoc training e.g APM CPD evenings

APM seminars, ISEB and APM

Personal development

IET and CIOB

Non-Exec Director

Self Employed

In addition to my paid work as a Project Manager in a UK HE library, I am the Treasurer for a local charity (My children's After-school club). In this role I am currently reading up on employer responsibilities regarding recruiting & managing staff, because I am co-ordinating a review of our current staff policies and procedures and managing the recruitment of new staff.

PhD work

ISEB Foundation in Software Testing

Own Development

CPD for engineering, not formally required by institute.

Prince2 & Agile training

Law course with the OU for personal interest but also relevant to role

Self study for industry related software

GA Real Estate Commission

Self study Lean Six Sigma

MBA

CPAS Growing Leaders

SECTION 2: PROFESSIONAL DEVELOPMENT EXPERIENCES

1. What are your best experiences of undertaking CPD or professional development activities?

Please reflect on and provide comments on a specific experience from a previous training event or activity, and explain why it was a positive experience

Text Response

Interactive and break out for individual discussion with plenary feedback are the best for me; or individual seminar shows with networking intervals.

Completing the competence matrix. It was very easy to identify weaknesses in my knowledge and experience and use this to benefit myself.

Undertaking Executive MBA - varied, well structured and extensive in terms of content.

Sense of achievement and learning.

I benefitted from the learning contained in it, and I could see how I could apply some or all of it to my job. Excellent trainer.

Training to become an APM RPP assessor. It was a formal course and well designed.

Better insight into project activities. Having recently worked on a large scale project which was hailed as a success, but this required a lot of work. I find the CPD sessions useful guidance in addressing certain issues, or for considering a different approach.

ISEB PM Course in 1992 and PRINCE courses.

It provides you with a means to develop your own skills.

Enjoyed learning new skills and undertaking a challenge. Learned a lot about myself and how to use the learning gained within my profession.

Learning on the job.

MBA which opened up new opportunities and areas of work.

My best experiences dealt with the interactive community I was trained with, lending my own experiences with the experience of others to gain a more positive understanding of the nature of management and how our experiences point to learning opportunities.

It helps you to keep up to date with the latest research and best practices.

Learning new knowledge is positive, especially when it is transferable to my job, or future jobs.

Talented delivery inspiring speakers and personal research.

Share experience and valuable lesson learnt.

New Ideas, other views.

Open University M685 Project Management Module. Self selected, Modest Cost, Worthwhile broad content which 'fleshed out' theoretical concepts, tools and procedures which were already in use.

Interesting. Time efficient. Free.

None.

The Developing Project Leadership course held by my employer was the best experience. It provided well structured and interactive training with good feedback and opportunities to follow up on what was learned during the following year. The choice of training partner to deliver the training was key as the delivery was very professional and the presenters obviously had a great depth of knowledge.

I went on a site visit to a nuclear power plant and spent the day with their project managers. This was very positive as it highlighted how different organisations focus on different aspects of the job i.e. my company are focused on delivery and commercials while this company were mainly focused on risk.

APM "People - Key to Project Success", 1 day workshop 16 March 2010. This was a well thought out workshop with a good balance of presentations and activities that brought together delegates from a wide range of organisations. Sufficient time was given in the agenda for each activity and this made it possible to reflect and share thoughts and experiences on each topic that was presented, before moving on to the next one. The energy of the delegates was maintained throughout the day by periodically changing the focus of the room and moving the delegates from sitting to standing etc. The style of venue helped. In conclusion, both the event itself and, more importantly, the subjects being explored lodged in my memory much more strongly than other events.

All learning is a positive experience. I have introduced lunch time talks in PM to allow other PMs the opportunity to gain CPD and increase their knowledge without the problem of a lack of training through lack of training budget. Positive feedback from the PM community.

One of my first experiences with CPD was when I was starting out in the work place. It was a positive experience as I could see a difference in my confidence at the end of my experience, and as it was also the first experience of education out of school, it gave me the confidence that I could achieve more than I was currently leading me back into education and university.

MSP course which was very much tailored to my programme at that time.

Finding an enthusiastic and knowledgeable trainer. Seeing a direct application to my business.

Evening events are a great way to network as well as increase CPD and often cover topics that are outside my industry (which is engineering). This allows me to see a broader view of project management and how other industries address various issues, which I feel helps me gain a better understanding of general/key project management methods.

As well as networking within one's own professional organisation, actively participating in events/meetings it strengthens one's own confidence in the level of understanding and knowledge. It is interesting to hear other points of view from different business sectors and domains on subjects.

Improved understanding and increasing ability to perform a job better.

When directly relevant to job and applicable.

On a number of occasions I have attended a CPD-style activity out of personal interest and learnt things that were directly applicable in my own work situation. This was positive as I got what I expected out of the event and also got extra information.

Taking time to learn outside the organisation allows you time to reflect on what you are doing and how you understand you role. My Prince 2 allowed me to look at what we were doing well as well as what we could improve on and then gave me the chance to go back and do more.

Seminars where you can network and discuss outcomes and training courses which enable you to put new tools and techniques into practice.

Kentish Networking Course- a down to earth practical course which you can start practicing straight away.

Meeting like-minded people.

PMI Certified provider - get a pre-certification courses and then - passed the PMP Exam.

I was greatly interested in an APM MK sessions on NLP followed up at work with another session. I then purchased a book and it changed my behaviour towards others.

Toastmasters is one of the most useful CPD training as the training is repeated on a weekly basis. Training courses often give a lot of information that you then promptly forget, I learn best through repeating over an extended period of time.

Useful as a pointer to weaknesses and good courses/experience opportunities. Also, met other people with different skills etc, which were complimentary.

I have received training sessions delivered by senior management, supplemented with external training providers. This has also involved development of PDP, professional mentoring (in my case, with the CEO). It has been a fantastic experience as it balances current company need with external perspectives. I feel valued as an employee, and I have a more defined career path which I know is supported by the company. I am unlikely to look for alternative employment any time soon, so can put 100% into my current role, knowing I am directly investing in my future.

Courses which have given me real tools to use in the workplace such as writing skills. Other excellent material has been when working with others from different organisations and learning as much from them as from the tutor.

Attended free seminars run by Maven Training, but otherwise none. Have found these to be informative.

Interactive learning is undoubtedly more beneficial - training events tailored to a smaller group with active participation in my experience always shows greater benefits.

Discussing different approaches, models, tools, etc with other participants and the trainer.

A structured course leading to a recognised qualification. Although this was a 2 year part time course it was structured and opened up many more avenues of research of which I was previously unaware.

'Good' CPD are events or materials that fire my imagination about a subject. Much management theory is quite dull when taken in isolation, so it needs relating to real life or projects to make it interesting. Presenters that can make a subject come to life with the passion for the subject are worth listening to, and will keep me engaged.

I took 3 classroom based courses which provided opportunities to listen and share experiences with others enabling learning by example. This combined with good quality notes to review post the sessions supported review of knowledge gained providing opportunities to reinforce learning long after the course.

Just-in-time training which is then able to be put into practice.

Online Harvard Business suite - good material, self-paced, location-neutral.

No experience.

It has provide a better understand and guidance as to how to undertake tasks. These activities also allow me to align my thinking to those of others in the profession.

I generally find that training tends to be a refresher of what I have previously learned in the past and good reminder of things that I should be doing and perhaps have forgotten or not used in a while.

I have not been involved in a formal CPD activity before.

CPD on environmental issues and quality improvement which can help me in perusing CEnv.

I found that taking a week's refresher course in Prince2 Practitioner Training was beneficial & a positive experience because: - It reminded me of the basic good practices of rigorous Project Management - I found it useful to network with other Project Managers - Passing the exam gave me the confidence that I still had it in me!

Lean training via LERC Cardiff University staff. This was in 2 unrelated "chunks" one as refresher based at Warwick University before engaging on a major lean implementation, the other (a couple of years later) as part of a pilot course to prove the course for development of lean "experts". The sandwich of learn - do - reflect and improve - although not part of an overall intention, was very rewarding as an opportunity and proved what I did know, highlighted weaknesses, and filled the gap. It also allowed me to input from my experience - and most of us like to hear our own views applauded!

The best way of gaining CPD experience in my view is having the opportunity to analyse and even better

if you have the opportunity rectify major project / programme failures. However the best events are local, succinct, timely, entertaining, relevant, interesting and where colleague attendees have a collective energy and motivation to participate with relevant experience & knowledge.

Many and varied. Following most training I have attended there has always been several things I can take directly back with me to the workplace and use, which make a difference to my performance. I found PRINCE2 very good for helping me in my early days of project managing and also Managing Successful Programs was excellent. Many other courses, around stakeholder management, facilitation or communications skills have been positive - because they have improved my abilities.

6 Sigma Green Belt Training - as part of the training, we ran business improvement projects that were cross functional - this was great for both learning a key discipline as well as learning about other areas of the organisation.

Pooling of ideas, practices and approaches between the members of the cohort was one of the enlightening aspects, particularly where a mix of public and private sector participants were involved. The exchange of experiences relating to widely differing organisational cultures was very illuminating.

Highly experienced speakers are giving up-to-date professional guidance.

The success of training events I have attended in the past varies greatly from 10/10 to significantly lower! The positive experiences are generally in relation to events where the speaker(s) had prepared well and the material was well focused.

Learned that you are not alone in experiencing various problem and outcomes.

I have recently taken a formal Project Management qualification (Prince 2 Practitioner). Prior to this I was self taught and it was positive to learn that my own approach was very close to and included much of a formal and recognised methodology but it also gave me new ideas to improve on some aspects of what I am doing.

Well structured training courses are undoubtedly the best forms of CPD. I learned so much from discussion and debate with other project managers in the context of training material.

Experiences of face-to-face training events have almost always been good. At a minimum they demonstrate diverse ways of looking at an issue and diverse responses to an issue. Sometimes they have radically altered my perspective of what my role should be, for example my first project management training course, well over ten years ago, was for an ISEB Certificate in IS Project Management. Until then I had been focussed on the technical aspects of projects. The course made me realise there was so much more I should be doing.

The Managing Successful programmes course was excellent development. Helped put a lot of different ideas together.

Best experiences: - peer teaching with friends (preparing each other for an OCG exam): positive because we were able to apply the learning to our recent experience, it was informal and focussed learning with a good deal of humour, we all had different 'peer teaching' styles so there was variety - Agile summer school (BCS): positive because the subject was relevant, interesting and topical, speakers were experienced and knowledgeable; it did not feel 'formulaic'; there was a good deal of variety around a single, cohesive topic; it was possible to see how learning could be put into practice - talk on business transformation (Maven): positive because speaker was exceptionally good, clearly experienced & authoritative, not simply 'preaching' generic best practice; topic was very relevant & pace was good; extremely good interaction with attendees with a focus on genuinely considering questions.

Gained useful and relevant information.

Interactive sessions with the opportunity for skills practice as well as opportunity for reflection (e.g. from pre-work / feedback prior to the event).

When I was working in IBM back in the early late eighties I joined the APM to support my new role delivering project management to IBM's clients. During this I attended a number of internal IBM

courses some of which had APM involvement and without them I would have floundered. IBM had developed some good methodologies which, along with PRINCE2, helped me considerably.

Waste of time - too subjective.

Excellent APM evening meeting on crucial conversation and another on the APM lens collection. Both well-run, inspiring events that presented a clear concept and helped me to find solutions to current challenges in my role. Also good networking opportunities and a good venue.

The best experiences are those that enable you (either individually, or as part of a team at work) to draw on previous experiences (e.g. as examples in course-work or in workshop activities), reflect on them and use knowledge/skills gained through the CPD activity at work to immediately improve on performance. Specific example: I am leading my local Pre-school (Staff and Committee) through 'Reflecting on Quality', the Pre-school Learning Alliance's 18-month Accreditation Scheme. Whilst not labelled 'CPD' the process of undertaking the accreditation tasks is undoubtedly a form of CPD for all members of the Team. The accreditation process is based on the 'observe, reflect, improve, review' cycle which helps you to review every aspect of your provision (and also your personal effectiveness) and put learning into practice. This was a particularly positive experience because it is an ongoing 'project' involving both staff and committee and so bringing them together, helping them to understand each-other's roles and perspectives and working together to improve the quality of the setting (the Pre-school).

Developing/formalising my skills - enabling me to be more productive and to have more options within the marketplace.

Face to face training has been a good experience and confirmed what I already knew. I learned some new things about project management.

Over the last 2 years, I have participated in Project and Program Management training offered by the International Institute for Learning (IIL) that was presented live online. The ability to get live knowledge sharing without requiring travel expenses was a huge benefit for me.

Interesting presentations from exciting projects e.g. a talk by the structural engineer of the Eden Project

From the best CPD activities I have been left drained from the level of engagement and inspired by the relevance to my work. For example an internal personal supervision skills using actors for role playing

Interesting research and presentation of work to colleagues--positive feedback and lively debate on my findings.

Following a structured programme and experiencing learning from a different perspective on a subject that I thought I knew a lot about.

The structured and explicit statement of which skills were perceived as fitting into the notional career structure was revelatory.

I studied part-time MSc at Cranfield. This was an excellent blend of academic/theoretical learning. Excellent for networking and sharing best practice and enabled frequent/immediate application of theory to work place issues. It also awakened a desire to continue learning long after the course finished. Now I'm more active in attending BSc/APM events and frequently read publications/text books and on-line material.

Usually do two year plan. Start studying trends in job market and orientate towards vocational skill enhancement. Usually look for qualifications routes as this provides independent way of validating knowledge and experience - essential for contractor. Tended to use self study and examination routes but due to increasing time pressures and workloads looking more economical to do via training classroom course and some self study mixture. However there are much more and better quality self study material available than there has in past so likely to engage blended mix of routes. All of it has been self financed to date. Have previously done Open University which helps in understanding study discipline and how to create own self study plan for the vocational end qualifications. Overall this approach has been successful and repeatable.

Being able to apply what you have learnt.

The event gave me new insights that I will be using in future.

The opportunity to discover areas of project management I would not normally consider.

Intelligent Emotions Event by SE Branch APM- Detailed explanation of how our brain works and how understanding that will help in every day situations especially when dealing with conflict. I have a calmer approach (generally) to conflict and its resolution through a greater understanding of why we as humans behave the way we do.

Increased knowledge, learning about other disciplines and the opportunity to network.

Progressive certification using OGC's best practice standards for Prince2, MSP, P3O, MoV and MoP. Valuable knowledge plus official and portable certifications.

Giving a wider perspective than that offered by my role or my employer.

Online community of practice.

Learn new and current information to make things better.

Once example was a recent PRINCE2 training. It was a positive experience because of the increased insight I got on the roles on a project and more efficient and effective ways of structuring it.

2. What are your worst experiences of undertaking CPD or professional development activities?

Please reflect on and provide comments on a specific experience from a previous training event or activity, and explain why it was a negative experience

Text Response

Online training modules whether it be for company systems or health & safety. So dry and bland, and hate the voiceovers.

Public awareness is poor.

Courses are too short for the amount of information that needs to be learned. Trying to fit in a training course as well as pre course work whilst undertaking normal full time role.

Training not relevant to my job.

Formalised planning required from Institute for audit. Too structured.

Poorly presented 1/2 day course - not relevant.

Trainers that lack knowledge.

Poor quality training provision.

Unable to find event location.

Would like to understand more about it. All I hear is rather wooly.

I thought I'd left doing exams behind me. Having said that it was worth it in the end.

Boring. Too long. Costly.

It was someone giving a presentation, mainly aimed (so it seemed) about them trying to show how clever they were and not about the learning experience for the attendees. It was not very useful to my job.

I attended an "influencing skills" training course with my previous employer. The trainer did not apply good structure, had no clear agenda and the session was more of a free-for-all than an educational

experience. The value came from how not to do it!

Some training courses are ticks in the box rather than CPD these can be time wasting and frustrating.

The burden is growing and the hours required are too great for most people who also have a life to lead and other interests to pursue and develop.

As an interim, CPD is entirely down to me. With no guidance or feedback, this is more challenging than for employees who have annual reviews etc.

APM "Communications in a Project Environment", 2hr presentation 26 November 2009. NOTE: The presentation itself was good and I found it useful. This was a negative experience for me because of the style of venue it was held in - a canteen. The audience was too dispersed and the seating itself (stools etc) was not suited to listening to a presentation. The most negative element was the background noise of refrigeration equipment which completely drowned out the speaker and audience interaction on occasions.

Some people don't understand that their learning is their responsibility and not just the employers.

An induction training course for a junior position which was rushed and was also very prescriptive. It did not take into account prior learning or aided in me carrying out my new role. This had been delivered on a one on one basis so there was plenty of opportunity to tailor the training.

Courses such as APMP which largely teaches you how to pass an exam rather than how to utilise the concepts.

Poorly presented and rote learning seminars.

Sometimes full day training courses can seem a waste of time as only a small percentage is relevant or useful to my particular role. However I feel that is the nature of project management covering a wide range of sectors and industries and it possibly unavoidable. On the plus side, as noted above, some benefit can be gained from considering experiences of project managers in other industries. More specific training courses are available if required. A challenge of CPD is how to correlate 'on the job' experience into acceptable CPD 'training' - this is particularly relevant to me as I am on a steep learning curve with my work which I feel is highly beneficial to my training but difficult to quantify as CPD.

Except the need to find the time to attend meetings or immerse oneself in debate, the main negative experience is finding interesting events are located in London. Although I have noticed more and more events are becoming more localised (North West).

Difficulty in attending during busy periods.

Poor trainer/change of content from that advertised.

The worst experience has been where the content of the event was not was expected from the title and description. You cant attend everything and if a course doesn't deliver then it is very frustrating.

CPD in the workplace when you do not get clear space to do it and when you keep getting called out to do the day job becomes a frustrating waste of everybody's time

Lectures where you have no opportunities to practice and discuss the topics.

Train, Facilitate, Present course = too many aspects to cover under one heading which leads to loss of focus on any of the 3 topics.

Insufficient focus on 'change management'.

It is difficult to find any negative CPD experiences. There are, however, less relevant, typically technical-tool-focused presentations, which I have experienced.

I went to a portfolio SIG which spent too much time on the joys of establishing the SIG rather imparting knowledge about the subject. It was wasted time.

In house training on Programme management. It failed principally as the training was imposed with no clear explanation as to how it would benefit us. The training was too jargon filled for us to understand and the trainer and senior manager did not have a plan for on-going support.

Dull boring seminars = very little useful learning.

Often, when external companies deliver training without having sufficient knowledge of the organisation within which the training will be applied, it can easily become too theory-based, without coming away with practical application of the material on a day-to-day basis.

Death by PowerPoint endured only as a box ticking exercise to get another 6 hours of CPD certificate.

Poor preparation by trainer and poor supporting documentation.

The 'structured' company sponsored presentations which (sometimes) are thinly veiled marketing speeches.

Reading heavy text books = dull! Presenters at training events who do not display passion or enthusiasm for their subject will not inspire the trainees / delegates. Learning is about being inspired.

I took Prince 2. I was told this was the only way into good quality PMO roles and it wasn't. The course only discusses a methodology not the underpinning skills behind the paperwork etc. I passed but still lacked confidence and felt unable to operate proactively within the workplace.

I cannot instance such a situation. Generally I view all learning opportunities as helpful, but if the quality or pitch of an activity is not providing stimulus then it's not time well spent.

Most organisations' CPD programmes make assumptions about people's availability. Most assume evenings in a major city e.g. London is most convenient, when it isn't. Some organisations are now properly embracing online CPD opportunities, and it makes all the difference.

Some of the seminars held are not what they seem from the title. This sometime leads to frustrations when you have travelled.

The occasional event does not add much value to my role and sometimes can come across as a sales exercise for the person presenting.

In-house training on new processes which do not enhance your knowledge as a general project manager BIM related topic. Sales talk.

Mentoring potential project managers in an environment that only gives lip service to professional development but does not really buy-in to the culture. The people I was coaching/mentoring were constantly cancelling appointments or not completing agreed activities because their managers kept giving them 'higher priority' work. This led to a lot of discomfort on the part of both parties and a feeling that coaching was a waste of time.

Where people sell themselves as experts and are one trick wonders who have little practical experience of what they are talking about. Or if they have any it is within such a narrow domain that it is not relevant to their audience. This can be positive if they have the capability to re- contextualise their knowledge and experience - but if they lack that skill it fails.

When a CPD event turns out to be uninteresting, irrelevant, an endurance, disrupted or disruptive attendees. If lengthy it can be costly too

I did the PMP examinations and the course appeared to me more about passing an exam rather than learning how to do things which was rather disappointing, but good for the CV!

Among the worst was one on people management and leadership. The sessions involved lots of activities (typical multi-sensory learning). However, I find that unless the activities are poignant, very focused, and very well planned, you can spend quite a few hours of expensive time doing an exercise without the trainees actually taking anything beneficial from it.

This is a subjective issue. Most training can be viewed as positive, if the attitude and approach is correct. Learning is generally seen as beneficial only if it is perceived to be relevant to one's own circumstances, current requirements or future aspirations. Negative feelings can be experienced if these criteria are not met, but notwithstanding this, if an open-ness to learning is maintained, benefits are often obtained. This can only become apparent following a change of circumstances, such as following

individual role or organisational change.

The course is not providing the quality and insight that it promised.

I was at a CPD event today delivered by a large corporate law firm (not my area of expertise) where following a couple of questions the audience were asked if they had any easier questions! Not a good experience and probably down to poor preparation.

Too many of these CPD/PD activities assume that project management is the same in all organization. Not enough specific tracts/certification in specific industries (Pharmaceutical Development).

Going to lectures which count towards CPD time but are not high quality or relevant at times. The range of CPD sometimes appears limited or inflexible.

Networking events - they are so artificial. Nobody really wants to chat since most are employed and don't see the need for business socialising to develop contacts.

The worst experiences are almost exclusively related to computer based training and on-line training. They are so limited in that they only explain an issue one way. My worst experiences relate to a time working for a multi-national. The company wanted its staff trained in certain subject areas for marketing or for compliance reasons. The standard of the training was so low that I resented the time spent on it as it added nothing to my knowledge. In the end I started taking the 'final exams' at the beginning instead of at the end.

Classes that turn out to be irrelevant to my work or interests listening to poorly-designed presentations by people who should have learned some elementary presenting, research or teaching skills, and who should have solicited help and feedback before taking their work 'live'.

Communication summer school (BCS): negative because the speakers did not make a cohesive cohort (overlap & contradictions between some of them) as the event had not been planned, simply due to lack of previous preparation/communication); a number of 'poor' speakers (uninspiring, repetitive, too focussed on slides); much of the content was 'thin' and formulaic (and probably already familiar to the audience); no proper audience interaction.

Not useful or concise information.

Presentations based on PowerPoint with merely an opportunity for questions, or worse still webinars. This format often isn't much better than just reading a text.

Too structured and concerned with "points".

Equivalent roles and relationships are based on managers versus managers and directors etc. Persuasive skills when it comes to increasing salary job position etc.

Poor APM 1-day seminar on influencing skills. The event did not really match the brief. The IT system did not work. The venue was poor (dark, cramped, uninspiring). The speakers did not seem to have done enough preparation. The talks did not link together. The message was not clear. The activities were very basic and nothing new. I did not get much from it.

Undertaking training (e.g. for a new computer system) and then not being able to put it into practice straight away. It is surprising how quickly you can forget how to do new things learned in an IT training session, particularly if the system is complex.

Training courses focusses on passing the exams as opposed to understanding the subject matter (e.g. many Prince2 courses are set up this way). Bad training where the trainer is a subject matter expert but has no aptitude for training. Being trained in-house by a consultancy (milking the client) where the trainer has no in-depth knowledge or experience re: the subject being trained (and had to take over the class to explain what the subject matter was really about - but that's Accenture for you....).

The worst kind is where you have given up your time to attend a training but it is something you have done before or don't need to do.

I attended an American Society for Quality (ASQ) annual convention a few years ago that was held at the Houston, Texas convention centre in downtown Houston. Many of the hour-long seminars I

attended were just glorified sales pitches and the networking events were mostly "brag sessions" for people to show off their certifications. To make matters worse, Houston has no activities or good restaurants downtown, so socializing with fellow ASQ members was difficult.

I don't recall a negative experience.

The opposite really - course with little relevance to my role or just not engaging or proactive in any way. Example would be a poor CDM course where the trainer guy was trying 'too hard' to make it relevant - but totally missing the point of what I do!

Regurgitated information, out of date information passed off as new.

A learning event with a poor facilitator. It led initially at least to a 'flat' learning session and cynical set of delegates. However, myself and another delegate galvanised the remainder of the session through our own leadership and turned the event around.

1) It gave a focus for box-tickers to concentrate their efforts, rather than focussing on delivery to the customer 2) It allowed HR and mgt to "delegate responsibility" to the list, rather than do it themselves. 3) Because of 1+2, the costs associated with it became horrendous, while distracting people from delivery. Best thing we did was dump it; but HR are trying to revive it.

One event I attended was very disappointing, the content of the presentation was very light (almost non-existent) and was a blatant self-promotion event for a self-employed consultant trying to make a name for himself with a captive audience.

Overpriced training courses and "introductions" to topics which could be picked up and more usefully connected to own experience by reading a good practitioner book on the topic.

Having to undertake them in my own time outside of work.

The session was presented in a lacklustre way - and I found concentration difficult. As a result I gained nothing from it.

Attending poorly presented events that do not deliver promises.

Occasionally events I attend cover old ground for me and I come away with a feeling that I would have been better not attending. No specifics as I tailor my CPD to things I am interested in.

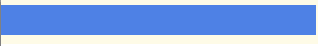

Just turning the wheel, lack of institution lead activities, too much academic focus in CPD activities.

Just attending to tick the box and clock up the hours.

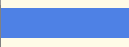
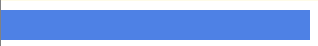

Bad questionnaires that are poorly written.

SECTION 3: The Association of Project Management & CPD

1. Are you aware of the APM's CPD scheme?

Answer		%
Yes		66%
No		34%
Total		100%

2. Are you currently undertaking CPD for the APM?

Answer		%
Yes		28%
No		65%
Unsure		8%
Total		100%

3. What do you think of the APM's CPD scheme?

Please describe your first impressions or any experiences you have had with the scheme to date:

Text Response

I think the use of the competency framework produced by the APM is useful benchmarking tool to undertake a gap analysis of my skills. Am carrying out CPD recording with the ICE so not doubling up at the moment. Now the ICE are producing an online competency framework - out shortly.

Very well organised, communication (via email) is excellent. Activities are scheduled regularly.

I was involved in the early days with the APM and the Body of Knowledge and Course and Organization accreditation all of which were the foundation for the CPD scheme. The amount of work and the people involved was tremendous.

Well thought out and structured. A good scheme for encouraging CPD and for providing a framework for CPD in the workplace

I'd like to get involved, provided I can find the time and resources to make it happen.

I personally not a big fan of APM . Prefer the American org PMI.

Project Management Training.

Would like to understand more about it. All I hear is rather woolly.

Not much yet, have just started collecting.

Irrelevant and over prescriptive. Based on attendance not benefits or relevance.

It is well organised but not well promoted.

The use of events as a means of gaining CPD experience is a good start but not enough emphasis is placed on other methods. Although it should be up to the professional to manage their own career, it would help if the APM provided more guidance, especially for more junior PMs at the start of their

career.

I think it is good and is clear on what is expected by CPD although there should be more emphasis on CPD within the role you are currently doing.

Too many hours are required to be formally recorded. If we have a professional group, we should trust people to be professional about how they keep up to date (bearing in mind that most work for / with organisations who have their own requirements / standards).

The scheme appears to be fit for purpose, with a mix of short presentations and visits and longer workshops. The range of subjects covered is good and the mix of presenters and facilitators seems to be suitable.

Useful, although I don't undertake it based on the competence framework, and utilise it to identify training needs. APM events don't tend to work like that, and you attend the events nearest to you, as opposed to those that will give most benefit, although all have benefit. The APM CPD is used as a log of formal and informal learning activities.

None, just joined today.

Good balance, still difficult to fit in non-on-the-job CPD.

The competence framework is a fantastic development tool and a great place to start planning CPD

If this is what I think it is - I am currently working towards RPP so am recording my CPD for this, using evening events, training courses, and (as described in a previous question) the challenge of quantifying on the job training etc. The information available on APMs website is quite helpful in assisting with CPD logging towards RPP. Additional advice on how to quantify on the job training would be good!

Excellent. After discussion on Linked In/APM Community pages I was pleased to see an awareness for acceptance of 'unusual' learning activities (i.e. watching The Apprentice on BBC)

CPD Scheme easy to follow. I have filled in my RPP Portfolio of CPD evidence and it was fairly easy.

Generally very good.

It's an essential part of the move towards ChPP, but with RPP as the only thing on offer it feels a little immaterial.

I do not know about the scheme but I know I need to undertake 35 hours of CPD per year and I attend some of the APM events to achieve this.

Adequate for purpose.

Right purpose, well-explained, useful advice and templates. Good variety of APM events and publications to support CPD.

Not applicable - the RIBA structure covers several elements of the APM scheme so 'by default' I imagine I am covering some of the required topics.

I have no knowledge or experience of this but have seen it referenced on the APM Seminars I am attending.

Fairly simple to apply but the "voluntary" nature means it can be perceived as less valuable and valued than it should be. Embedding it into the annual subscription review cycle might be one way of improving on this.

I am notified of relevant APM workshops and seminars, but mostly they're not at convenient times.

Well structured and easy to access interesting events.

I must say that it does not engage or incentivise me enough to get heavily involved in it.

The idea of CPD is good, but I am a bit vague on how best to record my CPD.

Topic, Price, Venue and any online mode?

I have not had yet had any exposure to the APM's CPD scheme.

From the outside looking in it seems very sound, but most of my CPD has been handled through other routes.

I am on the cusp of moving forward & while I am aware of the scheme, haven't yet fully explored the latest updates. Like any CPD scheme it's the right thing to do - it is finding the time to actively progress it in a hectic daily schedule. That is the first discipline to establish - regular weekly / bi-weekly review, update, plan, do cycle

I am currently awaiting assessment for full membership on 16 Nov 2011. If I am admitted as a full member then I will be looking at some of the CPD activities.

I think it is an excellent idea, and a lot of the sessions they put on are extremely relevant and focused and have subject matter experts disseminating information - which is good.

I've had no experiences to date, I'm unsure as to which level I should start at. Confusion over which provider to use. Venues appear to be London based.

It depends very much on the speakers and subjects

Generally positive in relation to the events attended. My only negative experience is in relation to online booking of the events which can be a struggle.

APM scheme is good but it finding the time to follow the approach thoroughly.

I like the design-it-for-yourself aspect rather than it being prescribed.

Have sat in on a RPP presentation. I struggled to see the benefits of registration and struggled even more to see how any benefits could possibly outweigh the costs of registration. APM's charges are high, but they are not matched by the services offered. APM is 'old fashioned' in the way it operates. I teach APMP, but the APM sends in its' own invigilators at additional cost. APM is concerned with my ability to invigilate, but makes no attempt to assess the quality of my teaching. The APM should stop worrying about additional schemes to extract money from its members and associates until it has reviewed and revised how it conducts its current business!

I was unaware of it.

I haven't focussed on the APM's scheme because: - my main job is not currently 'Project Manager' (I am mainly a Business Analyst) and APM's focus seems to be primarily on Project Managers (mainly of large complex projects) - I am a member of a number of organisations, all of which encourage CPD (inc BCS, APM, UKCHIP, BILD, Association for Learning and Performance): all are relevant, but it would be impossible to try to maintain a separate CPD record with all orgs - therefore, I maintain my own CPD programme (based on what I think will be most useful and relevant to work/opportunities, and what most interests me) and follow that. To be honest, because I haven't really investigated APM's scheme, I am not in a position to comment on it directly.

From what I can see it is very good. The problem is I am now 66 and, I guess, fully retired(unless something interesting crops up) so CPD is not for me

Not sure of the benefits for it.

Expensive. My paid work is part-time, I can't justify the costs and my employer won't fund it.

Immature - the CPD recording is very basic and needs to evolve (e.g. weighting/multiples)

I don't know anything about it.

I appreciate the frequency, variety, convenience and affordability (usually free!) of APM's CPD courses and try to take advantage of them whenever possible.

Well structured and well documented.

Previous experience of CPD means I may look at it at some stage in the future...

I have no experiences of it directly (other than CPD certificates provided at APM events) and any CPD is self organised

Not relevant to my current career aspirations or work.

Have experience of both BCS and APM and I think the APM version is quite supportive. Have always found when contacting APM people to be helpful and I think they understand their target audience very well. Have had occasion to use cross industry link i.e. IT Project in construction site environment. Due to experience and qualifications was able to also gain Construction Skills accreditation via APM (also had to pass Health and Safety managerial exam) which proved to be essential in successfully project managing the technology implementation into the construction from early build days onwards. BCS couldn't have offered this but APM could.

Not really clear of benefit/reward for doing the CPD scheme.

Seems good, but only as good as the events/ speakers themselves.

Simple enough with plenty of flexible options to make the process interesting

As a committed member for the last ten years I fully endorse it, support it and encourage non-members to try an event and hopefully join

Until recently a toothless, meaningless exercise. It was never checked / audited, and lots of misunderstanding about relevance. With RPP, for the first time CPD is being examined. Something else that is important is that the APM Branch events always claim that up to 2 hours of CPD may be claimed. Seems everyone always claims 2 hours, even if it nothing more than a selling session.

Good, am already a RPP.

Good range of activities to meet requirements - evening talks and day courses.

It offers something for each level of experience in the project management profession - from the APM Introductory Certificate to the APM Registered Professional. So, my impressions are positive so far.

By trying to structure and create rules, the principles are lost. It becomes a case of trying to justify activity as CPD in order to be able to tick a box and allocate hours. I have known a trip to look around a brewery qualifying for 2hr CPD! This had no relation to actual hours of learning.

Good idea, but smacks of being imposed and too concerned with getting the correct number of points rather than the quality of the CPD undertaken

Good though offering opportunities for local mentors would be very useful. I commute to work daily and by the time I am home rarely am I able to attend CPD events. Local mentoring schemes and online CPD events would go some way to helping.

The CPD scheme looks good however you need to either have a lot of support from your employer or be extremely motivated to follow it.

It provides the (competence)framework to ensure that CPD is relevant whilst enabling members to tailor CPD activities to their individual needs

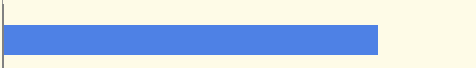




I'm aware that I get CPD hours from attending events, which I record for the CPD scheme at work, but I haven't noticed much of a structured requirement from the APM itself.

Good content and very applicable to Project Management.

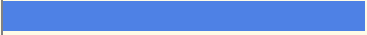

I am aware of CPD points because of attendance at chapter meetings, either as a presenter or as an audience member.

SECTION 4: YOUR EMPLOYABILITY

1. Please indicate your current employment status

Answer		%
Employed - full time		79%
Employed - part time		4%
Self employed		13%
Unemployed		4%
Full time student		0%
Retired		1%
Total		100%

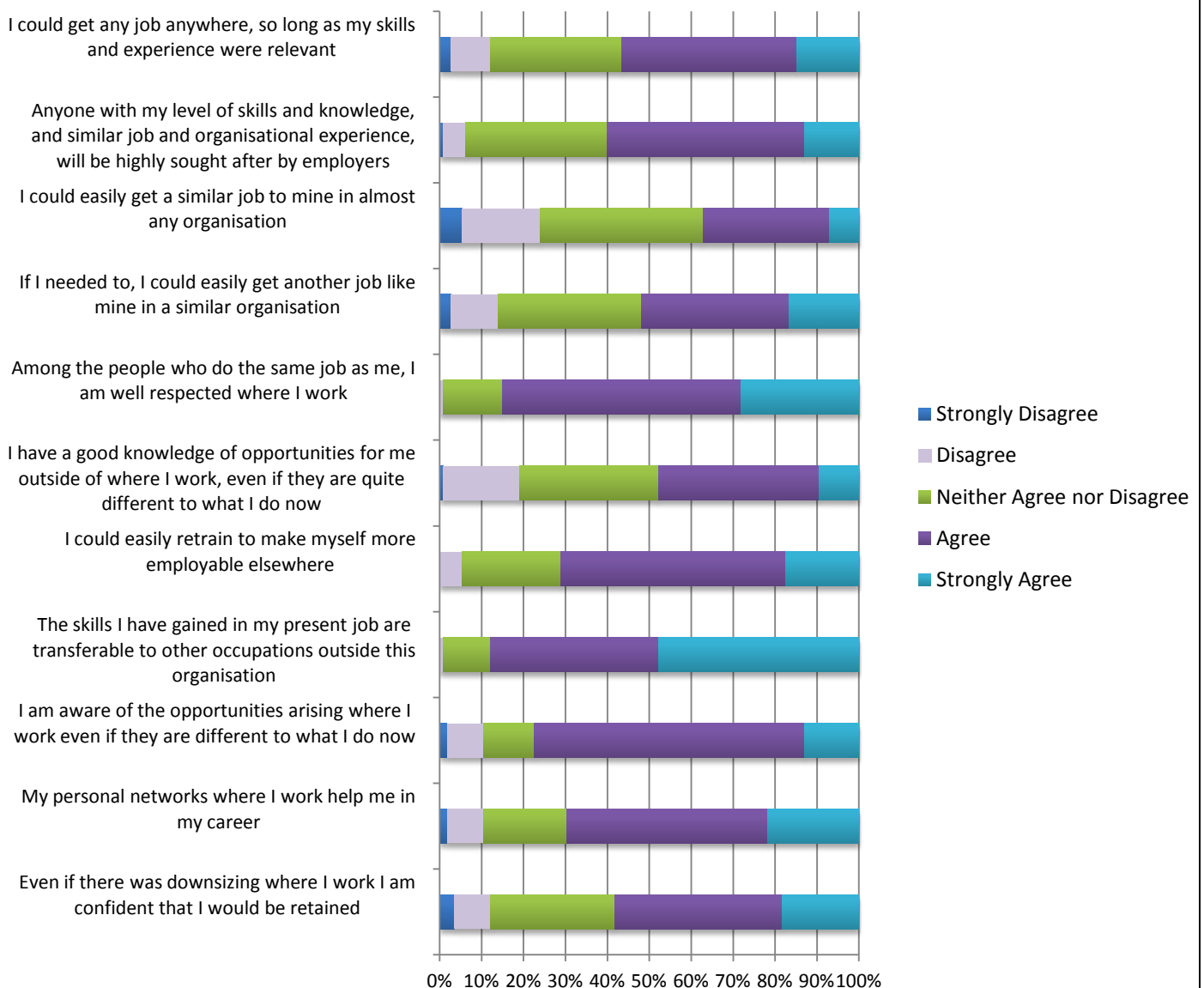
2. Do you currently work within project management for one employing organisation?

Answer		%
Yes		76%
No		24%
Total		100%

3. PERCEIVED EMPLOYABILITY

Perceived employability is typically defined as the extent an individual feels that they have sufficient skills and knowledge to easily obtain employment within a new role. This may be within their existing organisation, or with a new organisation. Perceived employability is measured using an academic scale which requires individuals to indicate the extent they agree with various statements. The answers within the APM questionnaire are detailed in the graph below.

GRAPH 1: Academic Scale – Perceived Employability



4. Do you feel a person working in project management must have sector specific knowledge in order to succeed?

Feel free to comment on your answer.

Text Response

Yes - depending on the degree of governance expected of the project manager. If purely at programme level, planning and monitoring / administration - possible not; but if have a role requirement to initiate timely intervention to control the direction of a project an understanding of the technical interaction between disciplines / activities / development technique - then definitely yes.

In my experience of the power generation industry, the most successful project managers have detailed product knowledge in addition to solid project management skills.

Yes - it assists rather than being essential.

Yes, but it shouldn't be that way. It also depends on the team around them.

Yes. To successfully manager a project (planning, risk and issue management, managing the team) the Project Manager needs to understand the sector for which the project is being run. Without this, the project will lead the project manager, rather than the project manager leading the project.

The qualifications help as a seal of approval, and can assist with terminology and jargon, but hands on experience can pay dividends.

They need adequate knowledge to be able to communicate effectively.

No I don't, as long as that individual actively communicates with those with sector specific knowledge, has a general understanding of that sectors goals and requirements and is willing to develop knowledge rapidly or ask for advice as required.

Good question. Having seen both the client side and the candidate side in my line of work, the market dictates as such. However, in a different time, sector specialism was not a pre-requisite. Conditions do exist that allow that to be the case. My answer then, is no.

Not necessarily , one can pick up industry related skills in a couple of weeks

Yes, it is important to know about the sector so that your advice and knowledge can be understood by all.

It is helpful but not always necessary. More an open mind and highly developed thinking skills are more useful

Yes, some project management roles and standards need to be followed.

Good general / overall knowledge of sector is important. Needs of each specific business environment / sector are needed to be understood.

No but it helps.

No

Yes - project management in construction and banking for instance are not very similar.

Sector specific knowledge is important on smaller specialist projects not as important in large multidisciplinary projects.

Yes.

Yes, each sector behaves very differently and is affected by global economy in different ways. They need to be aware of issues facing a particular sector in order to deal with them.

Yes, you need to understand the sector to assess the impact of risks, issues and know if plans are realistic. It is always clear when a PM or programme manager does not understand the industry.

Yes

It depends what you mean by sector - I work in the public sector and have been told that as such I would not be employable in the private sector - I've been here for too long. Having said that I've worked in several different business portfolios.

Not always, it differs from post to post and from sector to sector. It is always possible to increase sector knowledge rapidly on the job. Developing strong Project Management skills takes longer, in my opinion. I successfully moved from managing factory maintenance/production improvement projects to defence procurement projects.

Clearly yes, in the automotive sector from my experience it is mandatory.

No, not directly. I do believe they have to be able to gain a basic knowledge quickly, but not be too technical in the field. The basic technical and behavioural competences are transferable. I do believe a PM is more effective if they have a basic sector specific knowledge, but it should not be a blocker to recruitment as it can be quickly learnt from the new sector business.

No I believe project management requires interpersonal skills which are transferable to any sector. It is about using the knowledge in the other.

In principle, yes.

I work in construction and believe that some industry-specific knowledge is essential.

Probably not but it helps. I think project management is very transferable, however having some background knowledge of the sector you work in would probably be the defining factor in gaining employment, particularly in a tough competitive market. If a project manager is good enough they could transfer their skills with a relatively small amount of training / knowledge gain of the specific industry. Perhaps this is only true of transfer between similar industries though - a radically different industry would probably be very difficult.

Depends on the sector. My impression of construction or complex engineering projects would need a certain level of previous knowledge to effectively hit the ground running. I have experienced certain domains request specific knowledge (i.e. digital media, pharmaceuticals) which I believe were unrealistic.

Sector specific knowledge does help but it doesn't stop you succeeding if you don't have any. Knowledge can be built up over time.

It helps.

No. But if you don't have sector specific knowledge then you must be prepared to drop several levels and then try to get back to your previous level of seniority.

No a good project manager should be able to manage a project in any sector.

In some industries it helps i.e. engineering and construction.

Not always the case, skills can be transferred.

it very much helps to get a job, but I believe it is not always needed and can be provided in other subject matter experts

Yes, I do. Otherwise - fall will be painful.

Not necessarily, it helps communicate at the early stages, of greater importance is the ability to judge co-workers and domain experts and whether they speak the truth.

Technical knowledge of the area being Project managed is a significant advantage.

Yes, a project manager has to know what he is talking about. Knowledge of the sector they are in, will make them seem more connected with the other stakeholders they are dealing with, which will make their work more efficient.

Yes

No, I think it might help in the first few months - but I live by the principle that skills can be taught, but attitude can't. As a hard working, dedicated and enthusiastic member of staff with a proven track record of project management success, I would hope to convey the right attitude and transferable knowledge if a change in industry was necessary.

Yes to a point. Sector specific knowledge allows faster pick up with new projects and a better ability to select an appropriate team by have some advance knowledge of pitfalls. Also employers will select sector specific knowledge ahead of general project management ability, mostly because employers generally lack that PM knowledge themselves. However a lack of sector specific knowledge doesn't guarantee failure, just steeper learning curves and a greater need for rigour and perseverance.

My company provides a very specific IT related service to a particular market, so I believe an understanding of processes within this environment is important when planning projects.

Not necessarily - although depending on the client & project requirements, it is usually beneficial

No, it's similar to General Management, in that you are applying general principles to specific problems or tasks.

Yes - not detailed knowledge but they should be able to understand the conversation relevant to the particular sector. I cannot see how a PM from a 'Software' background could be fully involved in a 'Construction' project ... and vice versa.

No, but it helps.

I believes it helps but a good PMO or PM will bring the underpinning skills and general experience to a role and pick up sector specific knowledge in place

No, in fact this can be a distinct advantage but I can understand the "comfort blanket" mind-set of employers

It should be enough to be a good programme/project manager, but to be hired in some sectors requires sector experience e.g. finance, so it becomes a pre-requisite and obstacle to cross-sector transfer of skills

Yes

No - project managers do not need to be subject matter experts (although it can help!)

There are potentially a number of levels to the answer. I would suggest that for the overall programme/project manager he/she should definitely have relevant knowledge and experience, otherwise it is difficult to speak with any real confidence on the subject or address technical questions/issues without having to refer to subject matter experts every time. For other team members such as PMO, the emphasis is more on the process of project management and therefore sector specific knowledge is less important as this can be gained during the project (if required).

There are project management processes and skills which are transferrable, but I think a certain amount of local knowledge or experiences (lessons learnt) are beneficial when moving between sectors.

Yes. I agree with type X project manager but most of the x pm is not a good pm in comparing with y pm

In sectors such as Pharmaceuticals, Drug Registration, IT implementations in validated environments - yes, it helps. In sectors such as Building, Engineering - less so. I have found that most large organisations have their own project management methodology and processes that need to be followed. However, the basics of project management are very transportable from sector to sector.

No, but a caveated NO. This depends on sector/project/scale issues. If you are a one man band, or close to it, sector knowledge is essential, as the team and project scale increases then having sector knowledge in the team becomes more the issue, with the PM driving the overall project, customer, sponsor issues and boundaries

Not sure what is meant by succeed, therefore need to qualify my answer. I think generally the answer is yes. In reality most employers are looking for sector specific knowledge & experience ahead of transferable skills

Yes

Not always but it helps. This is the age old question! There are some sectors, for example the building trade, where you must have specific knowledge to do the job, but project management skills themselves are transferable. I would take a good, experienced, PM without sector knowledge over someone who knows the content but has no PM skills.

In my experience, yes. While the disciplines of PM are important and transferable, specific knowledge is invaluable to things like estimating, determining scope and risk management. If the prime goal of a PM is to deliver Budget / Time / Quality / Scope - knowledge and experience of the industry and even the culture of the company are invaluable. This is why most PM roles advertised require sector experience as a pre-requisite.

There are many aspects of PM as a discipline that are generic and therefore the answer to the question as it is worded must be "No". Having said that, my own experience and belief is that for me, it has been enormously helpful to have had relevant sector specific experience and knowledge. Whilst this has been a major benefit, this is not to say that it would not have been possible to be successful in the role without it, it would just have been harder and would have taken longer to have reached the same level of efficiency.

In some cases yes. However a good project manager can learn quickly - and also use "ignorance" to ask those "silly questions" that can sometimes provoke very illuminating answers. In some environments, specific knowledge is needed to demonstrate credibility (working with some finance functions can be like this!)

It depends on the level at which they operate and generally although not entirely the more senior they are the more the skills can transfer. Ideally you would have a reasonable amount of sector knowledge.

It helps a great deal.

No, I have worked across multiple sectors and industries with limited or no knowledge of the project in hand. So long as there is a project team made up of relevant subject matter experts who have the time and experience to work on the project I have found I can rely on my project management toolkit and wider industry experience to add value, new ideas and manage projects successfully. The downside is that it does take time to get up the learning curve in a new sector and if you leave an sector, even for a short period, knowledge is quickly lost and it's surprising how technology moves on.

No I believe PM skills are transportable. Most employers/clients disagree with this point of view.

Specific sector knowledge is useful but not essential. I have worked in sectors where I have had no specific knowledge, but my generic skills have been enough to carry me through and I have picked up specifics as and when I needed them. There is an argument that while a project manager is not expected to undertake technical/specialist work, s/he does need to be able to understand and relate to specialists working on a project or working as suppliers to a project. This argument is usually put forward by specialists, who see the world from a very narrow perspective, or by managers who know nothing about project management. Having said that, the idea of managing a project to build a nuclear power station would send me running for the hills.

Not at all, it's about the framework applied to the product - not the product itself.

Generally yes, it allows you to quickly build empathy with project leads and stakeholders. It will also make the translation of Project requirements and benefits in to business benefits and subsequent work with the business case.

Yes, probably (some knowledge, at least).

Yes - as I look at jobs on offer or projects highlighted in Project, they seem to focus on sector-specific knowledge and I don't have confidence in the transferability of my project management skills outside of my sector.

Ideally yes although it isn't a prerequisite as long as subject matter experts are on hand to offer support/advice as necessary

Generally , yes as the PM often has to be very technical input, or must be a quick learner.

No necessarily. PM is a transferrable skill that should map on to most sectors; having said that the ability to ask pertinent questions (based on sector knowledge) is a plus. In some instances it is academic. e.g. installing IT environments in local government does not really need an in depth knowledge of local government applications(a surface knowledge should suffice)

Depends on the level of responsibility assigned to the role

I think that it is useful to have an understanding of the sector but that basic project management skills are more important than in-depth sector knowledge. I have seen many organisations create problems when they insist on deep sector specific knowledge and compromise on project management ability. In my experience it is rare to find people who are really good technically and also really good project managers as the skill sets are so different. Ideally, you would create a team that has the right balance of knowledge, experience and skills by having a mixture of project managers and technical people.

I think it depends on the sector! As an IT projects manager I think I would have a steep learning curve as a project manager in say the construction industry. However my project management skills are transferable to management roles in other sectors, e.g. event management, educational management and general business management.

To succeed in the job? 99% No. To GET the job (e.g. get past HR) then sector specific knowledge can be very helpful.

Yes. I think you have to understand the sector in order to understand the project. You can learn it but it takes time, and some sectors are so specialised you would need to go back and get a qualification in that subject such as engineering. My sector is digital libraries, and even I struggle as I am working with technical professionals.

Not necessarily. In some technical sectors such as IT or large construction projects it would be helpful. For most projects, though, the ability to manage is much more important than subject matter expertise.

No but most employers do which is reflected in my answers.

Mixed view. The absolutely very best project managers don't need sector specific knowledge to succeed. For everyone else (i.e. 99.9%) having sector specific knowledge really helps. For me the worst are those who don't have any specific knowledge of any sector at all - even if the level of detail they have isn't strictly relevant at least they have proved they can do something. I am often left cold by relatively new project management staff who mistake being a generalist for having no skills whatsoever...

Depends on the person--if you're a quick learner, work by consensus, and don't have a problem 'looking stupid', you can probably assimilate into unfamiliar areas.

NO, The basis of a good PM is there management skill set the sector experience is the added value.

No, these skills are fully portable.

No but it can be an advantage under certain circumstances.

Yes, otherwise one has effectively delegated management to the person you most trust from your advisors.

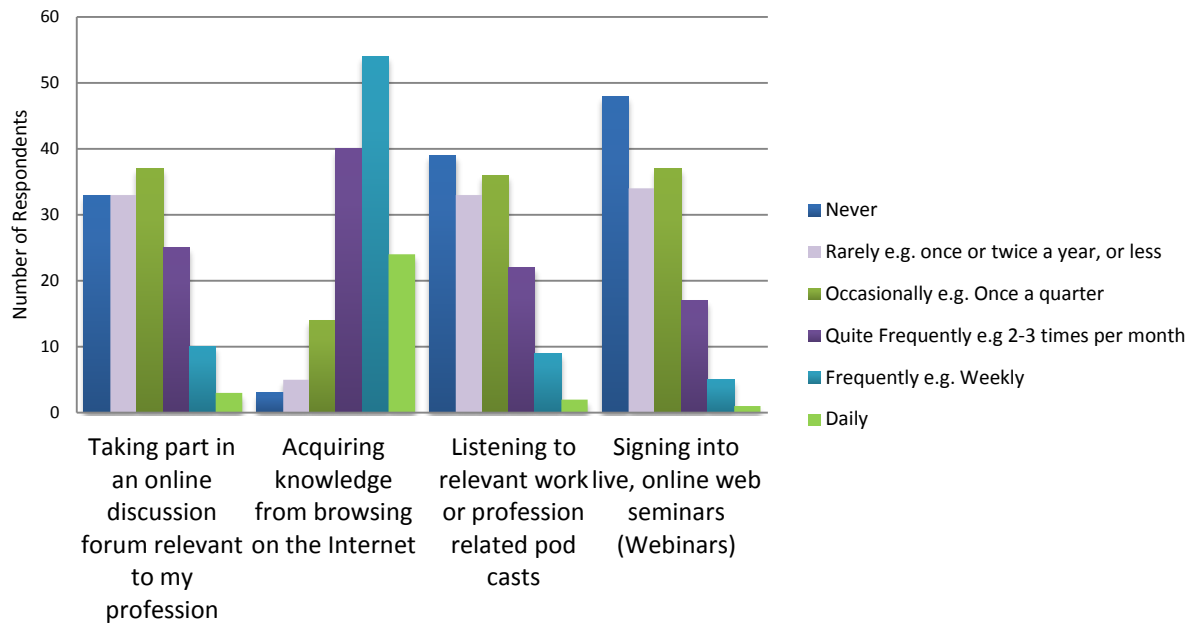
No - I feel that many employers restrict their choice of candidates to those with perceived relevant sector-specific experience. I think this causes them to miss the opportunity to cross-fertilise good practice from other sectors and they miss great candidates as a result.

SECTION 5 – YOUR DEVELOPMENT ACTIVITIES

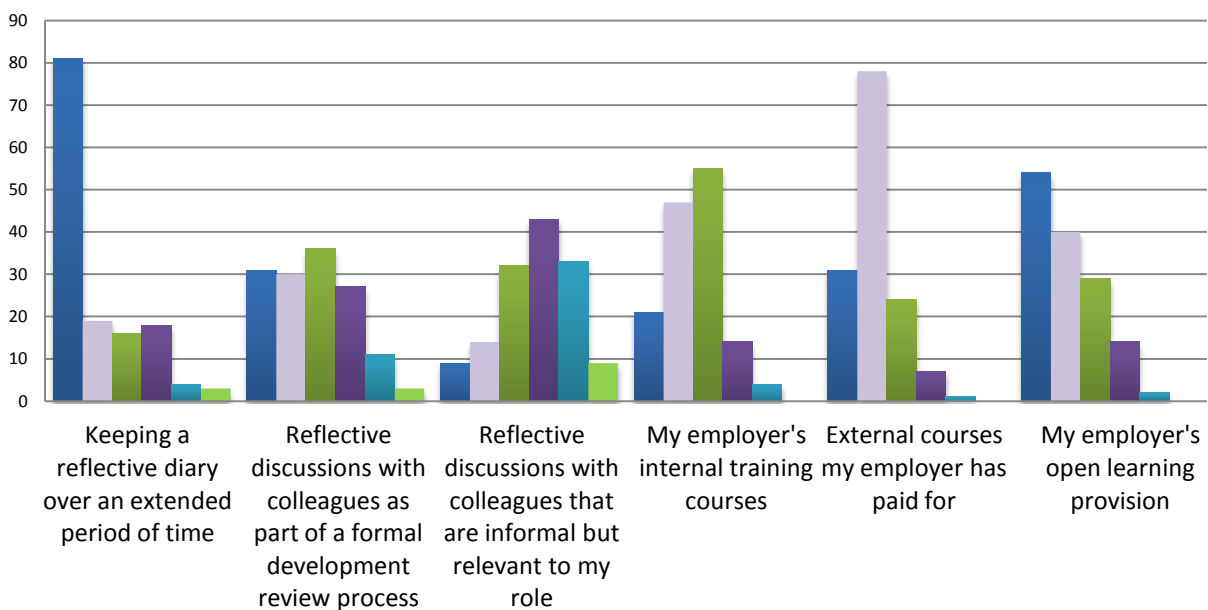
1. Professional Development Activities

The following questions will help you to identify what activities you have engaged in, in relation to your CPD or PD in the last twelve months.

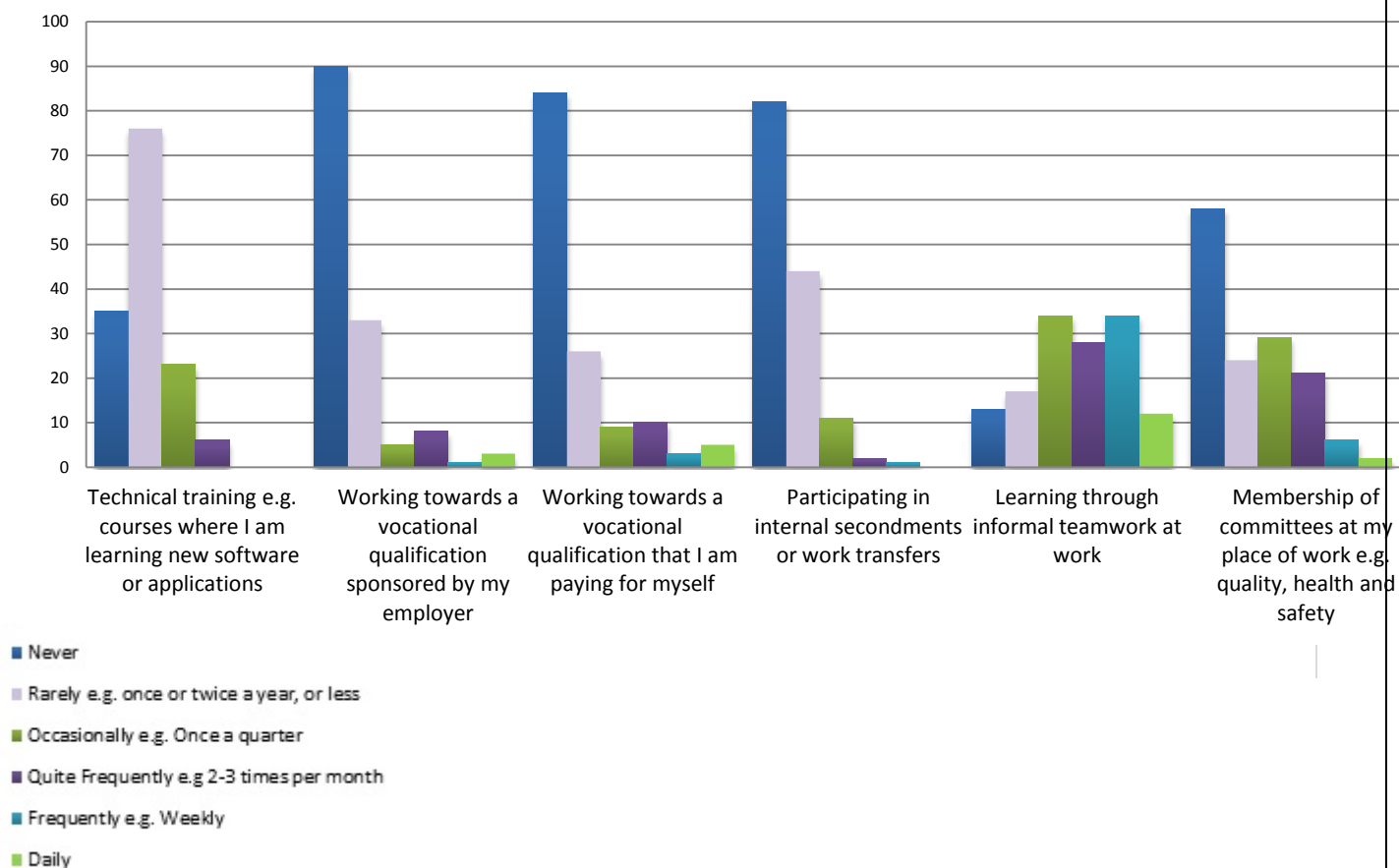
GRAPH 2a: Extent of Engagement in CPD Activities



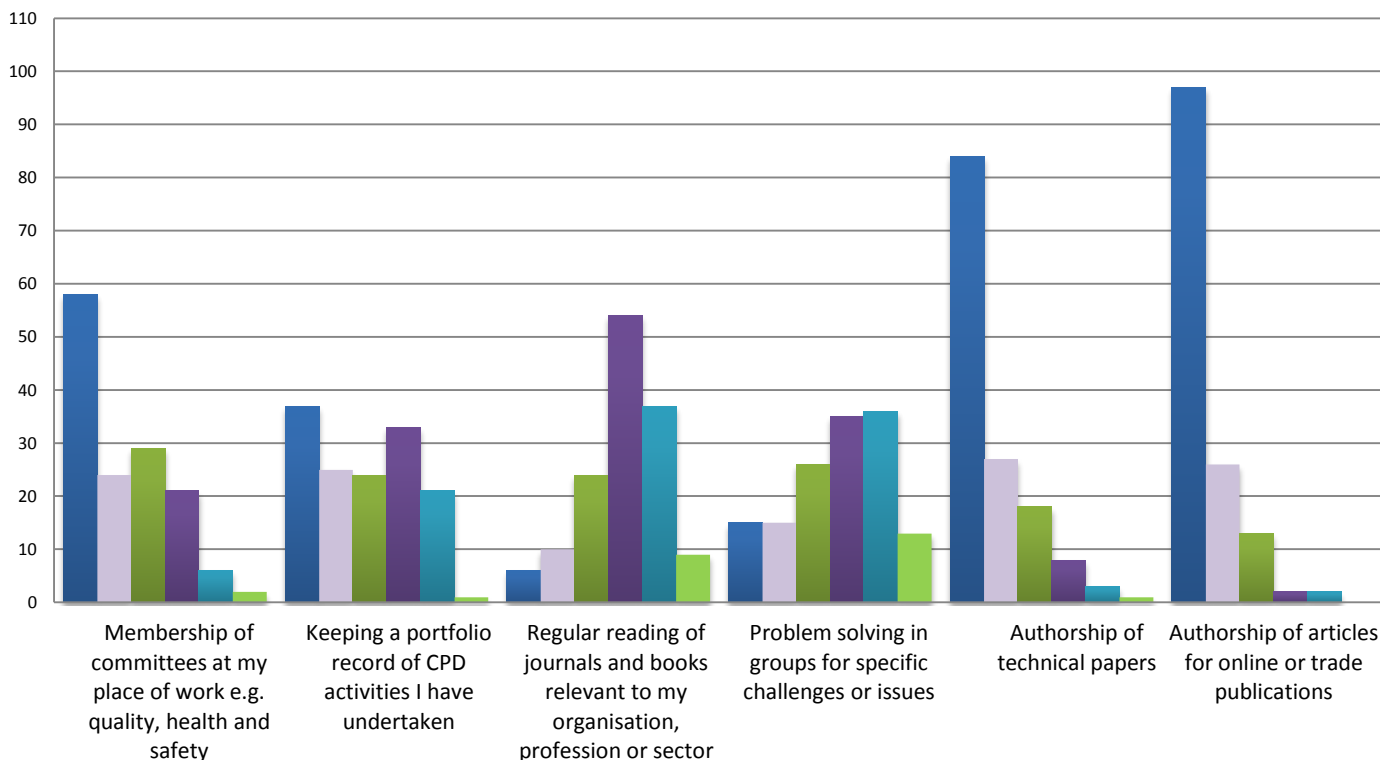
GRAPH 2b: Extent of Engagement in CPD Activities



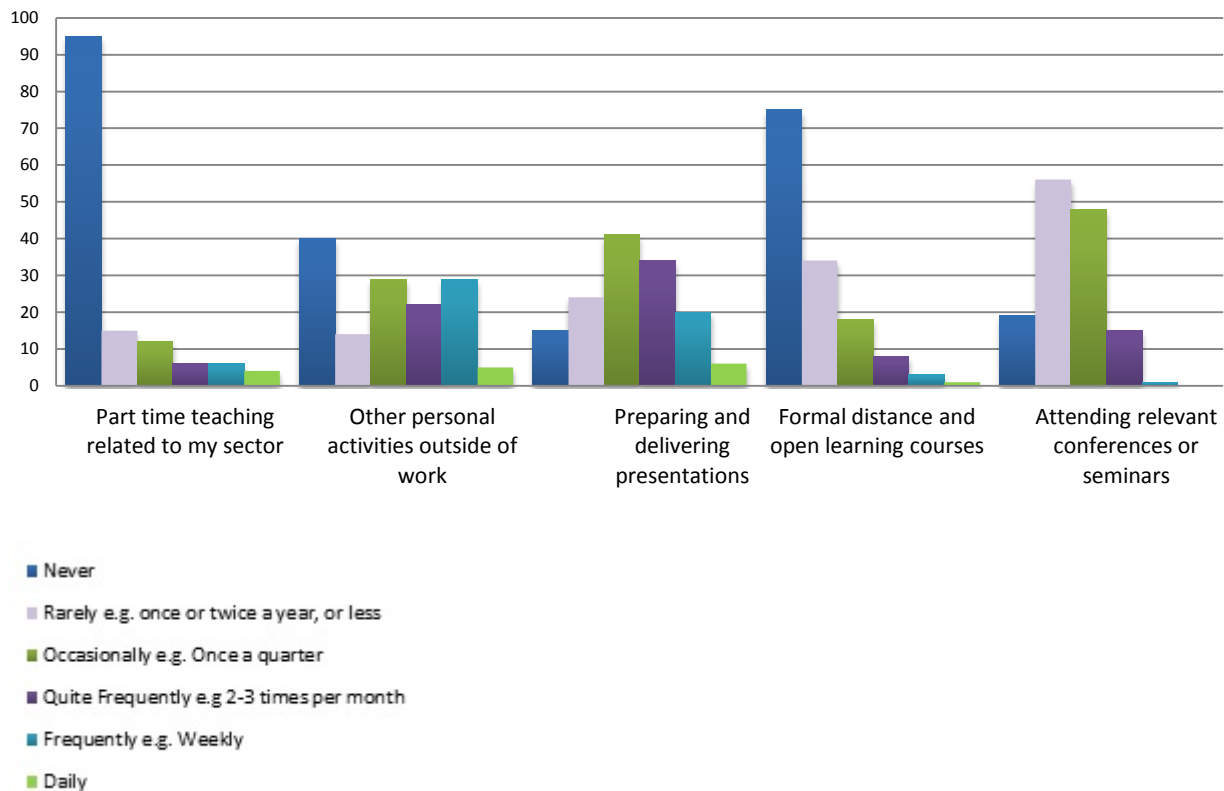
GRAPH 2c: Extent of Engagement in CPD Activities



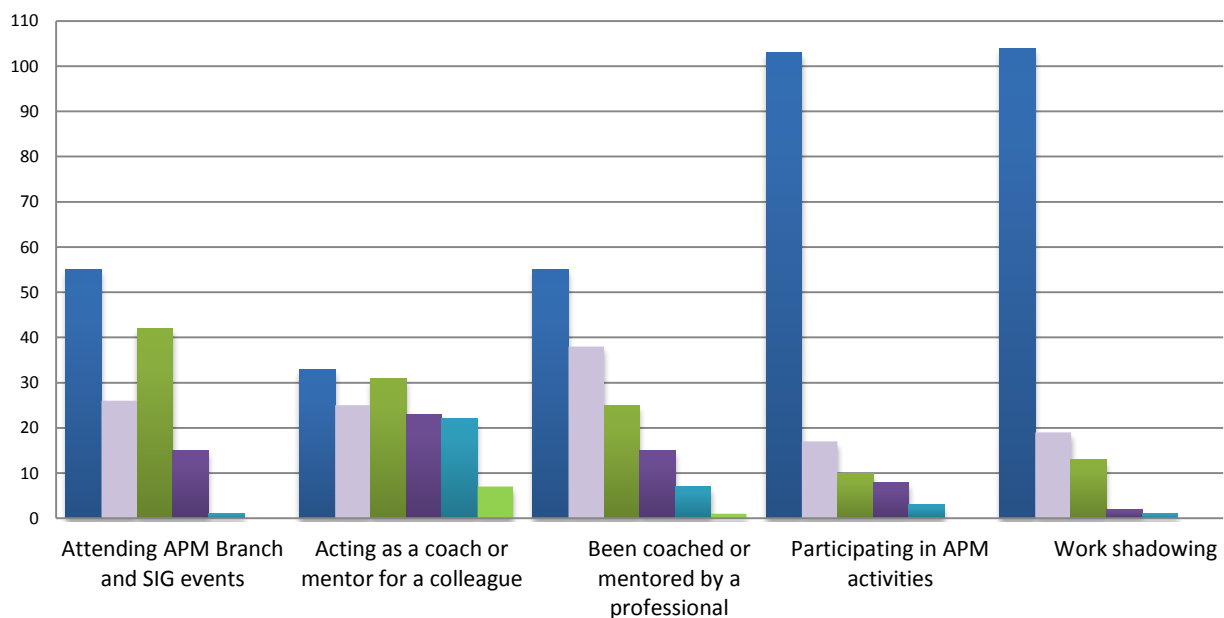
GRAPH 2d: Extent of Engagement in CPD Activities



GRAPH 2e: Extent of Engagement in CPD Activities



GRAPH 2f: Extent of Engagement in CPD Activities



2. Are there any other activities or practices that you have engaged in which you feel have significantly contributed to your professional learning and development?

Text Response

Working on a voluntary basis for a charity organization that is being established.

PRINCE 2 Foundation Integrated Management System Auditing.

Working in a business unit abroad.

Part time "Development Coach" placement, 25 days over 12 weeks, with a Prince's Trust Team of young people not in education, employment or training. This is a volunteering opportunity for employed people over the age of 26. I was able to bring my project management skills to assist the Team Leader in an area in which he was not experienced and it enabled me to see that I use these skills in many aspects of life without always realising it.

Masters degrees, APM qualification. Being APM rep for the company means I communicate with the whole of the PM community, both locally and UK wide. Attending APM events, and mentoring young PMs.

The Competence Assessment and RPP Pilots

On the job development - I am on a massive and on-going learning curve with my current project

Having a formal plan (even if not in detail) to get a balance of academic, vocational and experience means that over the years you end up being widely employable.

Working with competent external organisations.

Attending sports(cricket) coaching courses and practising the lessons and comparing approaches from Business and sports activities.

Career coaching and personality profiling.

MBA study.

Peer project audits.

Partnering workshop.

CMI Diploma and mentoring/ coaching sessions

Engagement in other PSRB regional group activity.

Aside from continual self study through Podcasts, I-Tunes Videos & Sessions, I frequently work in different departments. Now working in an IT / Development environment, that will provide the 'knowledge' to the core PM skills to eventually move into IT Project Management

Lessons learned and root cause analysis have helped me significantly.

As a freelance project manager working on different projects, in different organisation across different sectors has greatly added to my knowledge and development.

Organising a local Fun Run.

Training based around simulations. They offer fast ways of grasping how something works, but are limited in the number of situations they can simulate. Hence they need to be backed up by more formal training.

Independent book-based learning, preparing myself for work-related qualifications (books, online materials, sample papers), peer teaching.

Independent book-based learning, preparing myself for work-related qualifications (books, online materials, sample papers), peer teaching.

Reading management books.

I am currently writing a book on project management using the material I have accumulated over the past 40 years. I have also used PM techniques for home projects (buying a house, car, technical equipment) and recently planned an outing for a car club using PM processes.

Working in different cultures (e.g. Middle East, USA, Scandinavia)

Leading or participating in projects associated process improvement. I believe a periodic focus on improving processes helps foster a culture of continual improvement.

Took a year out sailing.

Trustee of a local charity - particularly in event management which uses/improves a range of PM techniques.

Living; and being a father has immensely broadened my people management abilities.

IET events and committee work.

Working directly beside highly trained, experienced and qualified individuals in projects and listening to them and learning from them. Also when mentoring someone with a lot less experience than myself and having to explain and justify why something is done the way it is. Form a forced self reflection and role reversal!

Researching learning materials on the internet.

Membership of the APM benefits management SIG.

Being the Country Representative in Qatar for the Chartered Institution of Building Services Engineers in Qatar.

Formal training in my early PM period. Most capability has been developed over time by experiencing the challenges and successes / failures.

Attendance at other institutions events and seminars.

Stepping outside my comfort zone at work, i.e. leading new team meetings etc.

Reading books on topics and subject that have deep reflection and knowledge.

Firstly, daily work itself has been perhaps the most significant source of professional development (especially skills development). I recently completed an MSc course in the management of projects which I believe is a major boost of my professional development. Finally, various seminars, presentations, workshops, etc. have their place in my CPD effort, too.

Judging the APM Annual Awards.

Managing a IT Service Management project.

IOD course sponsored by employer.

I have 5 books published. I have been coached and mentored for 15 years as well as coaching/mentoring others APM Body of Knowledge Review was interesting - I attended events in London and on-line I have always broadened my interests - Governor for 10 years, Chair of Charity, completed CIPD, CMI, BCS and Society of Authors CPD worked for huge range of sectors and industries.

Standards development

Technical and industry working groups, standards committees etc.

I have been a member of an international organisation of speakers clubs for 20 years.

Review of APM BoK

I am self-employed so working within different client organisations has been the biggest contributor to my development.

MOD Project management development Programme.

Formal training and on-the-job experience.

Over the years, formal education. Joined the USAF with a high school education - mid 60s. Finished a BSc about 1979 and finished an MBA in the mid 90s. In each case, the learning offered a refreshing development opportunity. I mentioned doing a PhD to my wife about 10 years ago, she said "Over my dead body!"

Many and varied IT projects in PricewaterhouseCoopers Taking APMP Qualification.

Institution committees.

Reading books, listening to CD's, undertaking exercises Obtaining feedback and feed-forward.

Technical seminars on Carbon Capture and Storage.

Leading small groups in a church setting. Attending APM and IMechE events. Preparing and presenting papers at two different conferences. Working on my website.

APM Seminars.

I'm involved in the local STEM ambassadors' scheme helping out in local schools and colleges.

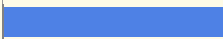

3. What is the main professional or work related area, competence or skill that you wish to develop during the next few years?

Text Response	
Design, and in significantly more detail.	Offering my project management service as a contractor.
My own style of soft project management skills in leadership and governance.	Teaching.
Teaching / training Auditing	Disputes, contracts and associated commercial & delivery risk prevention.
Oil and Gas industry, offshore structural engineering project management.	Improving my profile.
Computing skills.	IT infrastructure / ITIL v3 / Agile Development.
Develop PM skills in another industry.	Professional networking, mentoring.
Programme benefits realisation.	Financial management and Planning (two things).
Management of staff.	Resource Management.
Automotive program management.	Migrate away from construction projects towards a more business orientated projects.
To undertake Portfolio Management better.	The ability to sell myself to prospective clients.
Leading technical employees.	Training skills: finding better ways of making information understandable and memorable.
Nothing specific	Business Change / Project Management.
Influencing	Influencing skills.
Better understanding of business case development at the early stages of a project;	Programme management.
People Management	Effective influencing and stakeholder management.
People management and delegation.	Writing and small projects either paid or free to keep the little grey cells working.











Project Management	Proficient use of a PM tool - none of them make life easier.
Dependant on career changes.	Not sure.
Dealing with sub contractors	Management of business finances; effective complex decision making.
Membership of Engineering Association	Risk Management, P3O.
Strategic thinking	I would like to get PRINCE2 practitioner qualification or APMP, but am not in a position to pay for it myself so am unable to do it. My employer will not fund these things. If I am made redundant at any point in the future I will use the redundancy money to get these qualifications!
Programme Management	Information Technology Service Management focused on ITIL practices. I would like to become certified as an ITIL Expert.
MBA	Certified project professional
Change Management.	Delivering evidence at public inquiry.
Simply more experience in a more structured environment.	More formal management training publishing/presenting more of my writing.
Training needs analysis.	None
Management of People and resources.	International relations in project management.
None formally planned. It's more reactive / opportunistic..	People skills; and understanding of the new dynamics concomitant with FOSS-based system delivery.
I would like to develop my management skills and gain a PMO management role.	Transferrable consultancy skills and breadth of domain experience (including international assignments), with a view to self-employment
Continued growth and development as a Senior Programme Manager.	Senior Management
On-going development of industry and sector expertise, management skills, and leadership.	Currently Agile Project Management and to return to Open University to complete final course for degree which was just a unpressurised challenge involving subjects chosen just for personal interest.
Middle management.	Business Analysis Skill - Gaining an ISEB Diploma in Business Analysis
Building up of Project Management skills.	Coaching, Benefits Realisation
I would like to obtain Chartered status as a project manager.	Leadership of complex project
CEnv.	Strategic Planning
	Refresh my PM qualification particularly Prince2
Leadership	Influence and authoritative interpersonal communication.
Risk management	Wider deplorability
Delivering on-line webinars.	IT
Coaching skills	Asset management

Risk and opportunity assessment	Communication skills
Expanding on my project management skills - especially my PRINCE2 qualification	None at this time
ITIL, Program & Portfolio Management	Negotiation.
Change Management.	Knowledge in Risk Management and PRINCE2.
Presentations.	P30 & PMO
Project Management Skills.	Change Management
Coaching and motivation of project teams.	Running a business on-line using digital books and mobile applications to do with development.
Commercial acumen.	Further develop leadership capability to move to function Leader role.
Programme and portfolio management.	Developing high performing teams. Managing and implementing change in organisations.
AGILE	Executive / strategic management capacity.

4. Do you have a CPD or PD plan?

Answer		%
Yes		46%
No		54%
Total		100%

5. What do you use in your CPD or PD planning?

Answer		%
Ideas of where you would like to improve		27%
Items of interest e.g. the latest technique		5%
Looking at what peers are good at and benchmarking against them		2%
Feedback from others		2%
Self-assessment		8%
Competence Framework		11%
Institute guidance/requirements		6%
Employer guidance/requirements		2%
Your objectives		27%
Other		13%
Total		100%

6. Do you have access to a Competence Framework that is appropriate for your current role within project management?

Answer		%
Yes – through my Institute		23%
Yes – through my employer		42%
Yes – through personal access		11%
No		24%
Total		100%

SECTION 6: CPD AND YOU

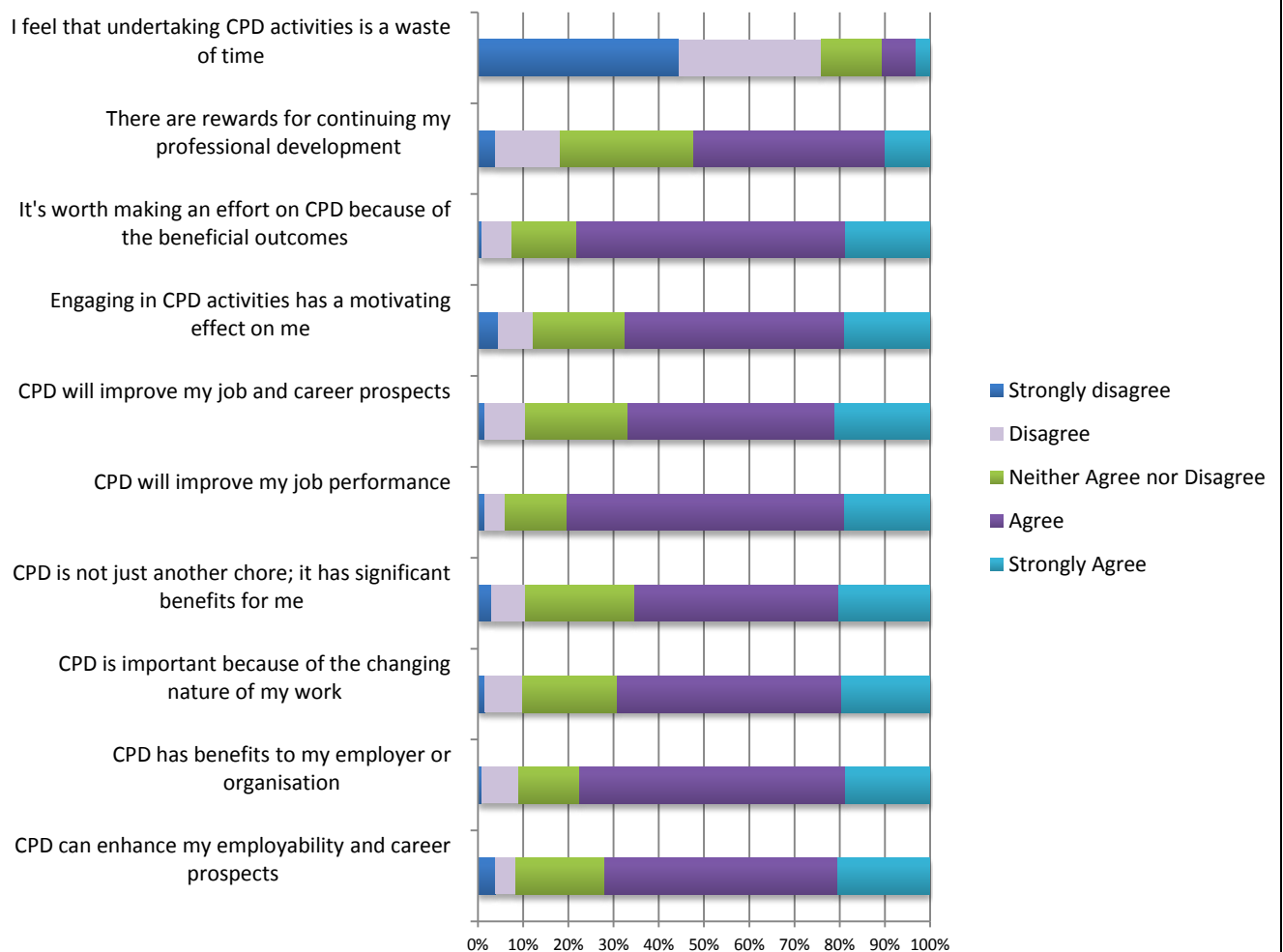
1. Do you feel that undertaking CPD activities adds value to your work and enables you to achieve more within your role?

Answer		%
Yes		88%
No		12%
Total		100%

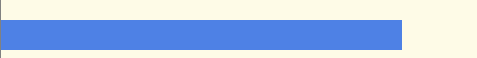

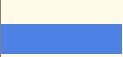
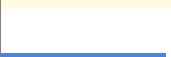

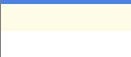

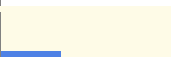


2. CPD VALUE

The extent an individual values Continuing Professional Development is able to be measured using an academic scale. This involves expressing the extent of agreement to different statements, which are detailed, along with the answers, below.

GRAPH 6: Academic Scale - CPD Value



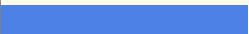

3. What are the main barriers you have encountered whilst undertaking your CPD? Please tick all that apply:

Answer		%
Time constraints		84%
Planning learning goals		19%
Identifying learning and skills gaps		26%
Access to appropriate resources		35%
Financial support		54%
Relevance of learning to personal situation or role		27%
Reflecting on what you have learnt		13%
Location of training activities or events		35%
Recording your learning		13%
Other (please specify)		11%
Other - TEXT RESPONSE		
CPD not undertaken.		
Company support.		
Domestic commitments.		
Lack of childcare.		
Obtaining feedback on application and forward on doing better.		
Economic situation means this is a low priority for majority of employers.		
Making the time.		
Quality of the courses is not good enough.		
No barriers, I am very fortunate.		
No belief in its benefits.		
Seeing a point, unless HR are making a deal about it		

Small business issues

Dates and timing + not sure of benefit thus no commitment to do it

4. Do you feel that your ability to undertake CPD has been impacted by the current economic climate?

Answer		%
Yes		52%
No		48%
Total		100%

5. In what ways do you feel the economic climate has affected your CPD? Please comment on your answer

Text Response

Not able to afford the cost of attending conferences and events.

It costs to travel to APM and other institution events - and also to attend some courses - my employer is not helpful in supporting anything outside the workplace.

Some opportunities for CPD are no longer available (externally provided events with costs over and above travel). This increases reliance on other types of CPD, particularly solitary activities such as reading journals/magazines/books and internet research, which in turn means the amount of discussion and learning from others is reduced.

Through a lack of options in the job market.

Little funding available for training.

Employers training budget significantly reduced so full day training course harder to access unless I pay myself and negotiate days off.

Limited resources for staff development.

I have had to pay for it myself and need it to get a new job as I have been made redundant.

There is not enough money in the company to support training.

Reduction in training budgets, less personal income to pay for training, less time to undertake training due to increased workload.

My employer has cut back on training due to the economic climate.

Tighter budget priorities.

The cost of courses and the fact that taking time off 'paid' work to engage in courses is not always possible - if the work is not done there is no invoice to go out!

No funds for external training, seminars.

Employer reluctant to let as many individuals attend conferences and meetings as previously. Employer ceasing to trade resulting in impending redundancy. However this has led to an increase in personal self-funded CPD.

There is no money available for external courses.

Self finance in attending CPD.

Less funds available from employer for training or secondments.

Forcing significant reappraisal of process by employer - the old scheme has stopped - the new one is not yet formulated.

Employer financial constraints means very limited budget & opportunity. Personal financial constraints in an increasingly pessimistic environment. reduced travel to reduce travel costs further limits opportunity.

Most employers, including my own, have made cutbacks on training budget. This has meant that I have had to pay for some training myself, and wait longer for other training to be signed off.

Yes, cut back in company financial support.

I had a contract cancelled and was out of work for four months so used this time to invest in CPD and learning and development.

I am less inclined to spend money on formal training - more likely to undertake CPD that doesn't incur an upfront fee. I may limit the number of qualifications that I am prepared to take because of the cost of registering for the exam. In general, my work has become much less reliable, so I am having to think carefully of the value of specific CPD activities.

No money to pay for CPD.

No external courses offered by my company at the moment.

Less budget for training available from employer.

Hugely reduced training budgets due to declining revenue.

Staff appraisal is no longer about developing the individual and more about achieving objectives.

It has caused me to become more interested in acquiring professional certification in order to make me more employable. I am doing this in case I am laid off.

All budgets have been cut and there is a need to work not study, study does not earn money.

Reduction in funds available to support formal learning events.

Funding event attendance or access to resources.

Makes it more difficult to justify spending on residential courses or overnight stays connected with courses. Does lend towards looking at self study and e-learning materials where travelling and accommodation can be cut out of process as much as possible or using local resource primarily.

Less time and more pressure at work. No support from employer for CPD.

Financial support.

My employer has reduced training opportunities across the organisation making it harder to get onto externally run courses. Tuition fees have dramatically increased which has impacted upon my ability to undertake additional university education (i.e. Masters).

Lack of time and funding to pursue as need to concentrate on actually finding work and paying bills.

Little money to spend.

No money available for development.

I am not earning enough to do courses in person only on-line and as free as possible There is no funding to help SMEs other than in very narrow parameters if at all.

Reduced employer training budget.

Insecurity of role (external funding dependent) means I am reluctant to dip into my personal savings for CPD. Employer is reluctant to pay for CPD when role isn't secure.

I have been unemployed for the last 6 months and the courses I would like to take have taken a backseat. My CPD so far has been to upgrade some memberships, joining the APM and purchasing project software and resources to self-study. I have a list of things I would like to do once I obtain a new

role.

My company has lessened the opportunities to undertake training.

The organisation I was working for (until recently) had reduced training budgets and any development had to be justified in the context of the current role. The heavy workload and change the organisation was undergoing in response to the economic climate also restricted the time available for CPD.

MOD has cancelled most of their support to CPD.

Limited training budget, high utilisation targets.

We have to minimize non productive time i.e. CPD is primarily something you do in your own time. More so now than before.

Travelling to CPD can be costly and time consuming.

Reduction in training budget.

Now self employed and attending external training means lost days fee.

Limited resource.

Less funding available to support external courses, events etc.

Less budget available for training and learning activities.



Now that I am self-employed and on reduced income I find it very hard, if not impossible to afford to attend the one and two day training courses and conferences put on by the training providers, e.g. IMechE.

Pressure of work increasing hours required.

Employers are less likely to fund attendance at CPD events. In house courses are reduced and training budgets are cut.

Lack of funds in public sector.

6. Have you ever purchased and personally paid for professional development activities?

Answer		%
Yes		65%
No		35%
Total		100%

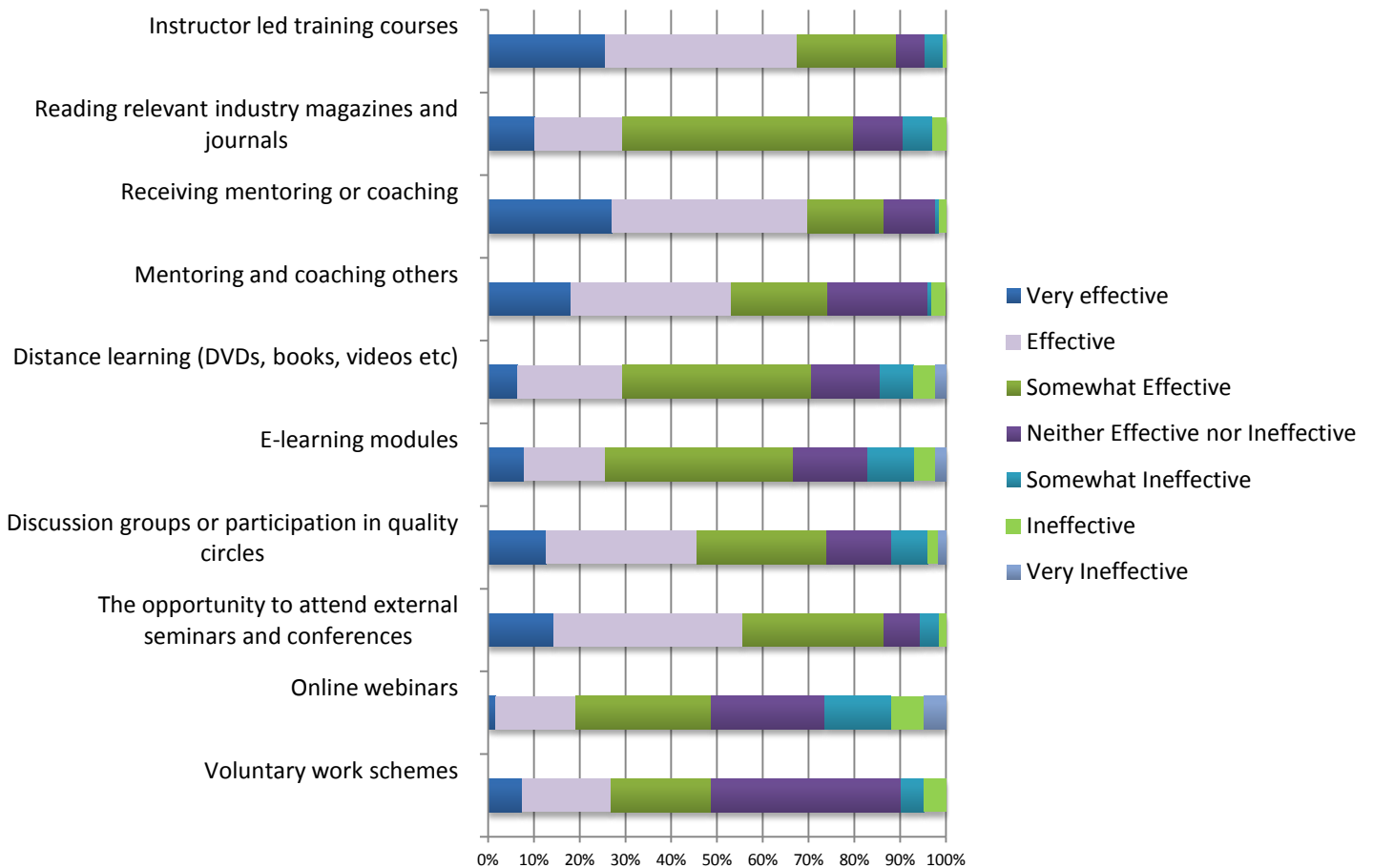
7. How do you review your CPD?

Answer		%
Against the planning technique I used and progress against this		9%
Reflective statements – how this activity has improved my competence		7%
Notes about the activity		6%
Collecting certificates		11%
Log book		7%
Using an online facility		6%
With a peer or group of peers		5%
Through my employer performance management system		16%
I don't review my CPD		26%
Other (please specify)		7%
Total		100%

Other
Most of the above.
Notes, log book, mind-map, diary.
Personal reflection.
On line CPD record with CIBSE.
By its effect on my CV.
Written up in book.
Through personal reflection.

8. From your choices above, what activities do you consider to be most effective for your learning and development?

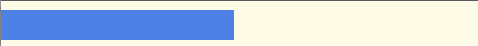

GRAPH 7: Respondents to Effectiveness of Training Activities Scale



9. Have you ever listed your CPD or PD on a CV, or presented proof of it, when you have applied for a new role?

Answer	%
Yes	43%
No	57%
Total	100%

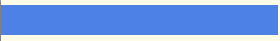


10. Have you ever completed a learning styles questionnaire to make you aware of your preferred ways of learning? If yes, please provide the name of the questionnaire (if you are able to recall it!)

Answer		%
Yes		49%
No		51%
Total		100%

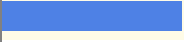

Yes
Myers Briggs
LSSI
Honey and Mumford, Gardeners intelligences
Honey and Mumford
Long time ago, don't remember name of questionnaire.
Myers Briggs (I think)
I can't recall
Both Kolb's Learning Styles / Honey & Mumford
Myers Briggs
MBTI
(Can't remember name)
SDI
Future to Be (see website I helped deliver)
Can't remember - I think was via CMI
Can't remember
Unknown, sorry (internal to BAE Systems)
Belbin
Activist
Myers Briggs
Peter Honey's
Peter Honey
SDI, MBTI

SECTION 7: CPD & YOUR ORGANISATION




1. Are you regularly given the opportunity to undertake training or professional development activities within your organisation?

Answer		%
Yes		58%
Not sure		13%
No		29%
Total		100%

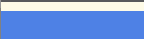

2. Are there any training or professional development activities that your organisation DOES NOT provide, but that you feel you would benefit from?

Answer		%
Yes		38%
No		62%
Total		100%
If answered Yes – text response:		
External courses		
MA financial support		
Assistance with finance for tertiary education		
Any relevant training would be useful		
H&S Training		
TEFL		
Enterprise programme plan development, management & reporting		
Support for Masters qualifications		
CPD		
Prince 2		
PRINCE2, SCRUM/Agile		
Self Reflection, Emotional Intelligence		
A training programme and a development officer		
Follow on APM qualification to become full member		
Mentoring, shadowing, 'on the job' training, coaching		
PRINCE 2 & MSP		
Focus is currently on people skills, equal balance with technical skills needed		
Anything about project management		
MBA, APM PQ		
MBA		

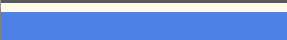

3. Do the CPD or PD requirements of your organisation align to, or incorporate, the external CPD requirements from your professional institute/s?

Answer		%
Yes		37%
No		33%
Not sure		31%
Total		100%



4. Do you manage other employees CPD or PD?

Answer		%
Yes		32%
No		68%
Total		100%



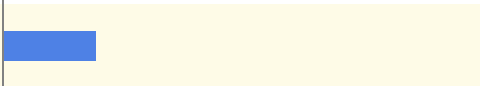

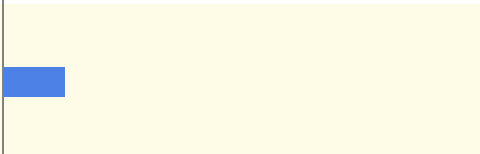
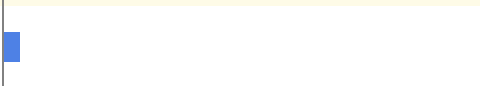
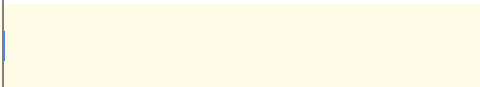

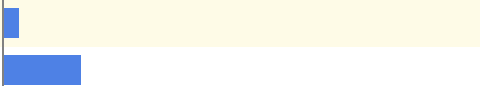
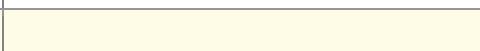
5. Since you have begun managing employees, have you received any training or information from your employer on how to conduct professional development conversations?

Answer		%
Yes		61%
No		39%
Total		100%

6. Since you have begun managing employees, have you received any training or information from your employer on how to coach or mentor your employees and support them with their PD or CPD?


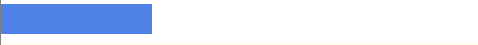

Answer		%
Yes		58%
No		42%
Total		100%

7. Do you encounter any of the following challenges when managing others CPD or PD?

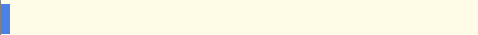

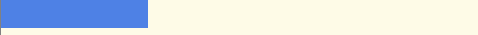
Answer		%
Finding the time to support your colleagues against your other work commitments		35%
Assisting colleagues with planning or reflecting on development goals		3%
Identifying learning and skills gaps		19%
Sourcing and accessing relevant training and learning resources		3%
Financial constraints on budgeting or purchasing training and learning activities		13%
Relevance of learning to personal situation or role		3%
Reflecting on what you have learnt		0%
Location of training activities or events		3%
Recording your learning		3%
Other		16%
Total		100%

Other
Engaging with them
Most of the above
Their refusal to accept that CPD would help them

8. Does your organisation measure the effectiveness of CPD activities and if, after undertaking them, employees' performance is improved?

Answer		%
Yes		21%
Not sure		32%
No		47%
Total		100%

9. Does your organisation have a tool or process to measure the financial impact or benefits after employees' have undertaken CPD or PD?

Answer		%
Yes		2%
No		67%
Not sure		31%
Total		100%

If answered 'Yes':

Sonar6

10. Lastly, if you can provide us with any thoughts, opinions or experiences of managing yours or others professional development, it would be invaluable in adding some context to the research.

Text Response

I would always encourage face to face contact with someone in the profession that you respect - the issue tends to be around finding such a person.

CPD is new to the organisation. Lunch time talks are being organised to help people undertake theirs. These can be on general things like the APM, or focussed on things like EV, where they are a substitute for paid training courses. Introducing CPD, and making it an objective for individuals to undertake 35 hours CPD has meant individuals, who believed the company was responsible for their learning, have now understood they have a significant role in taking responsibility for their own learning, and if the company can lay on sessions to help them, then 35 hours becomes easy to achieve.

I have worked in places that have tried to measure the performance of teams / Project Mangers that have undertaken specific training vs. those that had not.

I record my CPD in a number of ways (which this survey didn't allow me to register - I could only tick one box!) such as notes from evening events, certificates, log book, comparison to peers etc which helps me both with APM CPD and also my employers annual review in thinking about what areas I need more training in and at what level - i.e. is it training I can do myself (reading/research) or do I need training courses etc. Whilst I don't think CPD actively improves my career prospects I guess it does contribute towards showing that I am continually improving my abilities.

I initially undertook the CPD scheme with the BCS 20+ years ago but did not continue it through my career. I wish I had - it would have been useful and provide a record of progress. The lack of support from colleagues/management to use it effectively did not help motivation. I believe keeping an electronic record of professional development within the professional body would be something that could entice the individual back into the organisation and pickup their Professional Development again later in their career.

Professional development is very personal, aspirations and commitment vary widely. Any process must be flexible so that everyone has the opportunity to get the most out of it that they can.

The organisation I work for encourages training especially CPD but its budget for paying for external courses has been removed. So once you have completed the in house training you are struggling to find opportunities for 35 hours training year on year. In house focus groups do not work because job cuts mean everyone is doing more and more work therefore reducing networking opportunities within the working day.

My employer makes all the right noises and statements, but in reality finding the help to improve is difficult. In house courses do not solve all my needs.

We need more clear learning plans and personal reflection about learning. Our CPD plans are extremely basic.

Employer's budget includes provision for a set learning calendar as well as provision for self managed learning from external providers.

CPD requirements vary by role, the individual's experience and career aims - so there is no perfect solution. Pressures of work (time constraints etc) and family life are the primary barriers to learning / attending events etc, but individuals have the choice to take up what is offered, or not. If employers coerce staff to do training 'out of hours' it becomes a chore and a bind that is a dis-incentive to learn. People that choose to learn are like a sponge, and will absorb knowledge; those forced to attend/do something that is of little interest or relevance will take on board relatively little. Employers and employees should recognise this, and use the provision of training accordingly.

Not always taken seriously at high level in some organisations.

There is very limited assistance within the organisation to progress with professional development. Courses that I have completed this year have been paid for and organised by myself.

It would be useful if there was a system that you could follow like the proficiency badges in the Cubs. There are a range of proficiencies (map reading, knots, first aid, etc.) with measures to let you know whether you have reached the required standard.

All parties need to be 100% committed to make CPD effective. Employers, coaches, and the individual. This needs to be win-win, too often I have seen CPD used as a route out of an organisation, or even an excuse to get away from the office. Careful alignment of organisational and individual benefits need to be managed effectively so that the organisation does not start to view CPD simply as cost - though quite often it is often their poor management that creates the problem. A case in point is Prince2 training being agreed for staff who have no PM responsibilities or prior experience who finish the course thinking they are now PM experts. This reduces the value and standing of the methodology, adds cost to the organisation, and achieves very little.

It needs to be conducted within the context of wider career planning & development. It can easily become overly bureaucratic and time consuming, therefore it has to be planned, constrained and conducted in an agile way. In my experience contractors are generally better at prioritising and progressing CPD as those in FT employment either rely too much on the employer to take the lead or are overly constrained by the employer.

It is very important but often hard to make the time to do it. With a very busy day job and life in general it is hard to focus on the longer term in terms of development - but the benefits are huge - both in terms of professional development as well as confidence and feeling good ;-)

From experience of managing my own - I have always made the time for CPD, whether it is 6am on a Saturday before the kids get up, or on the train to and from work. I often find a lot of people complain about a lack of opportunities for CPD, but never show the initiative themselves to get on with it. There is a wealth of free information out there in just about every discipline, and ultimately, the onus is on the individual. The ones that put the effort into their own self study are the ones that tend to get the most out of the employer paid formal training events.

The value of CPD is misunderstood by some employers and they can see it as the employees responsibility. My view is that the more relevant the training your employees have received the better they will be able to do their job which clearly benefits the employer as well.

It is so difficult to locate any local CPD organisations, it is not communicated within the workplace - if someone contacted me to discuss it that would be great!

Competency based interviewing identified skills gaps that staff were required to address within a period of time, incoming director used info to build a case to dismiss the staff Comments of (younger) line manager on relevance of CPD for older (over 55) direct reports - assumption that they would/should be planning retirement, not careers including promotions.

I think it's important to understand that CPD is relevant to (and can come from) all aspects of life, not just those undertaken within your paid work.

Would like a single flexible CPD recording system with flexible outputs so can easily amend the outputs for each of my different Professional Institutes (e.g. APM, PMI, CMI, AIIM, ARMA) and also for outputting for employer's bespoke requirements

I see a lot of people focused on gaining certifications because that seems to be what the IT industry is looking for. However, most certifications don't require applied experience. Therefore, there are many people in the IT industry who are good at studying and passing tests but are very poor at providing IT services. I feel certifications should measure a balance between CPD and hands-on experience.

I think CPD is largely irrelevant. The only realistic path to progression in project management is through job based experience.

Main problem seems to be in encouraging them to think beyond formal training courses in terms of CPD. Huge amount of training, mentoring and self learning goes on at my organisation and people don't tend to be very good at/the employers framework isn't that set up to be encouraging them to record it. Yet they are rewarded for it in some senses

CPD is important, but "structured frameworks" tend to mean that the framework is taken as correct, no matter how irrelevant. "In theory, practice and theory are the same..." seems to underlie these frameworks in their operation phase, but "...in practice, they're not".

Formal training is limited due to budget constraints, thus many staff feel they're missing training/development opportunities. In practice, not enough though is given to CPD, self-funded or activities carried out in your own time, however some of these options can be more cost-effective than formal training. The quality of on-line training is VERY mixed, some is useful but much is too superficial and doesn't provide opportunity for questioning, discussion, debate or feedback. Pressure of project deadlines, workload and the economic climate frequently mean that coaching/mentoring or other development activities are missed.

Given an ageing workforce mentoring less experienced colleagues is positive strategy. Helps those mentored and also those doing the mentoring. Also allows for session planning in organisation and helps embed knowledge management techniques and enables the tacit knowledge transfer of the organisations history to next employee generation.

Providing support to others in the form of life experience through a mentoring scheme is a massive responsibility that I do not take lightly but can also be extremely enjoyable if things go well.

Currently deploying a Competency Framework adapted I have collaboratively adapted from IPMA / APM into my Directorate at work to assist in development of our project peoples 2012 and beyond CPD planning.

It's up to the individual to take responsibility for their own CPD!

Project management is not really valued as a skill in the workplace, despite bland statements to the contrary.

Provide more online means

It should be rigorous and tested to be sure there is good learning.

I see the establishment of a plan for professional development and clear goals as fundamentally important. Another key success factor for me would be a healthy mix of learning by doing, mentoring/coaching, and classroom type training.

I would join the APM. I am an Examiner for the BCS in PPM qualifications but since moving into my late 40s I have not got consistent project management assignments which I was told were a requirement of getting it. I run small projects all the time in my own business such as developing digital books and mobile applications, account director activities but I am unsure they would qualify - APM seems only interested in Government Departments and big businesses.

People need to be clear on why they are undertaking CPD, not just because their employer requires it. I use a great story about identical twins that each have a capability score of 100 at 25, 1 undertakes CPD equivalent to 1% per year, the other at 6% per year. 20 years later one has a score of 120, the other a score of 360 - peers ages 25, different leagues aged 45. That gets the message in.

CPD works best if led by the individual - in some cases the employer doesn't have too much of a focus on CPD and it's entirely up to the individual to set their own goals and aspirations. Some form of mentoring is always beneficial.

I line manage the project admin team - who have a very different role / grade to myself, so finding out what skill gaps they have and how to help is very difficult.

Managers of corporate organizations need to devise plans that allow employees to immediately apply what they've learned from their CPD. Often times the training garnered by the employee is lost and/or

forgotten. This needs to stop!

It's vital to get the balance right between content/technical development (e.g. how to manage risk) and developing/maintaining the personal skills and behaviours (e.g. managing resistance) required to be effective in the modern workplace.

Providing advice the CPD that should be followed by an individual is difficult. Being able to monitor their progress is also difficult.

The Institution of Civil Engineers have a structured process of monitoring over the initial period until members become chartered. This is a process of pre-defined meetings reviews and formally allocated mentors. This sets people off on the right footing in managing their own CPD early in their career. APM may want to adopt something similar.

Would be helpful if new members can have an avenue/advice provided by APM on benefits of CPD and how to embark CPD w APM.

CPD can be very subjective. In an ever changing environment, what was learnt one year can become out of date the next and where standards vary, confusion or misunderstanding can follow. CPD can be an effective way of refreshing understanding and providing exposure to new ideas.

Budgets need to be available for training. Training then needs to be undertaken in a timely manner.

I certainly feel that starting CPD activities using the APM framework has given me some structure around my learning, and has helped to highlight certain areas of Project Management that I need to improve on, skills I need to develop and acquire, and experience I need to gain. As I look to continue to grow in the PM field, logging these activities in a portfolio of CPD will be invaluable.

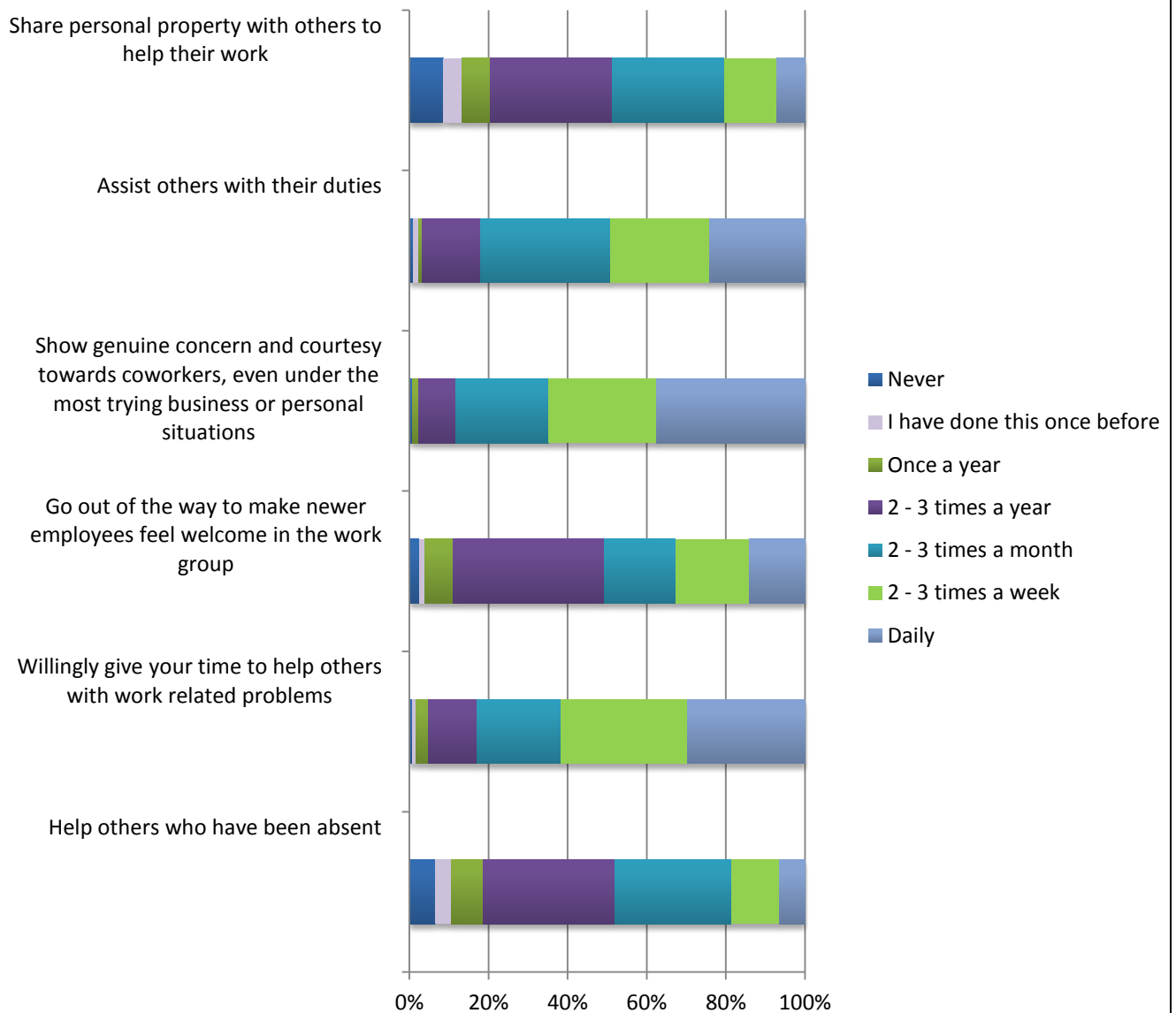
SECTION 8: YOU AND YOUR ROLE

1. CITIZENSHIP BEHAVIOURS

Please reflect on your relationships with your colleagues and indicate the extent to which you have engaged in the following:

Citizenship Behaviours are defined as the extent that an individual employee engages in discretionary, positive, pro-organisational behaviours which fall outside of their formal job description. These behaviours are measured using question statements, the answers to which are detailed in the graph below.

GRAPH 8: Academic Scale - Organisational Citizenship Behaviours

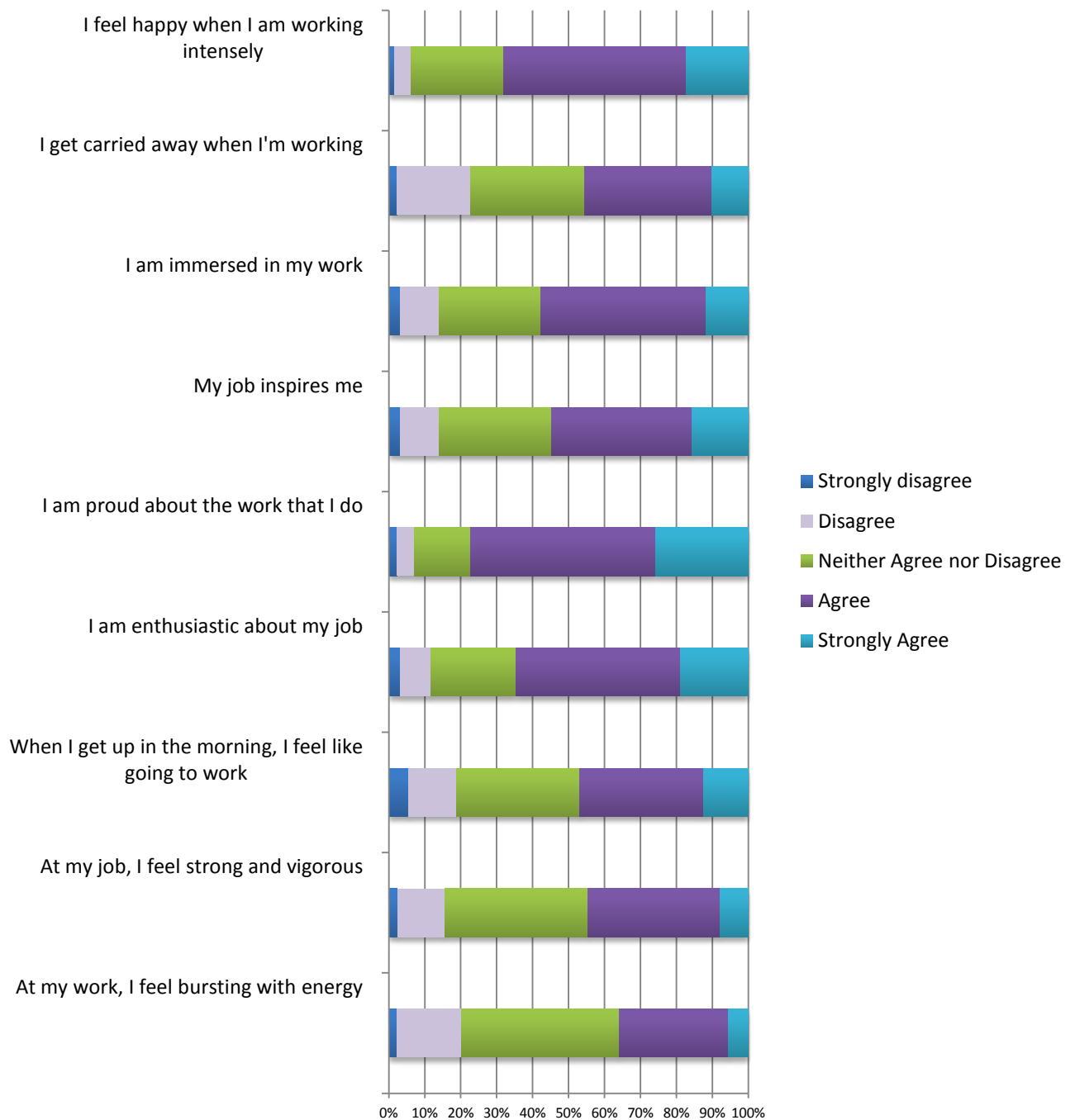


2. WORK ENGAGEMENT SCALE

Please indicate the extent to which you have engaged in the following

Work Engagement is defined as the extent that an individual employee is energetic, dedicated and energised by their work. Overall, engaged employees are fully involved in, and enthusiastic about their work. Work engagement is measured using an academic scale involving the extent of agreement to different statements. These are detailed in the graph below.

GRAPH 9: Academic Scale - Work Engagement



SECTION 9 – DEMOGRAPHIC INFORMATION AND COMMENTS

1. Age

Answer		%
18 - 25 years		0%
26 - 35 years		19%
36 - 45 years		33%
46 - 55 years		36%
56 - 65 years		11%
65 years +		1%
Total		100%

2. Gender

Answer		%
Male		77%
Female		23%
Total		100%



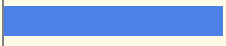



3. How many people do you manage?

Answer		%
0		36%
1 - 5		26%
6 - 10		15%
11 - 25		12%
25 +		10%
Total		100%






















4. Sector

Answer		%
Private		69%
Public		26%
Voluntary or third sector		5%
Total		100%

5. Role

Answer		%
CEO or equivalent		4%
Senior Management		28%
Middle Management		46%
Junior Management		17%
Supervisor		2%
Assistant		3%
Total		100%

6. Industry

Answer		%
Accounting and Auditing		1%
Advertising and PR		1%
Aerospace and Defence		13%
Agriculture / Forestry		0%
Architectural and Design Services		1%
Biotechnology and Pharmaceuticals		2%
Broadcasting and Music		2%
Business Services		4%
Charities or not for profit organisations		4%
Chemicals / Petro Chemicals		0%
Clothing and Textiles		0%
Construction - Commercial		5%
Construction - Residential		1%
Education		6%
Electronics		0%
Energy and Utilities		5%
Entertainment Venues and Theatres		0%
Financial Services		5%
Food and Beverage		0%
Government and Public Sector		10%
Healthcare and Medical Services		2%

Hotels and lodging		0%
Insurance		1%
Internet Services		0%
Legal Services		0%
Leisure		0%
Management Consulting		5%
Manufacturing		1%
Marine Manufacturing and Services		1%
Medical Devices		0%
Metals and Minerals		0%
Performing and Fine Arts		0%
Personal and Household Services		0%
Personal Care Products and Services		0%
Printing and Publishing		2%
Recruitment / Employment Agencies		1%
Rental Services		0%
Retail		2%
Security and Surveillance		0%
Sports and Physical Recreation Jobs		0%
Telecommunications		7%
Transport and Storage		1%
Travel and Transportation		6%
Waste Management		0%
Wholesale Trade		0%
Other		13%
Total		100%

Other

- Forensic Science
- Textiles
- IT services
- Software, ISV
- IT Services Outsource
- IT
- ITC
- Engineering consultant
- Construction Consultancy
- Academic research & development
- Consultancy

Software

Automotive After-market

Project Mgt

Nuclear

IT services

Many thanks for your time and participation in this survey!

If you have any comments, opinions or views on the subjects covered in this survey, please feel free to comment below.

The Association for Project Management & the CPD Research Project

Text Response

Very comprehensive. Good Luck in your encouragement and wider use of CPD in the workplace.

A couple of the questions seemed to need multi choice answers but were single choice. The organisational role options need an other - as a Senior Lecturer where do I sit in that limited hierarchy with no staff to manage, yet I am considered a subject matter expert and have been asked to assist with management level CPD.

Please consider adding 'not applicable' options to some of your questions. For example, I am self-employed and so the questions about how my employer supports CPD are irrelevant as are the questions about how I support my colleagues - I don't have any colleagues. Perhaps your survey has been designed with a narrow set of respondents in mind in which case you should state that at the beginning.

The 'role' choices didn't really seem appropriate for my situation (freelance Business Analyst working on public Health/Social Care Projects). Good that you're undertaking this research! Thanks.

The questioning in general relates to you currently being in a job; I am semi retired so I have had to use a retrospective view (I hope that does not skew your results). It's bizarre that ITC is not one of the sectors on your final list.

The survey took a long time! Very interesting questions though.

Some of the questions needed to allow multiple boxes to be ticked (e.g. methods of recording CPD, and a few other questions) as I found that I could only note one of many answers that were applicable. A few of the questions did not really lend themselves to the 'agree, neutral etc' answers - there needed to be a 'not applicable' box as well!

Some of the answers would have benefitted from allowing multiple selections (I had to put other - which I suspect doesn't help that much).

Arrange more promotion to public.

There may be some inconsistencies as most answers are for before I was made redundant but my current work status of unemployed is as now.

I think it is great that you are doing a survey. I think the way the questions were structured could have done with piloting so that it is actually possible for those in SMEs or self-employment to answer then or have a 'not applicable' option in the questions.

One question on how you engage with Co-workers is answered by 'once a year' and so on. This seems the incorrect measurement and the question below, using 'Strongly agree' and so on would be a far better way of answering this question.

I recently became unemployed but have filled in this questionnaire partly in relation to my most recent employment. For some of the questions - in particular those about relationships with colleagues and how development is achieved it might have been revealing to capture the difference between what happens and the aspirations of the person completing the questionnaire. In my case there would have been some significant differences!

As an expat who is now living in Canada, I am impressed with the presence of APM on the Linked-In service. It is offering some of the best discussions in the whole area of Project Management well done! Perhaps partnerships with the youthful Canadian PMAC would help this new organization start in its own way.

RPP is a good lever to encourage more CPD participation.

Look forward to engaging with the APM CPD Scheme.

I believe the fast way things are changing CPD is crucial!.

I happily complete quite a few questionnaires when asked and it's always interesting to try to place myself as a Project manager into the 'hierarchical' description of 'roles'; junior management, middle management etc. As a PM, I can have a higher budget responsibility and larger team than someone who might be described as being a more senior manager using such terms. I've commented somewhere (I can't remember exactly what I said) that it can be difficult to practice what has been learned through CPD. I am Masters educated and continue to read academic literature on the subject of project management, as well as take an interest in what is going on in the development of 'project management' as a profession. However, much of how projects are delivered is determined by the organisation within which the project is being delivered. Therefore, unless there is organisational learning (Continuing Organisational Development (?)) in parallel with CPD and PD the individual can be constrained in the extent to which learning can be applied and prevented from developing.