

Marx, Susanne

Working Paper

Project management practice in interreg projects: Reflective analysis and recommendations

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Project Management Practice in Interreg Projects – Reflective Analysis and Recommendations

Susanne Marx

Hochschule Stralsund
SIMAT Stralsund Information Management Team

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Hochschule Stralsund
SIMAT Stralsund Information Management Team
Zur Schwedenschanze 15
18435 Stralsund
www.hochschule-stralsund.de

Editor

Prof. Dr. Michael Klotz
Fachbereich Wirtschaft
Zur Schwedenschanze 15
18435 Stralsund
E-Mail: michael.klotz@hochschule-stralsund.de

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Behrndt & Herud GmbH
Anklamer Straße 98
17489 Greifswald

Author

Susanne Marx is a marketing and project management consultant with several years of industry experience in national and international (EU funded) projects in the sectors of consumer goods, tourism and IT. Her specific interests are in project communication, project knowledge management and international, virtual teams. She is certified with the Project Management Standard for Sustainable Development (PM4SD®) at Practitioner Level.

Die „SIMAT Arbeitspapiere“ dienen einer möglichst schnellen Verbreitung von Forschungs- und Projektergebnissen des SIMAT. Die Beiträge liegen jedoch in der alleinigen Verantwortung der Autoren und stellen nicht notwendigerweise die Meinung der Hochschule Stralsund bzw. des SIMAT dar.

Project Management Practice in Interreg Projects – Reflective Analysis and Recommendations

Susanne, Marx¹

Summary:

Drawing on experiences of the author in Interreg co-operation projects, this paper relates project management practice in two case study projects to selected key topics of project management theory, resulting into a series of recommendations primarily based on personal reflection. The case study projects were both funded by the South Baltic Cross-border Co-operation Programme 2007 - 2013.

This paper presents the strategic environment of the case study projects. The framework of public requirements, the geographic distribution of the project team and the concept of a multi-organisational project set-up, lead to increased complexity. In assessing this specific project environment, the paper evaluates the relative importance of the project management knowledge areas of the PMBOK® and in doing so, putting a focus on project sustainability management as a significant area for further efforts towards enhancing project management standards and indeed, long-term project success.

The balanced matrix of the multi-organisational structure required management awareness of the lead partner for enacting non-formal authority and empowerment, resulting in the importance of building trust. Since stakeholder influence and needs were critical for project success, this paper presents a process for analyzing stakeholders to prioritize and develop individual strategies.

The concept of the project lifecycle is established in the PM standards of the PMI® and APM. In transferring these standard project lifecycles to the considered Interreg-projects, a major distinction noted, is the timespan between an application for funding and (in case of success) the start of project implementation. This period can take several months, in which the project risks to lose momentum. Another critical, yet largely neglected phase is af-

¹ Susanne Marx, Unternehmensberatung, Dorfstr. 10e, DE-18258 Benitz, info@emaerix.com

ter the project closure, a time when promised benefits for stakeholders potentially materialize.

This paper recommends strengthening the role of the ‘program’ in terms of project management qualification, continuous improvement and cross-project learning. Finally, the project management maturity is assessed, recommending the following areas for further development: Benefit, Stakeholder and Risk Management.

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Schlüsselwörter: Project Management – PMBOK® – Project Lifecycle – Interreg – Project Maturity – Stakeholder Management

JEL-Klassifikation: O22, M19, M21

Preface

Within the European Territorial Cooperation, the European Union financially supports a great number of project initiatives by cross-border (Interreg A), transnational (Interreg B) and interregional (Interreg C) programmes. In the past ten years, Stralsund University of Applied Sciences has implemented several projects funded by the cross-border Interreg South Baltic Programme in the role of the lead partner of the international project consortia.

These EU-projects follow regulations and management processes imposed by the programme. How do these relate to PM standards, norms and findings from PM research? To answer this question, the purpose of this paper is to reflect on the experiences of the lead partner considering relevant theory. A few major subjects of PM were chosen to be incorporated in this analysis, e.g. the project lifecycle, project maturity assessment and the project management areas of knowledge. The multi-organisational, cross-border and cross-industry structure of these Interreg projects had a significant impact on project management practices.

While stakeholder management, benefit management, and risk management stand out in the recommendations, the overarching recommendation is to use the enormous number of projects for continuous improvement of PM practice within and across projects by learning and qualification initiatives.

This paper summarizes the view and experiences from the perspective of the lead partner. The reflections are limited by the point in time and the exclusive perspective of the specific lead partner organisation within the selected case studies. Thus, the recommendations are not ultimately complete. Feedback and notes on additions are welcome.

Prof. Dr. Michael Klotz

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Abbreviations

APM	Association for Project Management
BSR	Baltic Sea Region
CMMI	Capability Maturity Model for Integration
EU	European Union
ERDF	European Regional Development Fund
GAPPS	Global Alliance for Project Performance Standards
JS	Joint Secretariat
NCTP	Novelty, Complexity, Technology and Pace
SBP	Interreg South Baltic Programme
OGC	Office of Government Commerce
P3M3 [®]	Portfolio, Programme, and Project Management Maturity Model
PM	Project Management
PMBOK [®]	Project Management Body of Knowledge Guide
PMI [®]	Project Management Institute
PMO	Programme Management Office

1 Introduction

In the period of 2008-2015, the projects BalticMuseums 2.0 and BalticMuseums 2.0 Plus were developed and managed by Stralsund University of Applied Sciences in the role of the lead partner. These projects concerned cross-border use of electronic guides (e-guides) in museums by a consortium of various organisations from Germany, Poland, Lithuania, Sweden and Russia (Figure 1). Both initiatives were part-financed by the South Baltic Programme (SBP) under the European Regional Development Fund (ERDF). The projects were connected as follow-up projects, both serving for the cumulated practical experience to this paper. The purpose of this paper is to relate experiences made during the project implementation by the lead partner to relevant Project Management (PM) theory to develop recommendations on selected aspects of project management practice for future Interreg projects.

The case study projects

Characteristic	BalticMuseums 2.0	BalticMuseums 2.0 Plus
Title	Joint development of cross-border tourism information products by South Baltic Oceanographic Museums	Implementation of eGuides with cross-border shared content for South Baltic Oceanographic Museums
Timeframe	2008-2011	2010-2013 (prolongation 2015)
Funding Program	South-Baltic Cross-border Co-operation Programme	South-Baltic Cross-border Co-operation Programme
Budget	Total project budget: 1.14 Mio EUR (ERDF: 0.96 Mio EUR, National co-financing: 0.18 Mio EUR)	Total project budget: 1.12 Mio EUR (ERDF: 0.95 Mio EUR, National co-financing: 0.17 Mio EUR)
Partnership	6 partners (oceanographic museums and universities)	7 partners (oceanographic museums and universities)
Countries of partners	Germany, Poland, Lithuania, Russia	Germany, Poland, Lithuania, Russia, Sweden
Lead Partner	Stralsund University of Applied Sciences	Stralsund University of Applied Sciences

Figure 1
Overview of the Case Study Projects

This paper analyses the two case study projects in a qualitative approach. In terms of budget, time and management regulations, they comply with average project characteristics within the SBP, in this respect, they can be regarded representative.

The SBP supports various initiatives in pre-defined industries, among others tourism and culture at which this paper aims. For the time of the pro-

Interreg South Baltic Programme

gramme, a programme manual is issued, describing the formal requirements both for project applications but also for implementation. These requirements are binding for project management (PM). Multi-national consortia from the region can apply for funding for three-year projects with a budget of about 1.5 million Euro, out of which the participating organizations cover 15 – 25% from their own organizational budget. Projects are managed by the lead partner, an institution that takes overall responsibility and is the single contact for the funding body. The program has a Program Management Office (PMO), the Joint Secretariat (JS), which manages all funding application and controlling processes during implementation across all projects within the program.

The European Union (EU) funds cooperation projects by Interreg programmes to support one of the targets of European cohesion policy: European Territorial Cooperation. In the funding cycle of 2014-2020, 10.1 billion Euros (European Commission 2017) are planned to be spent in three types of programs:

- cross-border (Interreg A),
- transnational (Interreg B) and
- interregional (Interreg C).

In the European Territorial Cooperation, 107 programs are run in the current funding period with the objective to “promote a harmonious economic, social and territorial development of the Union as a whole” (European Commission 2017, para. 1). In the preceding funding period 2007-2013, over 10,000 projects were realized (Interact 2017). The capital size of the Interreg cooperation initiatives represents an enormous potential of generating best-practices and sharing experience.

2 Strategic Project Environment

2.1 Alignment with Strategy

This section looks at the strategic alignment and selection processes at the level of the programme. Programmes and their subordinate projects are means to implement a strategy (Partington *et al.* 2005, Thiry 2004) to derive beneficial change.

The projects considered in this report were financed by the SBP, part of the European Territorial Cooperation as a cross-border programme (Interreg A).

Strategy in Interreg projects

Regional Interreg programmes are setup and negotiated along with the EU budgeting processes and concentrate on certain regions. In addition to the differentiation by region, each of the programmes has its own content related framework of focus industries to support. The programmes are negotiated with the member states from the region. The programmes both draw on the overall European strategy, but also on regional strategies e.g. for the Baltic Sea Region and additionally on industry specific European strategies, e.g. the Blue Growth Strategy (Figure 2).



Figure 2
Relation of projects
in SBP to strategies

Although the regional programmes are related to EU strategies and means of their implementation by funding suitable projects, they do not embrace all the strategies to the fullest. By involving national interests, priorities are chosen for each programme. This might result into a situation, that some strategic focus areas are not covered by funding programmes. An example is the area of tourism as a part of the European Union Strategy for the Baltic Sea Region (Centrum Balticum Foundation 2017), however, there is no priority funding of tourism projects in the Baltic Sea Region Interreg programme. Tourism is only directly addressed in a sub-region by the SBP.

On project level, the strategic alignment of projects within each partner organisation varies significantly without further insights being available.

2.2 Portfolio Selection

Archer and Ghasemzadeh (2007) define a process for the selection of a project portfolio, that is related to strategy. The selection process of the SBP corresponds to this process to a large extent (Figure 3).

Selection processes
in SBP

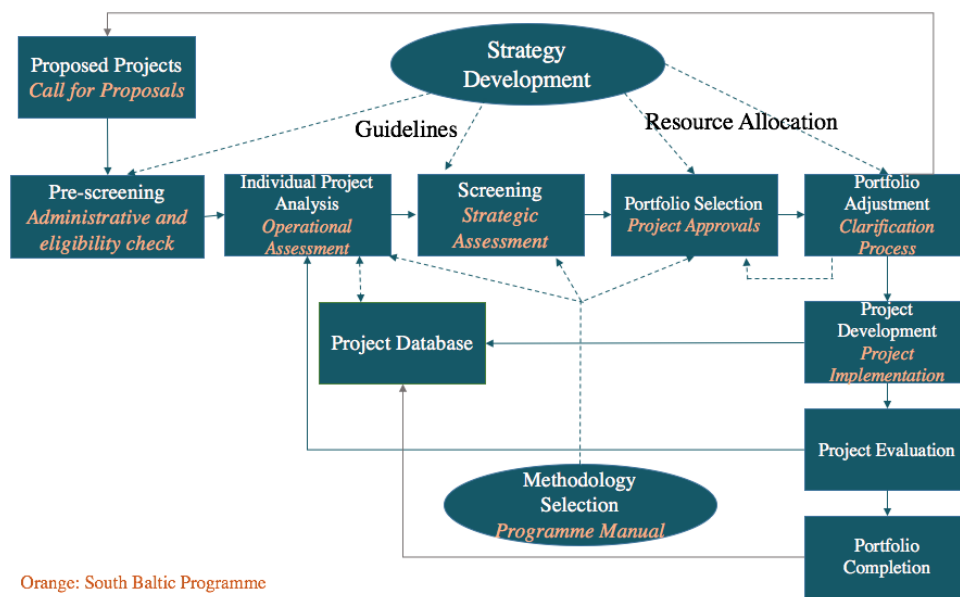
The submission of project proposals follows calls for proposals. After submission, the selection process first considers administrative and eligibility criteria. These consider the full completion of the application, the adequacy of the partners, but also strategic alignment: the pre-screening according to Archer and Ghasemzadeh. In a second step, quality criteria composed of operational assessment and strategic assessment are considered, as are linkages or duplicating with former projects based on the project database. The operational assessment analyses projects according to the viability and feasibility (Interreg South Baltic Programme 2015), corresponding to the individual project analysis of the Archer and Ghasemzadeh model.

The screening is demonstrated by the strategic assessment in the SBP, concentrating on the evaluation of the projects' contribution to the programme objectives. This results into a portfolio selection, a decision taken by the monitoring committee of the programme. This decision is followed by a clarification process, the portfolio adjustment, where adjustments in the projects are made for regarding content or budget, before the project is officially approved and implementation starts (Interreg South Baltic Programme 2015). The methodology for selection is laid out in the programme manual, describing the assessment criteria.

In addition to the researchers' model, information of finalised projects and portfolios is contributing to the project database, as well as the selection process being iterative with half-yearly calls for proposals, contributing to a growing project portfolio.

Selection techniques are either economic or non-economic factors (Burke 2016). Since territorial cooperation projects rarely result into direct turnover, economic factors like Return on Investment or Net Present Value are limited to be foreseeable in the project selection phase of the SBP.

Moreover, profit generated by outcomes of the project reduces the Interreg funding. The SBP applies qualitative criteria, e.g. explanation of the business impact, the added value and the contribution to the programmes objectives.



Orange: South Baltic Programme

Source: Adapted Model of Archer and Ghasemzadeh 2007

Figure 3
Portfolio Selection Process

2.3 Recommendations for Future Projects

For the strategic alignment three main recommendations based on Thiry's model (2004) can be made. Firstly, the current cycle of strategic alignment ends with project management and the delivery of the proposed outputs. However, according to Thiry, organisational improvement involves enhanced capabilities, realised outcomes and realised benefits, requiring a prolongation of the current project timeline beyond the final report. Secondly, learning cycles can help to improve the programme. Results from the programme and projects should be taken as an input to further strategy development in a bottom-up process, although being in a very complex environment of various national interests. Thirdly, increasing the transparency of the strategic alignment and decision making in the development of the programme, could make project managers understand and identify more with the desired long-term program benefits. For the portfolio selection processes, the methodology is transparent and the process follows the model recommended in the selected literature. Regarding the selection criteria, described in the

Prolongation of
lifecycle, Learning,
Transparency, Risk
Management

methodology for selection, a purely qualitative assessment bears the risk of subjective assessment of the assessor and limited transparency. It is therefore recommended to amend the assessment with quantitative, economic criteria, to both increase transparency, but also to foster economic thinking. Such criteria should be weighted compared to soft criteria, since cooperation and networking are targets of the programme. The applicants should be assisted in defining the tangible outcomes and benefits. Moreover, the non-economic factor of risk should be implemented in the SBP selection and application process, asking applicants to define assumptions, considered risks and appropriate reaction strategies.

3 Organisational Framework

3.1 Organisational Framework Programme – Project(s)

The organisational structure of the Interreg projects is specific involving several organisations as project partners (Figure 4). Contracts regulate the relations between the different actors. The Joint Secretariat (JS) of the programme ensures the technical implementation of the programme, selection, controlling and governance of projects, but also supports in administrative questions or change procedures. It is the Programme Management Office (PMO). After the project's approval, the subsidy contract is signed between the program's Managing Authority and the lead partner of the project. The lead partner signs partnership agreements regulating the liabilities and rights of the partners in the project, e.g. activities, budget, conflict regulation, communication. The lead partner is responsible for the overall project management and local implementation in its own organisation, the partners are responsible for local project management and implementation.

Lead Partner Principle, PMO, Responsibilities

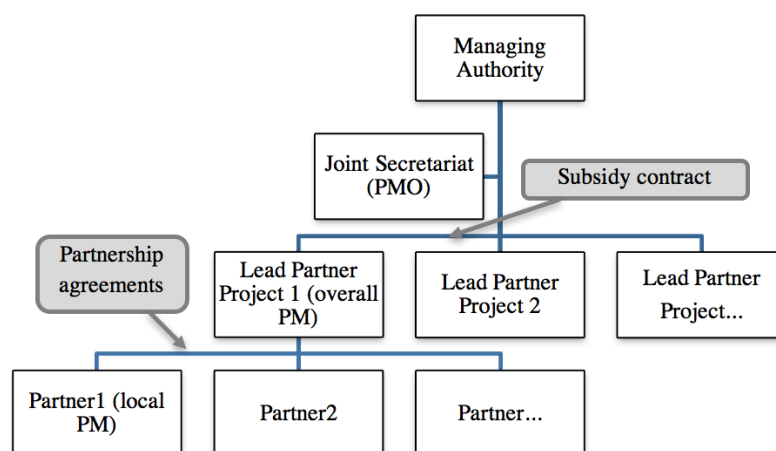


Figure 4
Organisational structure of case study projects

3.2 Organisational Framework within the Project

Although the case study projects as such involved various organisations, the form corresponded to a balanced matrix. According to the PMBOK® (Project Management Institute 2013) a balanced matrix is characterised by:

Balanced Matrix

- Project manager's authority: low to moderate – In the case study projects: the project manager's authority was only based on the partnership agreement. He had no functional or disciplinary authority. So, the authority can be regarded as low.
- Resource availability: low to moderate – In the case study projects: Resources both financial and staff were thoroughly planned before the project and a major part of funding was received from the ERDF. Resource availability can be regarded as moderate.
- Who manages the project budget: Mixed (functional and project manager) - In the case study projects: The project manager managed the overall budget, however, functional managers in local organisations managed their own part of the budget, so the management was mixed.
- Project manager's role: Full-time - In the case study projects: At the lead partner organisation a full-time project manager was appointed.
- Project management administrative staff: Part-time - In the case study projects: Administrative staff was supporting the project in part-time or outsourced to external experts.

Larson (2007) argues that in a balanced matrix organisation, the project manager makes the plan and defines the needed disciplines and resources. The functional managers are responsible for specific task execution. With the balanced matrix, resources can be used efficiently. Project staff especially at partner level was involved either in several projects or both in projects and operations. This involvement also helped to disseminate and implement project findings in the organisation. The matrix organisation left flexibility to involve staff with certain expertise for the time required only, e.g. technical expertise needed at certain stages. Functional staff from permanent operations helped to implement the project outputs. In the case study projects, project team members took a very integrated look right from the beginning, to ensure that the project's products would work after the project ended, since they themselves would be responsible for the developed technical solutions in the future.

Advantages

Disadvantages

The major disadvantage of a balanced matrix, especially when working with virtual teams in different organisations, is that operational business puts much pressure on staff and is more visible locally, so that project tasks might be postponed or neglected. Especially in a balanced matrix, the project manager has limited authority (in this case limited by the partnership agreement), that can slow down project progress. Decisions should be taken jointly, however to acquire answers across different organisations in different countries took extra time. To ensure steady progress, the project manager should understand drivers of the local workload of staff e.g. seasonality and be open to discuss constraints. Across the organisations, personal appraisal was done locally, and the risk of project work not being rewarded by local management might cause project staff focus on operational tasks.

Category	Evaluation	Score
Size of project	The size of the projects was around 1.2 million Euros in budget, distributed on 5-7 partners, with the lead partner holding a larger portion of the budget. Depending on the size of organisation this as regarded a medium size project.	3
Strategic importance	The strategic importance to individual partner organisations of the project was low to medium, since the projects aimed at fostering cooperation and learning for some smaller part of the total partner organization.	2
Need for integration	The number of departments (and organisations) involved was medium to high (5-8 organisations, out of which 1-3 departments were involved).	4
Environmental complexity	External interfaces were numerous, with a complexity of European, regional, national and local stakeholders.	4
Budget and time constraints	Budget and time constraints were low.	2
Availability of resources	Available resources were clearly defined and supported by EU funding.	3
Adequacy of management systems	The SBP management system was demanding for inexperienced organisations, however, the SBP programme manual held clear descriptions, leaving room for adjustment by threshold criteria.	3
Organisational Culture	The organisational culture was not significant in this setting, since these were cross-organisation projects, involving several cultures of the participating organisations. A higher authority would not help the project manager, since he could not exercise it in a separate organisation from his own.	2

Figure 5
Assessment of case study projects' organisational structure

Larson (2007) cites Hobbs and Menard (1993) to apply as a model to judge the appropriateness of an organisational form for the specific project requirements. This model recommends a higher autonomy and authority for the project manager, the higher the project scores on several aspects. For an evaluation of the case study projects, the scores were estimated between 0 and 5 for each aspect (Figure 5) for the purpose of this report, with 5 representing a high value of the characteristic and 0 no value.

Appropriateness to project characteristics

This analysis resulted into an average score of 2.875 out of 5, thus a medium need of autonomy and authority. This is represented by the balanced matrix. Therefore, the chosen organisational structure can be regarded as appropriate. Not only the project, but the whole project consortium was of a temporary nature. Neither a fully projectised organisation, nor a functional organisation were therefore suitable.

3.3 Recommendations for Future Projects

The balanced matrix can be considered an appropriate form of organisation for the case study projects. The project managers should be aware of their role and challenges to manage a team across various organisations, in which the project might be of different strategic importance. Due to limited formal authority, they should make use of non-formal authority, empowerment and focus on building trust and a feeling of individual responsibility of the partners towards the project team.

Manage across Organisations, Non-Formal Authority

4 Project Lifecycle in Interreg Projects

4.1 Typical Project Lifecycle

For visualising the project lifecycle of the case study projects, both the concept of the PMBOK® and of the APM Body of Knowledge (APM 2017) have been combined (Figure 6) as a baseline. ‘Starting the project’ as mentioned in the PMBOK® (Project Management Institute 2013) refers in the case of the case study projects in the SBP to the development of the concept note, although not mandatory. Some of the future project partners jointly developed that concept note, the draft business case, that was consulted with programme authorities. After that, the definition phase took place, organising and preparing details, resulting into the project management plan. The scope was determined, the project team was formed and the Work Break Structure was created with responsibilities, budget, time plan, stakeholder and communication strategy on a high planning level. That project defini-

Case study project Lifecycle vs. PMBOK® and APM

tion phase ended with submitting the official application document for funding. As a speciality of Interreg projects, these two phases occurred before the official start of the funded phase of the project. Contribution was given by local partners on their own risk up to this point, with approval for funding remaining uncertain.

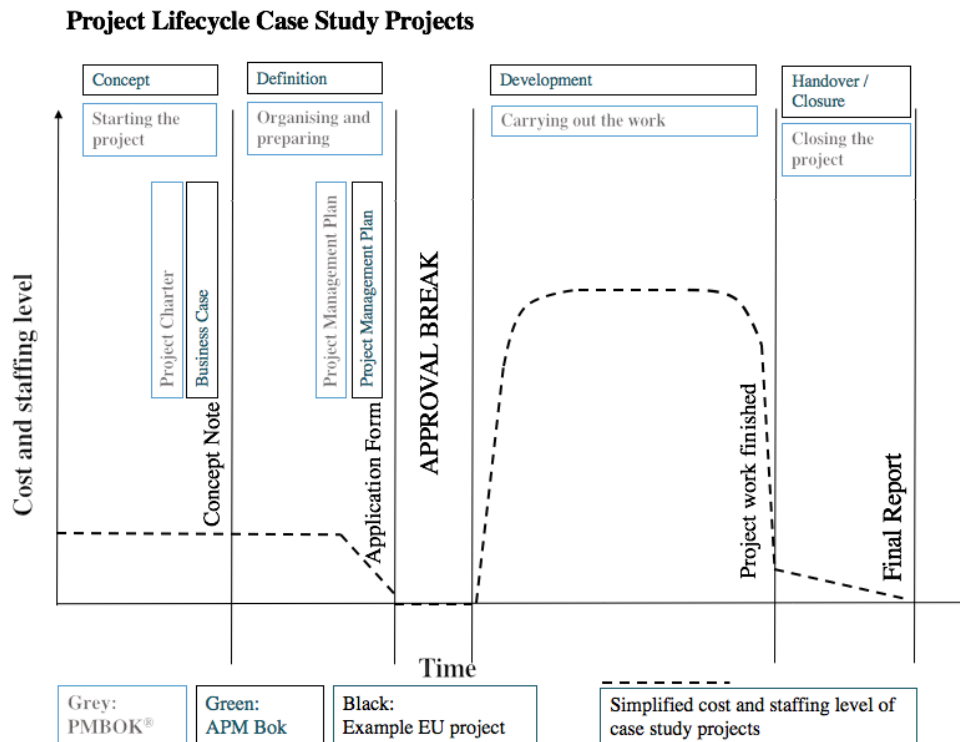


Figure 6
Project Lifecycle of
Interreg projects

Between the submission of the application to EU authorities and a potential approval, there was a break of several months with hardly any project communication, with no resources available and consumed. This is neither part of the PMBOK® lifecycle nor the APM lifecycle.

After approval, in the implementation phase, the project costs and time were planned in half-year periods, allowing only for minimal changes within threshold boundaries. At the start, staff was acquired, however, some staff was already employed in the organisations, so spending occurred immediately. Costs for activities rose later, since procurement processes took time. At the project end date, all work had to be finished. In the closure phase that followed, only administrative costs were allowed directly linking to closure activities (Interreg South Baltic Programme 2015). The lifecycle was driven by expenditures, time, producing promised deliverables and the half-year reporting processes with the JS, during the implementation phase as a project evaluation review like in the APM lifecycle (APM 2006).

4.2 Recommendations for Future Projects

Highly recommendable is an enlargement of the lifecycle after project closure, like the extended lifecycle of APM (2017). The project outputs enfold their effect in a considerable time after being implemented in operations, as long-term benefits. A benefits realization review would require extending some resources from the original project timeframe to the operational phase, so that experienced staff can monitor, adjust and report on benefits realisation and prepare such findings for a source of learning for other practitioners. Especially considering a more value-centric approach to project management, looking at project outputs as inputs to the partners' own value creation process (Winter and Szczepanek 2008), takes time to display when transferred to operations. Additionally, Bakker (2010) mentions the risk of lacking knowledge transfer, the involvement in ongoing activities in the home organisation and the psychological implications on individuals, knowing about the temporariness of the project. This results into people leaving for new challenges towards the end of the project and motivation might diminish as does funding. An extended lifecycle would help to proceed from the project to operations and hold the project team responsible for long-term benefit realisation.

Extended Lifecycle, Benefits Realization

5 Project Management Forces in the Interreg Environment

5.1 Drivers of Project Management

Industry and organisational drivers influence the management of projects. The PMBOK® Guide suggests various enterprise environmental factors that affect project management (Project Management Institute 2013). In the framework of the SBP, firstly, government standards were most important drivers for the projects, e.g. general EU regulations, funding programme specific regulations and national regulations. These required a thorough compliance management, e.g. for procurement processes. The programme regulations limited the kind and number of partners, the amount of budget and the timeframe of projects, as well as their scope. Moreover, this regulatory framework defined control mechanisms and schedules. Secondly, the geographic distribution of resources was a driver of project management in cross-border cooperation projects, involving organisations and their resources (both staff and financial) from various countries. Thirdly, tasks and responsibilities were shared among various organisations to achieve project results, however the lead partner took the overall responsibility towards the

Impacting factors

funding authorities. This was an important industry specific driver, with strong impact on project set up and project management.

Klotz (2013) compares standard projects and EU projects, basing his analysis on experience with the same set of projects as this paper. He stresses the high complexity on various dimensions, resulting from involving different partner organisations in the project consortium. Organisational drivers vary amongst different partner organisations. Additionally, heterogeneous infrastructures add to complexity and various interests of different organisational players are a further attribute of such EU projects (Klotz 2013). In the case studies' context, organisational cultures differed due to a different size and experience of partner organisations and different industry backgrounds (e.g. tourism, culture, IT). Additionally, national cultures impacted the project. Administrative capacity towards international procedures influenced project management, e.g. language issues. Risk tolerance levels of partners and lead partners varied, impacting the willingness and means to cope with reimbursement procedures of the Interreg programme, leaving the partners to pre-finance project activities for several months, before receiving the reimbursement by the EU programme.

High complexity

5.2 Project Management Knowledge Areas

The Project Management Institute (PMI®) publishes project management standards, that are accepted as a US-American norm (Klotz 2015). The PMBOK® of the PMI® presents ten knowledge areas in its 5th edition (Project Management Institute 2013). Their relative importance for the case study projects is evaluated, assessing the influence the lead partner had on that area as well as the perceived impact that knowledge area had on project success in the case study projects from a lead partner perspective (Figure 7).

Prioritization of
PMBOK®
Knowledge Areas

■ Project Cost Management

The management of expenditure took an important role in the reference projects. According to programme regulations, cost reports had to be handed in with a four- to six-month rhythm. Cost management was driven not only by aiming at preventing overspending, but by the spending level, that was taken as an indicator for active project work. Therefore, by managing costs, also time and scope management was affected to drive spending. Especially in the beginning of the projects, speeding up expenditures had received a high priority.

Knowledge area	Lead Partner Influence	Impact on Project Success	Total	Position
Cost Management	10	10	100	1.
Communications Management	9	10	90	2.
Integration Management	9	9	81	3.
Scope Management	8	8	64	4.
Stakeholder Management	7	9	63	5.
Time Management	6	8	48	6.
Procurement Management	2	8	16	7.
Human Resource Management	3	5	15	8.
Risk Management	1	7	7	9.
Quality Management	3	2	6	10.

10 = very high, 1 = very low

Figure 7
Analysis of
Knowledge Areas

■ Project Communications Management

Project communications management had taken a significant role in the reference projects. Both internal and external communication were of importance to project success. Internal communication working with the challenges of a virtual team with 2-3 personal meetings each year, made this knowledge area a key driver. Since the outcomes of the projects addressed the local target groups of the project partners (e.g. museum visitors), external communication of various kind was important and following a communication management plan.

■ Project Integration Management

Project Integration Management was vital throughout the projects, since various activities and responsibilities were split among project partners. However, the lead partner took the overall responsibility towards the PMO. Moreover, despite working with dispersed teams and local implementation, a key requirement by the programme was to have cross-border activities and joint solutions. This was a key challenge requiring a solid integration management on all activities and processes for the overall project.

■ Project Scope Management

An active scope management was necessary to satisfy various, sometimes conflicting interests. Most project partners had not cooperated before and the level of project experience was different. Scope Management was not only driving project initiation and planning towards a detailed Work Break-down Structure, but also key during the whole implementation phase, especially with the background of dissimilar interests and expectations of different project partners, fund providers and target groups to keep the project on track. During the cooperation projects a lot of new ideas came up, that had

to be evaluated regarding their fit to the project, and if not, to be clarified of being outside of project scope.

■ **Project Stakeholder Management**

The case study projects involved several institutions with different expectations and capacity, which jointly addressed common target groups. The projects had both a local and an international outreach. There were many stakeholders - both from within participating institutions and external - to be considered, who got benefits from or had impact on the projects and who had different needs and information requirements. Their level of engagement had to be clarified already in planning processes. Ensuring their support to achieve long-lasting tangible results was important.

■ **Project Time Management**

The management of time in the projects was regarded important, however time planning was not done in very much detail. Various single activities of the projects followed a linear process and interlinkages were rare. A constant measurement of a set of indicators was used to measure progress. In comparison to above knowledge areas, time management was of less importance.

■ **Project Procurement Management**

Project procurement management followed the national rules and laid in the responsibility of the individual partners. Being dependent on local regulations, project procurement management did not receive much attention on overall project management level, but was dealt with at local level as this was the partners' local responsibility.

■ **Project Human Resource Management**

Considering human resources, the case study projects were in the challenging situation of working with staff from various partners. The lead partner employed a dedicated project manager; however, additional staff resources were consumed from different organisations with the project manager having no direct command as a superior. Therefore, human resource management was treated as a local responsibility. For the overall project management, the reference projects focussed on team building and motivation. The aim was to build trust and strong relationships as a key aspect for project success.

■ **Project Risk Management**

Risk management played only a subordinate role. The scope of the project was mostly not focussed on innovation, but rather on application and coop-

eration, resulting into a perceived low uncertainty. Risks were assessed once probability and proximity were high with mitigation developed accordingly.

■ Project Quality Management

Since the success of the projects was not measured by quality but by delivering promised outputs and by quantitative factors, quality management did not take a high priority as a separate focus area.

5.3 Recommendations for Future Projects

To focus on long-term results, stakeholder management should become the priority. Understanding what drives stakeholders' satisfaction (McElroy and Mills, 2007) ensures that project management is dedicated to achieve meaningful benefits of a long-lasting character. In this respect, knowledge transfer, learning and transfer of project outputs into operations is a key element, that should be added to project management systems to ensure that full benefits unfold. A knowledge area 'Project Sustainability Management' could be the frame to involve a broader and longer-term systems perspective: economic development related to long-term benefits for project stakeholders, social development regarding learning and capability building of project staff and its' organisations and the consideration of environmental effects of the project. A sustainable approach considers both short-term and long-term orientation (Silvius and Schipper, 2014). In this framework of cross-border cooperation, it is necessary considering the temporary nature of not only the project, but also the cooperation consortium, that dissolves after the funding ends, making sustainability management even more important.

Kapsali (2011) assessed 12 case studies of EU funded projects, proving an influence of the type of control (bureaucratic vs. minimum critical specification) on group dynamics and on long-lasting results. Planning by work breakdown structures (WBS) resulted into the formation of isolated teams in Kapsali's study. It is recommended for future versions of the SBP to allow for more flexibility and foster cooperation by a minimum critical specification approach, connected with an enhanced priority of quality management. The latest version of the SBP 2014-2020 can be regarded a step into this direction, requiring fewer indicators to be monitored, but at a higher qualitative level. The 'new project intervention logic' (Interreg South Baltic Programme 2015), where projects in the application must argue on their contribution to the programme and thus to the strategy, implies a changed approach. However, incorporating the measurement of long-term effects of projects with realised benefits could further enhance program success.

Stakeholder Management, Learning, Project Sustainability Management

Limitations of Tangibility and Strategic Alignment

6 Stakeholder Management

To satisfy stakeholder expectations is a key project output, recommended by McElroy and Mills (2007), ensuring support for future projects. For the case study projects, it was crucial not only considering the project but also beyond, building networks for continued cooperation within and outside of projects. McElroy and Mills (2007) propose to identify project success criteria, resource requirements and stakeholders with their interest levels. A stakeholder analysis is the basis of the development of a strategy for each stakeholder. Satisfaction and change must be monitored and managed for successful project completion.

Stakeholders for Project Success

Mitchell *et al.* (1997) compare stakeholder definitions and quote Freeman 1984 (cited in Mitchell *et al.* 1997, p. 856) with a broad definition, that a stakeholder is “any group or individual who can affect or is affected by the achievement of the organization’s objectives”.

Stakeholder Definition

McElroy and Mills (2007) consider the reliance on resources provided by various stakeholders, like finance, internal support, political attention, knowledge. They recommend identifying what motivates the stakeholder groups and their individuals, clustering this motivation in three classes: Beneficiary (will gain something from the project), Loss (negatively affected by project) and Regulatory Stakeholders (ensure compliance). Moreover, McElroy and Mills develop a model of assessing commitment from active opposition to active support. This perception is estimated at current state and at a desired level, necessary for project success. To achieve this desired level, an individual stakeholder strategy should be developed along certain tasks from ignorance, awareness, understanding, support, involvement towards commitment, according to the authors.

Types of Stakeholders

6.1 Stakeholder Analysis

Since stakeholders are usually numerous, a prioritisation is necessary before developing individual strategies for managing stakeholders. The starting point is the clarification of the project success criteria and factors. With these in mind, stakeholders can be identified, analysed and prioritized.

Prioritisation

Based on the Project Management Institute (2013) and McElroy and Mills (2007), an eight-step approach has been applied for an exemplary stakeholder analysis for this paper.

1. Set up the stakeholder register listing groups/individuals
2. Prioritize with evaluation of power and interest (Project Management Institute 2013)
3. Define the resources needed from each stakeholder (McElroy and Mills 2007)
4. Identify the motivational drivers and objectives of each stakeholder (McElroy and Mills 2007)
5. Map the current and desired level of commitment (McElroy and Mills 2007)
6. Evaluate the depth of knowledge about project details (McElroy and Mills 2007)
7. Decide on a strategy for each stakeholder to achieve the desired commitment based on the current knowledge/commitment level (McElroy and Mills 2007)
8. Define communication arguments and tools for each stakeholder

8-Step-Process for Stakeholder Analysis

To exemplarily conduct a stakeholder analysis, it is assumed the recommendations of this report were to be implemented as a change project. While the roles are taken from the real project environment, the evaluation of commitment and attitude are purely hypothetical for the purpose of this paper to demonstrate the process of stakeholder analysis (Figure 9). In the given example, seven stakeholders have been identified (Step 1). Their power on and interest in the project results is mapped resulting into recommendations of priority (Project Management Institute 2013) seen in Figure 8 (Step 2).

Exemplary Stakeholder Analysis for implementing recommendations of this report

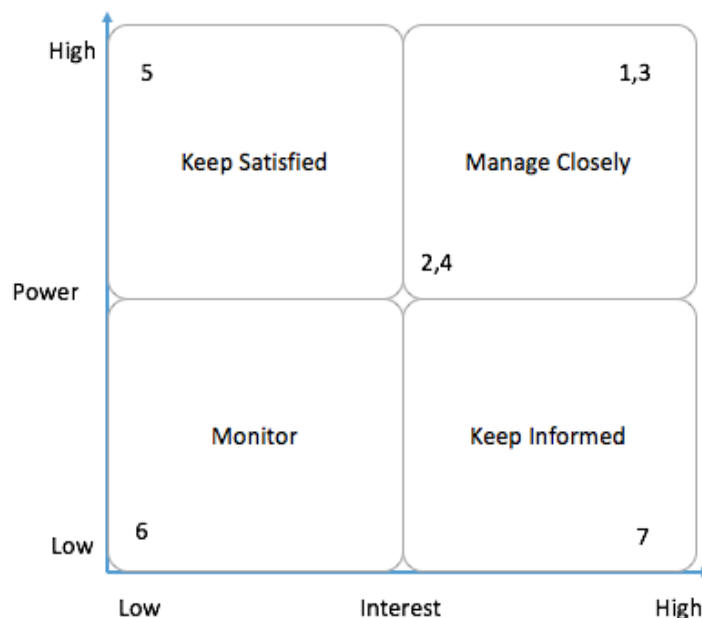


Figure 8
Power/Interest Matrix

Source: Based on Project Management Institute (2013)

Step 1		Step 2 (Project Management Institute 2013)			Step 3	Step 4 (McElroy and Mills 2007)	Step 5				Step 6	Step 7	Step 8	
Stakeholder Group	Stakeholder Individuals	Power	Interest	Result	Stakeholder resource	Stakeholder motivational drivers/objectives	Level of Commitment: C=current, D=desired				Knowledge base	Strategy	Communication: Arguments	Communication: Tools
							Active opposition	Passive opposition	not committed	Passive support	Active support			
Joint Secretariat of the programme (JS)	1 Head	High	High	Manage closely	Finance, Internal Support, Regulatory action	objective: improve PM competence and raise PM maturity across projects, motivation: successful projects on time, in budget, reaching promised output as contribution to overall programme success						Raising commitment: build on awareness	convince of prolongation of lifecycle by better demonstration of benefits, higher standardisation for higher maturity and cross-project learning to improve efficiency	early incorporation, collective-problem-solving, consultation and finding compromise, keep informed, provide success stories
	2 Programme administrator	Medium	Medium	Manage closely	Bureaucratic inertia, Knowledge	objective: improve PM competence of lead partners in the projects, motivation: work efficient and without mistakes, wants projects with good results according to plan						Raising commitment: build on awareness	more standardised tools and cross-project learning results into better project management and better project reports	by early incorporation, collective-problem-solving, consultation and finding compromise, keep informed on latest developments, be always supportive
	3 Project sponsor	High	High	Manage closely	Internal Support, Knowledge, Skills	objective: improved PM competence in his projects, motivation: wants project success to be delivered according to plan, with limited risk, smooth implementation						Raising commitment: build on awareness	convince of improvements in project management by increased maturity and better standards	early incorporation, collective problem-solving, feedback
Lead Partner	4 Project manager	Medium	High	Manage closely	Project Materials, Skills, Knowledge	objective: increased own PM competence, motivation: wants to have clear processes both with partners and JS, own development						Maintaining commitment: reinforce positive view	convince of more efficient processes by recommended changes, argue on best practice potential, convince of tools by JS for a smoother implementation	Team meetings, discussions, feedback, collective problem-solving
	5 Administrative Manager	High	Low	Keep satisfied	Internal Support, Bureaucratic inertia	objective: compliant projects, motivation: wants limited risk and all processes to be compliant in order to avoid problems in audits		C	D			Proactive: Understand constraints, negotiate changes	raise level of information, take away fear of risk and unfamiliar international work by better tools and improved risk management, help with translations, understand compliance requirements	invite to team meetings, personal meetings, provide support, ask for feedback
Project Partner 1	6 Manager	Low	Low	Monitor	Internal Support	objective: improved project success rate, motivation: wants to profit from international cooperation in general with limited risk						Proactive: Increase awareness for benefits	convince of changes have impact to increase project management capabilities in the partner organisation	invite to team meetings, provide information
	7 Project worker	Low	High	Keep informed	Skills, Knowledge	objective: improved own PM competence, motivation: wants to learn from international cooperation, personal advancement						Maintaining commitment: reinforce positive view	convince of more efficient processes by recommended changes, convince of tools provided as support, convince of training for personal advancement	Team meetings, discussions, feedback

Figure 9
Stakeholder Analysis (Exemplary)

Then, the resources needed from each stakeholder are identified, ranging from financial or physical resources, to immaterial resources like internal support or knowledge (Step 3). In Step 4, stakeholders are analysed for their potential objectives and personal motivations. Starting an early incorporation is recommended, since understanding mutual expectations of stakeholders is vital to project success (Eskerod and Huemann 2014).

A major element of the analysis is to evaluate the current and the desired level of commitment for the project, ranging from passive opposition to passive support (Step 5). Notably, not all stakeholders can be developed to provide active support, in fact, this is not even necessary. To work efficiently, the stakeholder assessment helps to prioritize. In the example, the administrative manager could be estimated at passive opposition, being concerned for risks for the lead partner and being unfamiliar with international processes. It could be estimated to be beyond capacity to gain support, however, a neutral not committed level would be desirable and sufficient for the success of that exemplary change project. In Step 6, the level of knowledge about project details is defined. A strategy, how to approach the stakeholder, is developed from the combination of commitment and knowledge (Figure 10) following the recommendation of McElroy and Mills (2007) (Step 7).

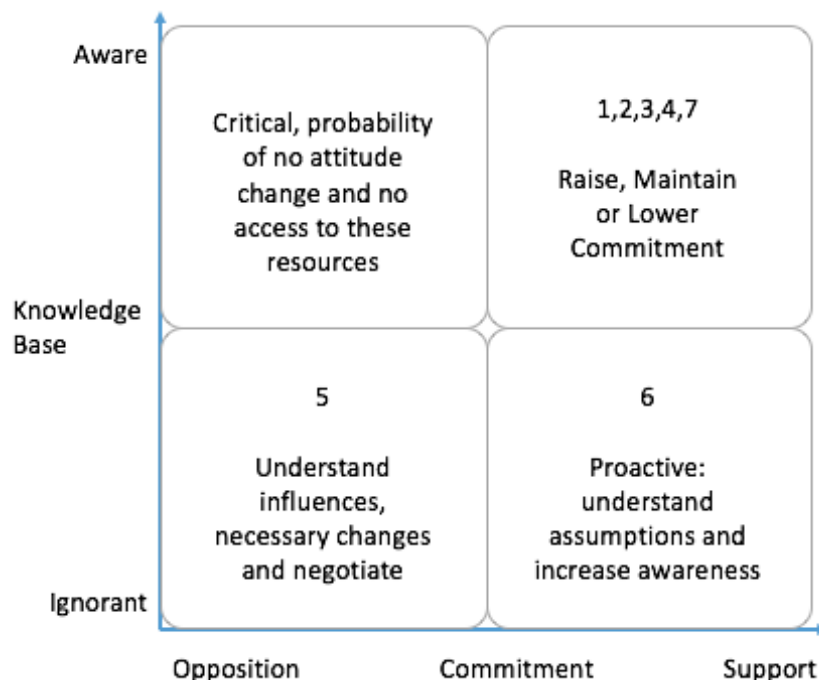


Figure 10
Knowledge/Commitment Matrix

Based on McElroy and Mills (2007)

Supportive and aware stakeholders will be reassured of the project suiting their expectations, while those supportive but ignorant will be better informed and their desires considered in a proactive exchange. There is one stakeholder in opposition and ignorant, who is very important to consider for the project team to achieve a positive change in his commitment level.

For each stakeholder, arguments to convince this change in commitment level are then defined relating to the stakeholders' motivational drivers and appropriate communication tools selected (Step 8).

Stakeholder Communication

For the implementation phase, responsibilities and communication frequency should be added as part of the communication plan.

6.2 Recommendations for Future Projects

The applied process of stakeholder analysis could be applied on project level, as a prerequisite for the communication plan. Overall, taking an approach of management for stakeholders is recommended by Eskerod and Huemann (2014) who distinguish between management of or for stakeholders. In a 'management of stakeholders' approach, individuals or groups of persons and organisations are analysed according to their likelihood to influence the project in a positive or negative way. In an approach of management for stakeholders, stakeholders are more regarded as a target group, engaging them in a participatory style characterised by transparency. Understanding the motivational drivers of each stakeholder and selecting appropriate arguments and communication tools to ensure their commitment, is a way towards a management for stakeholders by taking their satisfaction as a measurement of project success. Stakeholders should be engaged by taking a value adding attitude: both what they deliver to the project and what the project delivers to them (Thiry 2015).

Management for Stakeholders

7 Competency Development

People are at the core of the cooperation projects considered in this report. A project manager was hired by the lead partner for the project period. If specific staff was acquired to work on the project, it was mostly for expertise in content and not only in project management. For the following considerations, the perspective of the lead partner in the case study projects is considered.

7.1 Competence

Competence is defined as the sum of knowledge, skills, behaviours and core personality characteristics and demonstrable performance according to competency standards, in Crawford's 'Integral Model of Competence' (2009). Crawford combines the formerly prevailing separated attribute-based and performance-based approaches. It is important to note, that prior work experience as often asked for in job applications, demonstrates skills. Demonstrable performance instead measures the ability to perform against a minimum standard that is acceptable for that work position, the so-called threshold competency (GAPPS 2007). For project management, standards that are knowledge and skill based (e.g. APM, PMI®) offer a certification process. The Global Alliance for Project Performance Standards (GAPPS 2007) provides performance criteria for project managers on two levels, however no certification. The level required corresponds to the complexity of the project (GAPPS 2007).

Competence

7.2 Project Manager Profile

A profile of the project manager suiting the specific project requirements can have a positive impact on project success (Malach-Pines *et al.* 2007). Malach-Pines *et al.* (2007) argue that different types of projects require a different management approach. These authors use the model developed by Shenhar and Dvir (2017) considering Novelty, Complexity, Technology and Pace (NCTP) to cluster projects. These clusters then impose desired traits of project managers according to Malach-Pines *et al.* (2007).

Tailored profile of Project Manager

The assessment of the case study projects to this model results into Platform for Novelty, System for Complexity and Low-Tech for Technology with a regular pace (Figure 11).

Recommendable traits according to the findings of Malach-Pines *et al.* (2007) are thus investigative, enterprising, open to experiences, investment risk and entrepreneurial, which was certainly true not only for the project manager but also for the project sponsor at the lead partner organisation who initiated and supervised the case study projects.

A second model presented by Müller and Turner (2010) profiles intellectual, managerial and emotional competences and their impact on success depending on the type of project. In total, they conclude that more emotional competencies are required, the higher the requirements in general are of the project (e.g. complexity, duration).

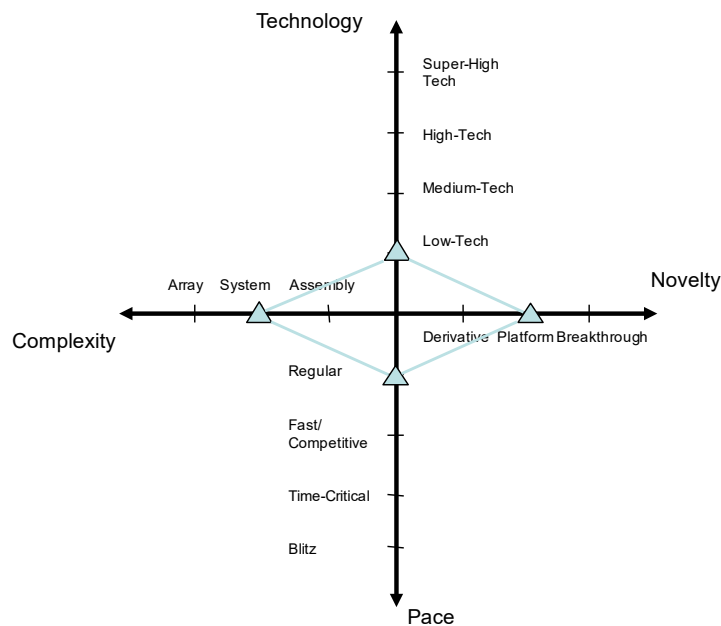


Figure 11
Case study projects
assessed on NCTP
Model

Based on NCTP Model by Shenar and Dvir (2017)

Since the case study projects relied on the commitment of various people from different organisations, an engaging leadership style was recommendable, resulting into high emotional competencies according to Müller and Turner (2010), and high levels of Managerial competence in Engaging communication, Empowering and Developing.

Working with a virtual and remote team, the concept of shared leadership is recommended by Hoegl and Muethel (2016), that would also call for an engaging leadership style.

In the case study projects, there were no standard selection processes of project managers due to the multi-organisation set up. Project managers had very different backgrounds, both in formal education, project management knowledge, skills and experience, covering both knowledge of the project content (e.g. technical expertise) and project management.

7.3 Recommendations for Future Projects

Since the challenges of hiring and developing competent project managers apply across all projects and affect the result of the programme, the SBP should develop an equivalent to a corporate development plan.

While the SBP provides a description of tasks of the project manager at lead partner level, the finance and the information manager in its programme

Project Management Training, Qualification, Certification

manual (Interreg South Baltic Programme 2015), the required level of competence is not named in detail. This description should embrace all four aspects of knowledge, skills, behaviour and demonstrated performance. To start with, a survey of the SBP could provide insights in the status of project managers' competence in previous projects, considering knowledge (e.g. university education, certification in PM), skills (e.g. language), behaviour (e.g. applied leadership styles) and performance-based assessment. From that, a generic job description of the project manager defining the recommended minimum competence could be developed.

Based on this threshold competence, a development programme could be set up. Considering the very different background of project managers, further personal development and spreading knowledge within the project community could support developing a balanced maturity level across partners.

Drawing on Crawford (2009), several steps can be recommended:

- Learning and development policies: Develop a plan throughout the lifetime of the programme e.g. set up a South Baltic Project Management Academy
- Foster self-managed learning by providing material on project management best practices
- Offer webinars on project management and involve experienced project managers and external speakers
- Recommend and support professional qualifications
- Develop an internal accreditation that strengthens career paths and external recognition

Training and development should in addition to technical and management skills, also address leadership abilities (Müller and Turner, 2010). Considering the spending levels of the EU in a vast variety of projects, the development of an EU project management certification process could enhance consistency and quality across programs. Some educational organisations offer courses with a certificate e.g. as 'Qualification EU-Fundraiser' (EMCRA 2017). Such initiatives are not centrally managed and no standard is ensured. An increased professionalization could lead to continuous improvement of the project management competence in the Interreg community.

8 Project Management Maturity

Various models in PM theory describe methods to assess the maturity of both project and programme management in an organisation (Levin and Ward 2014). Most draw on findings of the Capability Maturity Model for Integration (CMMI) developed originally for IT projects, describing process maturity on a five-level scale. However, reaching high levels in maturity does not necessarily lead to project success (Yazici 2009), but can help to identify processes for improvement or elimination (Levin and Ward 2014).

CMMI

The Portfolio, Programme, and Project Management Maturity Model (P3M3[®]) provides such a framework, usually applied to a single organization (Office of Government Commerce OGC 2010). Looking at the environment of case study projects involving separate organisations, firstly the context to which to apply the P3M3[®] Assessment must be defined. On the one hand, there were the single organisations involved, for which projects played a very different role and the maturity in project management or even the plain experience in projects varied. On the other hand, there were requirements by the programme. With the programme, documents were issued, regulating processes and control mechanisms for the projects, that influenced the way projects were managed.

P3M3[®]

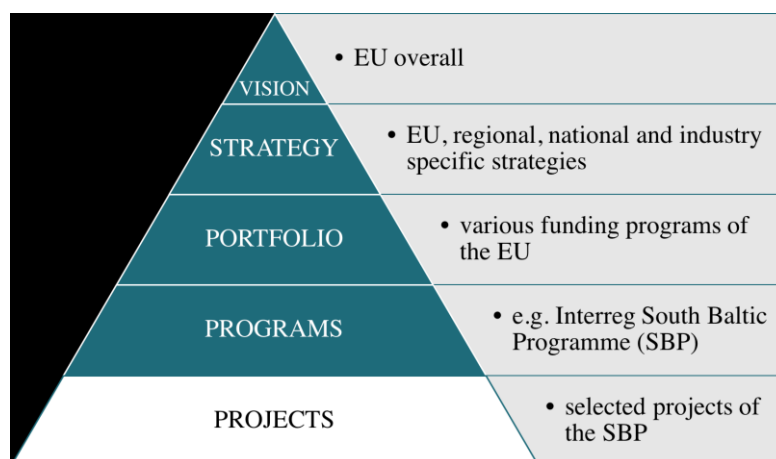


Figure 12
Scope of assessment of project management maturity

Source: Adapted of Levin and Ward (2014)

For the maturity assessment of the paper it was decided to take the view, that the EU is the overall organisation, defining the vision, strategy and portfolio, and setting up the programmes accordingly, under which the selected projects have to follow the project management requirements of the SBP (Figure 12). The assessment is done for the case study projects.

8.1 Maturity Assessment with P3M3®

Applying the P3M3® Self-Assessment for project management, rates the maturity on five levels. Seven process perspectives are evaluated in this model regarding their individual maturity, before finally calculating the mean average for an overall maturity (OGC 2010) (Figure 13). Additional questions help to cross-check the feasibility of the results.

P3M3® Self-Assessment

- **Perspective 1: Management Control** – corresponds to level 3 for the example projects, since by following the programme manual there was a centrally defined and documented approach to PM, control mechanisms were established and the projects were supported both by staff from the Joint Secretariat as well as external experts, ensuring a consistent approach in line with strategic and programme requirements.
- **Perspective 2: Benefits Management** – is assessed with level 2, as benefits were described in the business case within the project application and responsibilities were indicated, however, their follow-up was very limited and inconsistent, as they unfold after the project was terminated and no further measurement was conducted.



Figure 13
P3M3® Self-Assessment of the case study projects

- **Perspective 3: Financial Management** – is assessed with level 3. Formal application forms were central standards for the proposal of business cases. Standardised reporting forms and processes were applied. Costs and expenditure were constantly measured by local partners and summarised for central reporting on a half-yearly basis. To

reach level 4, project performance should be measured against cost, which did not apply.

- **Perspective 4: Stakeholder Engagement** – corresponds to level 2, since communication to stakeholders was required of all projects by the programme authorities, but the intensity of engagement and how consistent it was done was left to the individual project managers. The approach to communication was more precise in the new programme period, however there was no consistent approach to stakeholder engagement, thus not reaching level 3.
- **Perspective 5: Risk Management** – is assessed with level 1. There was some minor awareness of risks to be documented in the regular reporting. There was no active risk management applied, to identify threats and opportunities and manage them.
- **Perspective 6: Organizational Governance**, assessing the alignment of project initiatives with strategy, is at level 4 for the projects considered in this report. Monitoring and control were specified and aligned throughout the project lifecycle. Starting with the project application, external factors had to be considered and linkage to strategies explained. Decision-making processes were strongly controlled by regulatory frameworks of the funding programme, e.g. in terms of deviation or change of budget, activities or outputs. There were role descriptions for the project manager, an information officer, a financial officer as well as role descriptions for governing bodies as the Managing Authority and the Joint Secretariat. There was no evidence of continual improvement, as required to achieve level 5.
- **Perspective 7: Resource Management** – is declared at level 2. Monetary resources were consistently managed and a resource acquisition was regulated by the processes described in the Programme Manual. How to approach this was left to the projects' decision, e.g. planning meetings with potential partners. There were recommendations on the process, but no consistent approach. Moreover, apart from financial resources; human resources, buildings and equipment were mostly made available by the local partner organisations and thus not centrally managed by the project.

The average of the P3M3[®] Assessment is 2.4, resulting into a maturity level of 2.

In addition to the seven perspectives, two verifying question section have to be answered. Question one addresses the organisation's description. The project organisation, considered in this report, was tracking expenditure and scheduling resources. The project acquired trained individuals with a successful track record, however, partly as external consultants. Documented plans were followed and project status was measured by half-yearly reports. However, it lacked risk management, experience was limited in change management. Communication management was well developed, however, in total this question has to be answered by b) - corresponding a level of 2. Level 3 requires proactively managed standard processes, which were not established. The second question addresses the overall project management of the organisation. The case study projects applied centrally controlled project processes to a considerable amount of knowledge areas, that were to a certain extent flexible to suit the specific project, thus corresponding to level 3. As stated in the P3M3[®] model, if the answer of the second question is higher than question one, the level of maturity is very different between the seven perspectives, which is confirmed in this case by levels ranging from 1 to 4. The assessment recommends thus the lower level is appropriate. All in all, this results into a current level of maturity of 2.

8.2 Recommendations for Future Projects

The limited influence of the funding body on the project implementing organisations, limits the abilities to strive for higher overall maturity levels. Additionally, organisations conducting the projects vary and are usually in the programme only for three years. Moreover, projects and its' partner organisations are of such different nature, that approaching a very high maturity level, would go along with higher bureaucracy limiting the ability to use opportunities and creative solutions. Thus, concentrating on identifying individual processes that provide added value can lead to an overall maturity level of 3 that can be considered appropriate in the light of the above-mentioned limitations. Referring to Question 1, level 3 of the P3M3[®] Self-Assessment, establishing a training programme is recommended. Such programme could ensure a consistent development of project management competence in the participating partner organisations, in addition to peer reviews. On programme level, an approach could be taken for developing key project lead partner organisations in their PM maturity, to then leverage their knowledge and skills to new organisations in this project environment to the benefit of the whole programme region. Project Management methods and processes should be more standardised according to best practice expe-

Training, Increased PM Maturity, Benefits, Stakeholder, Risk

rience and leave room for certain adaptations for specific project settings. In detail, further improvement of maturity is recommended for:

- **Benefits Management:** For the overall impact of the program and its projects, an enhanced approach to manage benefits is regarded necessary, evaluating the long-term effects of projects. To reach level 3 in maturity, a framework of not only defining but also measuring the realization of benefits is recommended in the P3M3[®] model. This requires measuring the value after implementing the project outputs into operation.
- **Stakeholder Engagement:** The stakeholder structures of the case study projects were complex, ranging from EU authorities, to national authorities, partner organisations, to the public in various countries to name but a few. This strongly requires a consistent and centrally managed approach to engage with stakeholders, leading to a level 3 in maturity. In the environment of the case study projects, other projects of the program might approach overlapping stakeholders. Therefore, it is recommended for Stakeholder Engagement to reach level 4 by advanced techniques to analyse the stakeholder environment. This would require exchanging stakeholder information across projects and share best practices, which could be beneficial for project and program success.
- **Risk Management:** Risk management was not at a high level, but could slightly improve to level 2, to be beneficial for project success. The considered projects in this report were cooperation projects of soft nature with limited risks, so creating processes to reach maturity level 5 in risk management, would require an effort that is not likely to enhance overall project success and performance. However, acknowledging risk management and identifying assumptions, risks and opportunities already in the application stage would make the projects more prepared to deal with uncertainties.

The proposed changes in total would lead to a maturity level of 3.

Levin and Ward (2014) refer to Kerzner's five levels of maturity: Common Language, Common Processes, Singular Methodology, Benchmarking and Continuous Improvement. For the projects under the SBP, a common language was ensured by the programme manual and so were common processes regarding reporting, change procedures and communication. However, there was no singular methodology as how to implement and manage the

Benchmarking,
Continuous Improvement

projects in all details. A singular methodology providing respective tools, guidelines and training to the projects by the programme could enhance efficiency. In a next step, benchmarking could be fostered by the PMO and be made available to projects to improve learning. Level 5 with continuous improvement is not considered achievable due to the limited timeframe of projects after which the consortia disperse.

Levin and Ward (2014) cite a private conversation with Harold Kerzner:

“Excellence is when benchmarking takes place, lessons learned and best practices are captured and continuous improvement takes place.”

H. Kerzner (cited by Levin and Ward 2014, p. 83)

The potential for building towards excellence would require building long-term networks, like communities of practice, and continuously ensuring knowledge transfer across and beyond projects, programmes and portfolios in this specific EU-funded, Interreg environment.

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01-09-002	02.2009	M. Klotz	Von der Informationsgesellschaft zum Informationsarbeiter
01-09-003	09.2009	L. Ramin M. Klotz	Aufgaben und Verantwortlichkeiten von IT-Nutzern anhand von COBIT
01-09-004	10.2009	S. Kubisch	Corporate Governance gemäß BilMoG und SOX
02-10-005	06.2010	M. Klotz	PMBOK-Compliance der Projektmanagement-Software Projektron BCS
02-10-006	07.2010	A. Woltering	Kontinuierliche Verbesserung von Desktop- Services mittels Benchmarking
02-10-007	09.2010	M. Klotz	Grundlagen der Projekt-Compliance
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02-10-009	12.2010	D. Engel N. Zdrowo- myslaw	Benchmarking-Studie Stralsund 2010
03-11-010	02.2011	E. Tiemeyer	Kennzahlengestütztes IT-Projektcontrolling – Projekt-Scorecards einführen und erfolgreich nutzen
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03-11-013	08.2011	H. Auerbach N. Zdrowo- myslaw	9. STeP-Kongress „Region gestalten! Gesundheitswirtschaft und Zukunftsmanagement“
03-11-014	08.2011	M. Klotz	Rollen der Information im Unternehmen
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