



IMPROVING QUALITY IN MULTI-PROJECTS; NEW STRATEGIES AND COMPETENCE BASED THEORIES

MOHAMMED ESHTEIWI
AHMOUDA SHAFTER
Faculty of Commerce
Alzatunya University Tarhuna
LIBYA

OSAMA MOHAMED ELSHAREF
Authority of Natural Science
Research and Technology
LIBYA

ABSTRACT

Multiple project management (MPM) practice has been used widely in industries, MPM research pertaining the mapping the competencies and its implementation in improving the quality if the projects is limited. The objective of this exploratory study is to identify the factors influencing the effectiveness of MPM. Previous research has found that to be successful in simultaneously leading different projects, project managers need supports from their organization, such as reasonable assignments, sufficient and sustainable resource allocation, and specific organizational culture. They also have to possess a distinct set of competencies and have a good utilization of project management processes. Based on the analyzing the studies conducted at various levels and organisations , the author identifies the need for multiple-competencies for the success of Multi-projects. This paper discusses the competency theories as a strategy to improve project quality.

INTRODUCTION

Implementation of Project management has played significant role in how businesses are perceived and carried out. The purpose of project management is to forecast or predict challenges and to plan, organize and control activities to complete the project. The main objective of the project management is to maintain the quality and meet the expectations of the stakeholders. Conception and initiation, planning, execution, performance/monitoring,

and project close are the five key steps involved in project management. Adoption of quality processes at every phase is crucial to the success of the project.

It emerged as a discipline over the past 60 years under the umbrella of several standards organizations, such as the Project Management Institute and the International Project Management Association.

With the growth in importance of projects, the essential skills to manage these projects have also increased. On the one hand, this gave rise to the specific function of a project manager, but also other job functions such as executives, functional managers and team members need to have project management skills. It has become a must-have job skill that will only grow to become more valued and appreciated. Project Management itself consists of methods, theories and techniques to manage the complexity of project work.

Resource limitations as well as the type of the projects that are being executed, project managers in many organizations are compelled to handle more than one project at a time. The management of multi-projects is demanding, challenging and risky which requires advanced set of competencies. Literature on this research supports the success in simultaneously leading different projects when the project managers sought support from their organization, such as realistic assignments, adequate and sustainable resource distribution, and specific organizational culture. They also have to possess a distinct set of competencies and have successful process of project management implemented.

This paper presents the best practices adopted in the Multi-projects management. The paper discusses in detail the competency theories.

Review of Literature

Multi-project management and human resource management are important pillars of business success. Multi-project management is crucial because the share of work that is accomplished within projects has increased steadily during the past 60 years and in some branches virtually all revenues are generated through projects (cf. Kerzner, 2013, pp. 47–63 and 25–27, respectively). (Walter & Zimmermann, 2015)

Multi project management plans, oversees and screens numerous tasks that are independent in nature from one another. The multi project management is additionally characterized by management approach because of the authoritative structure, strategies, cycles and incentives. The challenges in multi-project management are not similar to those in single project management.

The control needed for a single project can thus be multiplied to span across several projects, which brings up a whole new set of problems involving everything from a single project member to the entire organization. (Hedberg & Högländer, 2013). It has been seen that the beginning phases of a task may get disregarded, the definition, arranging and the executives doesn't get sufficient opportunity and resources to work appropriately. Moreover, the significance of having skillful project managers and similar project staff is likewise raised, it is additionally conceivable to attract a connection to covering targets and errands between ventures. Running a few activities may likewise influence the staff as far as should be expected duties towards different tasks are organized, bringing about an absence of responsibility and accountability and an impact the resource distribution. Since multiple-project managers has to manage multiple simultaneous projects and each of the project can be totally different and each of them has its own goals, multiple- project managers' responsibility is to lead each individual project and to manage interdependencies among projects so that each project can achieve its goal (Ireland, 1997; Milosevic & Patanakul, 2002). (Patanakul & Milosevic, 2008). The competency of the project managers plays a significant role in the success of the project. The literature on this subject also show that project managers with a great deal of management experience will in general have validity according to all stakeholders including their administration. It is more challenging for multiple-project managers to multitask because often time, they have to do it among different issues of different projects that have different goals and characteristics including different levels of technology novelty/complexity, schedule urgency, organizational complexity, etc. Multitasking of single-project managers is done among different issues toward the same project goal. (Patanakul & Milosevic, 2008)

Quality in Projects

Project quality management, in simple terms, comprises the processes and is expected to guarantee that a task fulfills expected output. This eventually focuses back to addressing the requirements and desires of the clients or stakeholders. Quality assurance needs to be performed throughout the project since it ensures that the project's deliverables address the customer's or stakeholder's needs. It ensures that the project product is defect-free and that it conforms to the stated and unstated requirements of the key stakeholders. Quality management implies the ability to anticipate situations and prepare actions that will help bring the desired outcomes. The aim is to prevent deficiencies through the creation of actions that will ensure that the project team understands what is defined as quality. Quality improvement refers to the employment of methods and tools to close the gap between current and expected levels of quality by understanding and addressing system deficiencies and strengths to improve, or in some cases, re-design project processes. A variety of quality improvement approaches exists, ranging from individual performance improvement to redesign of entire project processes.

Competency Theory

A competency framework is a model that comprehensively depicts execution performance excellence inside an organization. Such a framework as a rule incorporates various competencies that are applied to multiple roles inside the association. A competency is generally defined as a combination of skills, knowledge, attributes and behaviour that enables an individual to perform a task or an activity successfully within a given job. Competencies are observable behaviour that can be measured and evaluated, and thus are essential in terms of defining job requirements and recruiting, retaining and developing staff. Various studies have indicated that a project manager's abilities can be a significant impetus for the endurance and development of the organization. Most investigations show the leadership capacities of managers as far as administrative abilities for project completion inside an organisation. Conversely, the individual competencies of the team members, including domain knowledge, aptitudes, and attitudes, are introduced separately. There are six clusters of competencies that produce outstanding performance: cognitive intelligence competence, emotional intelligence, self-management, social intelligence, social awareness, and relationship of management.

Every competency characterizes, in nonexclusive terms, greatness in working conduct; this definition at that point sets up the benchmark against which staff is evaluated. A competency framework is a method by which organisations establish which practices are required, valued, recognized and rewarded for specific jobs. It guarantees that staff, all in all, have clarity in understanding of the organization's values and expected contribution.

Competency framework comprises core values, core and functional competencies. Core values are principles that influence people's actions and their choices. They are ethical standards that are based on the bedrock of the standards of conduct and are to be upheld by all staff. Core competencies provide the base of the framework, by describing behaviour to be displayed by all staff members. They are defined by occupational roles for a given job.

Functional competencies are defined by duties and responsibilities assumed by staff members for a given job. Based on the job complexity and level of responsibility, and the seniority of the occupational role, an average of three to five functional competencies are assigned to a given job.

Most recently, competency has emerged that includes all previous theories. Pioneers of this school are Dulewicz and Higgs, who have extensively reviewed existing theories and assessment tools, called the LDQ (Leadership Development Questionnaire).

LDQ classifies fifteen competencies, clustered under three broad categories viz., emotional competence (EQ), managerial competence (MQ), and intellectual competence (IQ),

- Emotional competence (EQ): self-awareness, , intuitiveness, sensitivity, influence, emotional resilience motivation, and conscientiousness
- Managerial competence (MQ): managing resources, , empowering, developing, and achieving and engaging communication
- Intellectual competence (IQ): vision and imagination, critical analysis and judgment, , and strategic perspective.

There is a strong the relationship between three competences—emotional, managerial, and intellectual of the project manager and the team members and project success and to maintain high quality . According to various studies conducted , project team members from various industries need to be professional and flexible like the PM. In the fourth industrial revolution, the needs of society and the market must be proactive and show direct an immediate responses than before . Team members can play a specialized role for open innovation in the enterprise, extending the business model to meet market demands.

CONCLUSION

In conclusion, this paper aims to explore new approaches to Multi-project team competency by defining the project team's competency, team members' competency and the leadership competencies. Based on project leadership theory, team members have defined the successful project management implementation. In the literature on innovation management it is found widely that individuals play an crucial role in collaborative knowledge creation processes. The required skill level of the competency in for innovative projects might be higher than in other projects . Therefore, the higher the team's capacity and the competency levels , the more accomplished the project will be. From an academic perspective, this study means that by defining team members' multi-competencies from the dimension of innovation, leads to the highest quality and success in a multi-project environment. The practical implications of this study are that by distributing manager-oriented competency development to team members, organisations can boost their business success and quality.

According to Podgórska and Pichlak communication skills, empathy, emotional resilience, and strategic perspectives in projects with a high degree of complexity , and in this paper, the emotional dimensions of team members, such as self-awareness, intuition, sensitivity, and motivation, for the basis of the multi-competence theory recommended for the success of the projects .

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