holte consulting
prosjektstyring til suksess

Mapping NCB-element / Modules	**Level of objective/content** See table last page				

	NCB Elements	**Level of objectivecontent**				**Module code**
		Level 3	Level 4	Level 5	Level 6	
NCB	**Method applications**					
	Plan and evaluate the project management					
1.1	Characterise project and project management	X				PM1
1.2	Apply models for project management	X				PM1
1.3	Plan the specific project management effort		X			PM3
1.4	Evaluate the performed project management		X			PM3
1.5	Facilitate the project management processes		X			PM2
	Organise the project management phase					
2.1	Organise the project prepartion phase		X			PM2
2.2	Organise the project start-up phase		X			PM2
2.3	Organise the project execution phase		X			PM3
2.4	Organise the project close-out phase					
	Perform overall project management					
3.1	Analyse the project process and environment		X			PM7
3.2	Handle anchoring with determining parties		X			PM2
3.3	Develop teh project objectives		X			PM2
3.4	Structure the project task and clarify scope		X			PM3
3.5	Develop the approach and master schedule		X			PM3
3.6	Design the project organisation		X			PM2
3.7	Provide staffing to the project organisation		X			PM2
3.8	Plan the project economy		X			PM2
3.9	Perform procurement and enter into contracts		X			PM6
3.10	Supervise overall plans and manage changes		X			PM3
	Perform ongoing project management					
4.1	Plan detailed time schedule and resources		X			PM3
4.2	Plan the project quality control		X			PM3
4.3	Monitor the quality, time resources and costs		X			PM3
4.4	Establish infrastructure for communication		X			PM4
4.5	Develop project team co-operation		X			PM5
4.6	Promote personnel competencies and learning		X			PM5
4.7	Manage project meetings and correspondance					
4.8	Perform personal leadership and coaching		X			PM5
4.9	Support handling of project execution tasks		X			PM3

				X		
	Manage corporate project processes					
5.1	Characterise corporate project processes			X		PM9
5.2	Handle the strategic management processes			X		PM9
5.3	Handle project-oriented management functions			X		PM9
5.4	Handle the portfolio management processes			X		PM8
5.5	Handle the management of a programme			X		PM8
5.6	Develop project managmeent professionalism			X		PM9
	Behavioural competencies					
	Integrate the project processes					
6.1	Act holistically and integrate views		X			PM8
6.2	Promote structuring and logical thinking		X			PM7
6.3	Demonstrate personal integrity		X			PM5
	Promote project performance					
7.1	Act with energy and enthusiasm		X			PM5
7.2	Communicate effectively		X			PM4
7.3	Exercise attentiveness and flexibility					
7.4	Demonstrate influence and authority		X			PM5
	Stimulate project co-operation					
8.1	Demonstrate co-operative awareness		X			PM5
8.2	Develop personal relationships / networks		X			PM5
8.3	Promote interaction of participants / parties		X			PM5

Scale for indicating content level of a programme

Technical & contextual / Method application competencies (NCB element 1-5)

Step	Teaching of techniques	Practice of techniques	Reflection on techniques
3	Presentation of major concept and process steps of one method	Illustrated by one simple example, but not practiced.	
4	One variant of the method to be taught as regards to concept and process steps.	Practiced individually in one less complex and partially fictitious example and with support.	Application evaluated by teacher with participant listening.
5	Few variants of the method to be taught as regards to concept, differences, and process steps.	Practiced with others in different, but less complex practical cases with some support.	Possibilities of application under different circumstances evaluated by teacher and discussed with participant.
6	Few variants of the method to be taught in depth as regards to concept, differences and process steps in different situations.	Practiced with others in own projects and/or in complex, but slightly adapted practical cases and with support on demand.	Possibilities of combining variants will be evaluated and discussed between teacher and participant.

Performed leadership behavior competencies (NCB element 6-8)

Step	Teaching of behavior	Practice of behavior	Reflection on behavior
3	One overall models of leadership behavior presented as regard to concept, elements, and use for self-understanding.	The model illustrated by simple examples and brief exercises – the purpose of which mainly is to understand the mode.	
4	One overall models of leadership behavior is toughed in-depth as regard to concept, elements, and use for assessment.	The model illustrated by nuanced examples and exercises – the purpose of which mainly is to give insight in own behavior.	Results of exercises concluded by teacher who asks deepening questions.
5	Different models is toughed mainly communicative and promoting, but may also contain elements of analysis.	Applying the models for self-assessment and on practical cases/situations – to nuance the participants' awareness of own and others behavior.	Models and applications discussed between teacher and participants.
6	Mainly analytical teaching concerning different ideas, concepts, and presumptions about leadership behavior including contextual aspects.	Training analytical and based on practical cases where participants can observe and learn about own conditions and leadership behavior.	Discussions between teacher and participants challenging participants' behavior. May involve other professionals.