

UNIVERSIDAD PARA LA COOPERACIÓN INTERNACIONAL
(UCI)

A PROPOSED DESIGN OF A PMO FOR THE ENABLERS OF COMMUNITY
ADVANCEMENT PROJECTS AND INITIATIVES (ECAPI) LIMITED

FINAL GRADUATION PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE
MASTER IN PROJECT MANAGEMENT (MPM) DEGREE

Portmore, Jamaica

March 2020

UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL
(UCI)

This Final Graduation Project was approved by the University as
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DEDICATION

This research project is dedicated to my family and friends who have supported me over the years in my high and low moments, to God for giving me the strength and wisdom to execute my endeavors and to the Enablers of Community Advancement and Projects and Initiatives (ECAPI) Limited for providing the platform to conduct this research. This work is also dedicated to community development in Jamaica and by extension the community-based organizations that have benefitted and will benefit in the future from the services of ECAPI Limited.

Specifically, this research is dedicated to my son, Amir Whitely who was born during this master's program. His birth has reminded me about the importance of hard-work, commitment and self-confidence which were key attributes that enabled the development of this research.

ACKNOWLEDGMENTS

First, I would like to thank my heavenly Father for the many blessings He has bestowed on me throughout my life and has given me health and mental fortitude to complete assignments under this Master in Project Management Program at the University of International Cooperation (UCI).

I extend my gratitude to the Organization of American States (OAS) and the Global School of Project Management for selecting and granting me a part scholarship to pursue this Master's degree in Project Management (MPM).

I would like to express my appreciation to my tutor Evelyn Hernandez for reviewing and providing feedback for this research, Jorge Trejos for his insightful feedback during the early developments of this research, the MPM program Academic Assistant, Gabriela Zúñiga for providing program related assistance to resolve issues and give clarity in areas where there were ambiguity, all course facilitators for sharing their knowledge in project management and MPM classmates for their team spirit in accomplishing group tasks. Additionally, I would like to convey my appreciation to Dr. Joseph Farquharson for conducting the linguist review on this research project.

I would like to thank the Chief Executive Officer of ECAPI Limited, Dorlan Burrell for allowing me to use ECAPI for this research project and facilitating interviews pertaining to this research. I would also like to acknowledge all the participants in this research as their responses provided content for analysis.

Finally, I would like to convey my deepest gratitude to my husband, Orlando Whitely who has been my support system throughout the entire MPM program, my mother, Beverley Huggins for giving me words of encouragement and being a role model for persistence and my best friend, Michelle Rattigan for being supportive and ensuring timely payment of UCI tuition fees.

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ABBREVIATIONS AND ACRONYMS

CEO	Chief Executive Officer
CMMI	Capability Maturity Model Integration
ECAPI	Enablers of Community Advancement Projects and Initiatives Limited
EVM	Earned Value Management
FGP	Final Graduation Project
IIL	International Institute for Learning
KPI	Key Performance Indicator
NGO	Non-Governmental Organization
OPM3	Organizational Project Management Maturity Model
P3M3	Portfolio, Program & Project Management Maturity Model
P2MM©	PRINCE2™ Maturity Model
PM	Project Management
PMBOK®	Project Management Body of Knowledge
PRINCE2	PR ojects IN C ontrolled E nvironments
PMI	Project Management Institute
PMMM	Project Management Maturity Model
PMO	Project Management Office (PMO)
UCI	Universidad para la Cooperación Internacional (UCI)
WBS	Work Breakdown Structure

EXECUTIVE SUMMARY (ABSTRACT)

Over the last five (5) years the Enablers of Community Advancement Projects and Initiatives (ECAPI) Limited have assisted community groups and non-governmental organizations (NGOs) across Jamaica to access grant funding for their various community projects. Under the three pillars of sustainable development (environmental, social and economic), ECAPI assisted community groups to prioritize their needs and develop practical solutions to address them. In addition to assisting community groups address their challenges, ECAPI recognized the limited knowledge and experience among leaders of community groups to effectively source funding and execute their local projects. To date the organization accessed over JMD\$60 million in grant funding for fifteen (15) community projects across Jamaica.

Since ECAPI's inception in 2015, its efforts have been gaining traction among its target customers and the workload of its two-member project team who are not fulltime staff have increased. The organization does not have any written policies and procedures due to the limited personnel to develop them and as such this has created a challenge for ECAPI to effectively manage projects. The growing demand for ECAPI services has increased the need for project management systems to be in place to keep track of all projects being executed and monitored. With a limited staff, it has been even more prudent that ECAPI develop a standardized project management system that will not only improve its efficiency but capitalize on new opportunities to manage large grant funding which often requires stringent organizational systems to be in place prior to funding approval.

The purpose of this research was to examine the operational structure and project management maturity of ECAPI based on the problems highlighted above. Through this investigation a PMO proposal suitable for ECAPI's operations was developed as well as proposed standardized project management practices to aid the organization to manage projects and satisfy the needs of future clients.

The general objective for this project was to develop a Project Management Office (PMO) proposal for ECAPI that will allow the standardization of project management practices. The specific objectives were: to assess the Project Management Maturity of ECAPI in order to determine existing gaps, opportunities for improvement and a road map for improvement; to establish the operational structure of the proposed PMO for ECAPI and its project management framework, to develop the proposed PMO implementation plan for ECAPI that would guide the organization to establish a Project Management Office; and to establish an effective PMO communication model that will aid ECAPI to attract donor funding organizations that seek to advance community development projects.

The methodologies utilized in this research were based on information garnered from primary sources such as interviews and organizational documents and secondary sources such as online articles, journals, textbooks and reviewed

research on the FGP topic. The research methods adopted were Analytical, Deductive and Inductive. The selected research methods allowed for thorough analysis of the organization's project management operations and identification of a suitable PMO structure and PMO communication model for ECAPI.

The project management maturity assessment of ECAPI revealed that the organization's project management maturity was immature. Of the eight knowledge areas tested ECAPI showed weakness in six. While there were pockets of project management knowledge in key personnel, project management training will be essential for key personnel in ECAPI to effectively execute projects. The research also showed that ECAPI lacked project management methodologies, procedures, and tools to efficiently perform project management tasks. Given that ECAPI lacks project management procedures, tools, templates and training in project management, it was concluded that a Supportive PMO would be suitable for ECAPI.

Of the three project management frameworks assessed (i.e. PMBOK/PMI, PRINCE2, and Scrum), ECAPI's current project management practice resembled the Scrum framework however due to the project management career path of ECAPI, it was determined that an integration of the PMBOK/PMI framework would be meaningful as it would provide ECAPI with a complete step-by-step process on managing a project. To enable ECAPI to implement a PMO, the organization will need to conduct: 1) Current-State Analysis of ECAPI, 2) PMO Planning, 3) PMO Implementation and 4) PMO Management. The research also examined the communication model at ECAPI which was concluded to be a Transactional Model. This communication model was found to be effective amongst its stakeholders and as such should be used to establish an effective PMO communication model.

Base on the results obtained from this research, some of the main recommendations were; facilitate immediate project management training with key personnel in ECAPI, develop a project management system which include policies, procedures, tools and templates to track projects, redesign ECAPI's organizational chart to include a PMO with its respective PMO roles, refine proposed implementation plan with relevant stakeholders to include timelines and roles responsible for executing such tasks, conduct a Communication Audit of ECAPI and develop a Communication Strategy and Communication Plan that will help the organization effectively communicate with its stakeholders.

Given the results from the research and the recommendations made, ECAPI will be able to develop a suitable PMO and standardize its project management practices.

1. INTRODUCTION

1.1 Background

ECAPI is a membership organization that was established in June 2014 and was formally registered on May 27, 2015 with the Companies Act (2004) in Jamaica. The development of ECAPI was borne out of the need for effective management and implementation of community advancement projects within local communities. Several community groups in Jamaica lack the expertise to effectively source funding and execute their local projects. Along with their limited knowledge and experience in planning and executing their community initiatives, they also face organizational challenges that often impair their ability to address some of the issues affecting their community as well as formalizing their operations to tap into grant funding opportunities. The problems faced by community groups is further exacerbated by limited available financial resources from local government for community development which makes it increasingly difficult for communities to build resilience, strengthen their adaptive capacity to local challenges, and to create meaningful and sustainable livelihood opportunities. The problem is more common in the rural communities that are not classified as volatile or plagued with crime. In Jamaica, volatile communities tend to attract more international and central government funding in a bid to improve social systems and lessen any destabilizing impact because of their negative behaviors.

Given the funding disparity for community projects by the government and the need for effective management and implementation of community advancement projects within local communities, ECAPI's main aim is to assist community groups to prioritize their needs and develop practical solutions to address issues. The organization's areas of focus are encapsulated in the three pillars of sustainable development (environmental, social and economic). Over the last five (5) years the organization has assisted community groups and non-governmental organizations

(NGOs) across the island to access grant funding and have supported the implementation of fifteen (15) community projects valuing over JMD \$60 million.

ECAPI mainly operates with a two-member project team that is not fulltime staff and a few volunteers and temporary workers when necessary. The organization does not have any written policies and procedures due to the limited personnel to develop them. ECAPI operates virtually so there is no physical office space and company documents and information are stored on personally computers. Currently ECAPI runs a lean and simple operation but as the organization grows it would like to adopt a standardized approach to how it manages its projects. A standardized project management approach would enhance the organization ability to attract donor funding organizations that would like to fund community projects on a large scale.

1.2 Statement of the problem

Currently ECAPI does not have any internal project templates and systems that guide the write up and documentation of projects (D. Burrell, personal communication, March 3, 2020). When ECAPI applies for project funding for community projects, the templates are usually provided by the funder whether for proposal write up or submitting project progress reports. ECAPI's approach to access grant funding is often through responding to Call for Proposals and as such the required format for submission is often provided. Due to this approach there was no immediate need to create project templates. In addition, due to the small number of projects that ECAPI has direct responsibility for as well provides project management support to, the impetus did not exist to a create formalized approach to managing projects (D. Burrell, personal communication, March 3, 2020).

As the demand for ECAPI services grow, there is an increasing need for project management systems to be in place to keep track of all projects being executed and monitored. With a limited staff it is even more prudent that ECAPI develops

standardized project management systems that will not only improve its efficiency but capitalize on new opportunities to manage large grant funding which often requires stringent organizational systems to be in place prior to funding approval.

1.3 Purpose

The purpose of this research is to examine the operational structure and project management maturity of ECAPI based on the problems highlighted above. Through this investigation it is intended that a PMO proposal suitable for ECAPI's operations will be developed. As the demand for the organization's services grow, ECAPI will need to adopt a more efficient and standardized approach in managing projects to satisfy the needs of future clients and donor funding organizations that are seeking to utilize ECAPI's services to implement community development projects. Therefore, the expected benefits to be derived from this project are:

- A comprehensive PMO proposal that will help ECAPI properly manage and guide project implementation.
- Thorough analysis of the ECAPI's project management existing gaps.
- PMO value proposition for ECAPI decision-makers.

1.4 General objective

To develop a Project Management Office (PMO) proposal for ECAPI that will allow the standardization of project management practices.

1.5 Specific objectives

The specific objectives that will guide this research are:

1. To assess the Project Management Maturity of ECAPI in order to determine existing gaps, opportunities for improvement and a road map for improvement.
2. To establish the operational structure of the proposed PMO for ECAPI and its project management framework.

3. To develop the proposed PMO implementation plan for ECAPI that would guide the organization to establish a Project Management Office.
4. To establish an effective PMO communication model that will aid ECAPI to attract donor funding organizations that seek to advance community development projects.

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2. THEORETICAL FRAMEWORK

2.1 Company/Enterprise framework

ECAPI, the organization that is been used for this research is a registered non-profit non-governmental organization (NGO) that operates in Jamaica. The organization was formally registered on May 27, 2015 with the Companies Act (2004) in Jamaica. ECAPI is governed by its Articles of Incorporation and its Bylaws.

2.2 Company/Enterprise background

ECAPI Limited operates with a small team of well-rounded management professionals and volunteers who work with communities to plan, secure funds, and oversee projects that are vital for community development. The organization relies heavily on the expertise of its team members to execute the products and services offered by the organization. Some of the areas of the team's expertise are natural resource management, disaster risk management, project management, policy development and research and financial management.

In 2017 and 2019, the organization was awarded grant funding for ECAPI's Greenhouse Project. The project entailed the acquisition and rehabilitation of three (3) 6000 sq. ft greenhouses. The establishment of these greenhouses serve as one of ECAPI's main sustainable income generation activities to support the organization's administrative operations and provide an opportunity for seed funding to support local community-based projects.

2.2.1 Mission and vision statements

MISSION:

The mission of ECAPI Limited is *Facilitating holistic community development through sustainable partnerships with community groups and other stakeholders.*

VISION:

The vision of ECAPI is *Communities achieving growth through holistic social, environmental and economic development.*

It is expected that this research will provide ECAPI will information as it relates to the standardization of project management practices that will aid in fulfilling its mission and vision.

2.2.2 Organizational structure

The existing organizational structure of ECAPI is depicted in Figure 1. Whilst this structure exists, not all positions are filled or is fully functional as the organization is unable financially, to employ staff to service these roles. (D. Burrell, personal communication, March 11, 2020). The positions that are fully operational are assumed by some members of the organization. These members are only compensated based on work done on income-based services provided by ECAPI. The positions on the organization chart that are fully functional are the Board of Directors, Chief Executive Officer and the Project and Administrative Coordinator (D. Burrell, personal communication, March 11, 2020). For the positions that are not serviced, ECAPI intends to build sustainable income generating enterprises that can offset future associated salaries.

The outlined organizational structure is intended to support the service offerings of ECAPI as well as its overall strategic expansion.

Organizational Chart of ECAPI

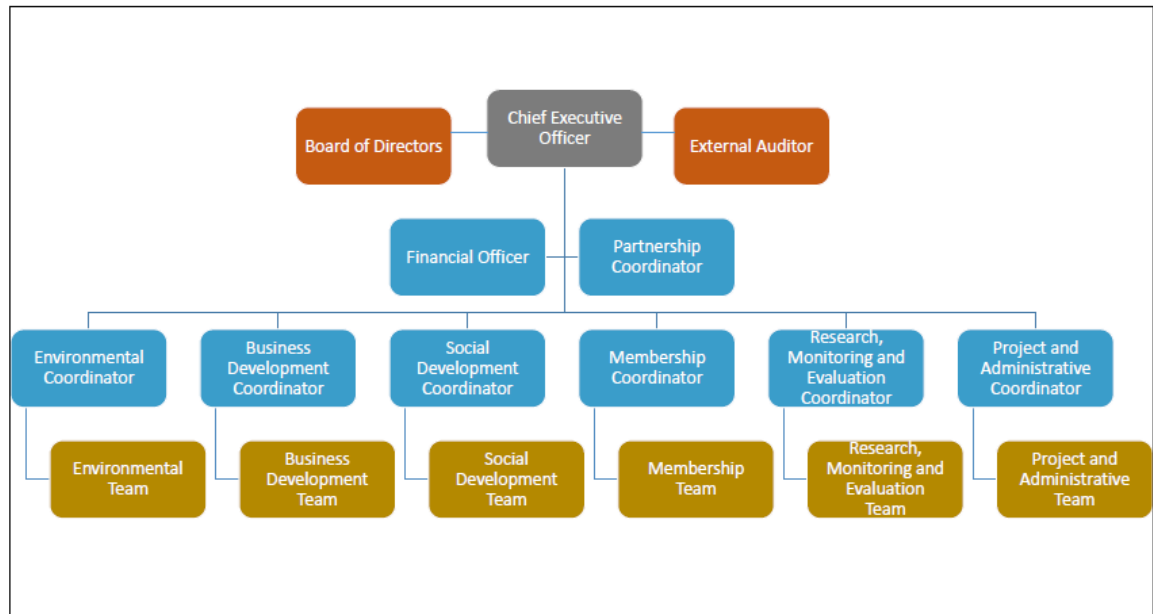


Figure 1. Organizational Structure of ECAPI Limited. (Source: ECAPI Files)

2.2.3 Products offered

ECAPI offers a wide range of services geared towards achieving the organization's mission. These services include:

- Project Proposal Writing;
- Project Management;
- Business Development;
- Group Facilitation & Capacity Building;
- Community Mapping and Research; and
- Financial Management.

ECAPI also produces sweet peppers in its greenhouses which are sold to local purveyors and local consumers. For this research, focus will be placed on the service offerings of ECAPI as these are project-based and are more inclined to benefit from the development of a PMO proposal for ECAPI.

2.3 Project Management concepts

2.3.1 Project

According to A Guide to the Project Management Body of Knowledge (PMBOK) Guide 6th edition, a project is a temporary endeavor undertaken to create a unique product, service, or result (PMI, 2017, p.4). The nature of a project should produce a deliverable which is classified as any unique and verifiable product, result, or capability to perform a service that is required to be produced to complete a process, phase, or project (PMI, 2017, p.4). For a project to satisfy its temporary nature it must have a start and an end date. A project must also have objectives which help to describe the desired results of a project. Eby (2016) states that to produce the most benefit, objectives must be defined early in the project life cycle, in phase two, the planning phase. To aid in project success, objectives should be clearly defined to avoid ambiguity by project stakeholders.

A project's intention falls under four fundamental categories (See Figure 2) such as:

- Meet regulatory, legal, or social requirements;
- Satisfy stakeholder requests or needs;
- Implement or change business or technological strategies; and
- Create, improve, or fix products, processes, or services. (PMI, 2017, p.7).

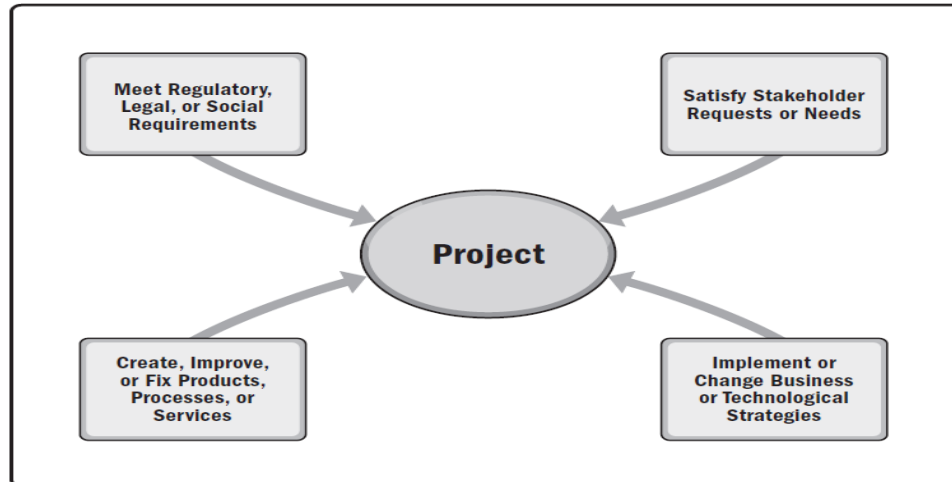


Figure 2. Project Initiation Context (Source: PMI, 2017, p. 8)

For this research, the project will be the development of a Project Management Office (PMO) proposal for ECAPI Limited which will be guided by specific objectives.

2.3.2 Project management

For projects to be successful they need to be managed effectively. In the PMBOK Guide 6th edition, project management is referred to as the application of knowledge, skills, tools, and techniques to project activities to meet the project management processes identified for the project. Project management enables organizations to execute projects effectively and efficiently (PMI, 2017, p.10). It is a process that requires good planning, efficient use of available resources, measurable objectives, suitable project manager and effective scheduling and monitoring of tasks.

There are several types of project management methodologies that are utilized today. Some of the common types of project methodologies shared by Muslihat (2018) are Agile, Scrum, Kanban, Lean, Waterfall, Six Sigma and PMI/PMBOK. Each methodology has a different strategy in assisting with managing project issues when they do arise. As such there is no wrong or right selection of a project management methodology.

For this research the PMI/PMBOK methodology will be used to guide the development of the PMO proposal for ECAPI.

2.3.3 Project life cycle

A project life cycle is the series of phases that a project passes through from its start to its completion. The phases may be sequential, iterative, or overlapping (PMI, 2017, p.19). There are four generic phases of a project life cycle as depicted in Figure 3: 1. Starting the project, 2. Organizing and Preparing, 3. Carrying Out the Work and 4. Completing the Project.

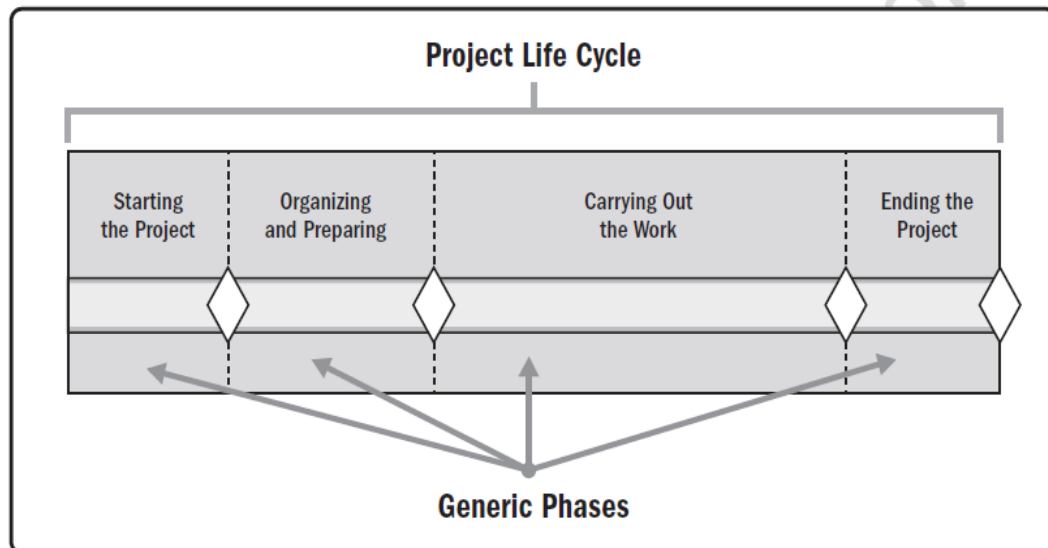


Figure 3. Generic Depiction of a Project Life Cycle (Source: PMI, 2017, p 548)

2.3.4 Project management processes

Project Management is built on processes. These processes allow the project to run smoothly and achieve the desired success. The processes are arranged in groups which are often independent of project phases. There are five Project Management Process Groups: (1) Initiation, (2) Planning, (3) Executing, (4) Monitoring and Controlling and (5) Closing (PMI, 2017, p.19). In the Initiation process, the foundation of the project is established such as

getting the authorization to start the project, developing project objectives, identifying key stakeholders and selecting a project lead. The initiation process is often informed by evaluation tools such as a Business Case or Feasibility study to determine whether the project should be pursued or not.

The planning process group involves several steps that decide how to achieve an establish goal or a set of associated goals. During this process the project team is assembled to develop a comprehensive project plan that gives guidance for obtaining resources, acquiring financing and procuring required materials (Villanova University, 2019). In addition, the project plan gives the team direction for producing quality outputs, handling risk, creating acceptance, communicating benefits to stakeholders and managing suppliers (Villanova University, 2019).

The project execution or implementation process involves the coordination of people and resources to carry out project activities which are in keeping with the project scope. This process is heavily reliant on the planning process output which is the comprehensive project management plan to complete project work that is geared at satisfying the project requirements.

During the execution phase of a project there are several activities happening at once that requires monitoring. The monitoring and controlling process involves those processes required to track, review, and regulate the progress and performance of the project; identify any areas in which changes to the plan are required; and initiate the corresponding changes (PMI, 2017, p.23).

The closing process of project management is where the finished project is delivered to the customer, the completion of the project is communicated to stakeholders and resources utilized during the project are released. The closing process is where the project formally comes to an end.

Given the focus of this research only two project management process groups will be utilized that is the Initiation and Planning process groups.

2.3.5 Project management knowledge areas

In the Standard for Project Management, Project Management Knowledge Areas are described as fields or areas of specialization that are commonly employed when managing projects. It states that a Knowledge Area is a set of processes associated with a particular topic in project management (PMI, 2017, p 553). While there is an interrelation with between knowledge areas they are defined separately. According to the PMBOK Guide 6th edition (PMI, 2017), there are ten (10) knowledge areas in Project Management which are described as follows:

1. **Project Integration Management:** which includes the processes and activities to identify, define, combine, unify, and coordinate the various processes and project management activities within the Project Management Process Groups. The processes that involved in Project Integration Management are the development of a project charter and project management plan, directing and managing project work and managing project knowledge, monitoring and controlling project work, performing integrated change control and closing the project or phase.
2. **Project Scope Management:** which includes the processes required to ensure that the project includes all the work required, and only the work required, to complete the project successfully. It is a very important knowledge to keep the scope of the project in check and avoid scope creep.
3. **Project Schedule Management:** which includes the processes required to manage the timely completion of the project.

4. **Project Cost Management:** which includes the processes involved in planning, estimating, budgeting, financing, funding, managing, and controlling costs so the project can be completed within the approved budget.
5. **Project Quality Management:** which includes the processes for incorporating the organization's quality policy regarding planning, managing, and controlling project and product quality requirements, in order to meet stakeholders' expectations.
6. **Project Resource Management:** which includes the processes to identify, acquire, and manage the resources needed for the successful completion of the project
7. **Project Communications Management:** which includes the processes required to ensure timely and appropriate planning, collection, creation, distribution, storage, retrieval, management, control, monitoring, and ultimate disposition of project information.
8. **Project Risk Management-** which includes the processes of conducting risk management planning, identification, analysis, response planning, response implementation, and monitoring risk on a project.
9. **Project Procurement Management:** which includes the processes necessary to purchase or acquire products, services, or results needed from outside the project team.
10. **Project Stakeholder Management:** which includes processes required to identify the people, groups, or organizations that could impact or be impacted by the project, to analyze stakeholder expectations and their

impact on the project, and to develop appropriate management strategies for effectively engaging stakeholders in project decisions and execution.

2.4 Project Management Office (PMO)

A project management office (PMO) is an organizational structure that standardizes the project-related governance processes and facilitates the sharing of resources, methodologies, tools, and techniques. The responsibilities of a PMO can range from providing project management support functions to the direct management of one or more projects. (PMI, 2017, p 48.). The PMO whether internal or external to the organization serves to maintain the standards for project management across the organization (Miller, 2017). There are three main types of PMO: A Supportive, Controlling and Directive PMO. The Supportive PMO plays a consultative role to projects by supplying templates, best practices, training, access to information, and lessons learned from other projects (PMI, 2017, p 48). A Controlling PMO provides support and requires compliance through different ways. The nature of compliance of a controlling PMO provides the organization with templates, procedures, project management framework or methodologies and reporting tools. The Directive PMO controls the project by directly managing the projects as well as it assigns project managers which reports directly to the PMO.

According to the OPM3 3rd edition (PMI, 2013, pg.9) some of core functions of the PMO are to:

- Support project managers by coaching, mentoring and training;
- Develop and manage project policies, procedures, templates and other project documentation;
- Manage shared resources across projects;
- Provide support for tracking and managing risks and changes; and
- Monitor the compliance with project management standards, policies, procedures and templates through conducting audits.

2.5 Project Management Maturity Models

The Project Management Maturity Model provides a mechanism to assess the capabilities of an organization by measuring the maturity of project management processes (Bruner, n.d). The purpose of a project management maturity model is to provide a model of progressive improvement in project management systems and processes that can be used to assess an organization's capabilities and to provide an improvement path (Pennypacker 2001, 6). There are several maturity models that are utilized by organizations however this theoretical review will briefly discuss five models: the Capability Maturity Model Integration (CMMI), the Portfolio, Program & Project Management Model (P3M3), PRINCE2™ Maturity Model (P2MM©), the Organizational Project Management Maturity Model (OPM3) and the Kerzner Project Management Maturity Model.

2.5.1 Capability Maturity Model Integration (CMMI)

The Capability Maturity Model Integration (CMMI) is a process and behavioral model that helps organizations streamline process improvement and encourage productive, efficient behaviors that decrease risks in software, product and service development (White, 2018). The CMMI model was developed by the Software Engineering Institute at Carnegie Mellon University as a process improvement tool for projects, divisions or organizations (White, 2018). The appraisal process of the CMMI begins with the evaluation of the following areas: process and service, service establishment and management and product and service acquisition (White, 2018).

There are five (5) maturity levels of the CMMI model:

1. **Initial:** processes are considered unpredictable and reactive where the level of inefficiency and risk is heightened.

2. **Managed:** projects are managed at this level however there are existing issues that will need to be addressed.
3. **Defined:** processes are standardized across the organization to provide direction for projects, programs and portfolios and the organization is considered to be more proactive.
4. **Quantitatively managed:** the organization's processes are more measured and controlled with a greater level of predictability through the use of quantitative data.
5. **Optimizing:** the processes of the organization are considered more stable and flexible allowing for improvement or innovation.

2.5.2 Portfolio, Programme and Project Management Maturity Model (P3M3©)

The P3M3© is a model used to evaluate the management maturity of an organization and helps organizations better understand how project management can be implemented on a tactical level from a strategic perspective (Mulder, 2019). There are three models that make up the P3M3 model, Portfolio Management Maturity Model (PfM3), Programme Management Maturity Model (PgM3), Project Management Maturity Model (PjM3). These three models all share the following perspectives as seen in Figure 4:

- Organizational governance
- Management control
- Benefits management
- Risk management
- Stakeholder management
- Finance management
- Resource management

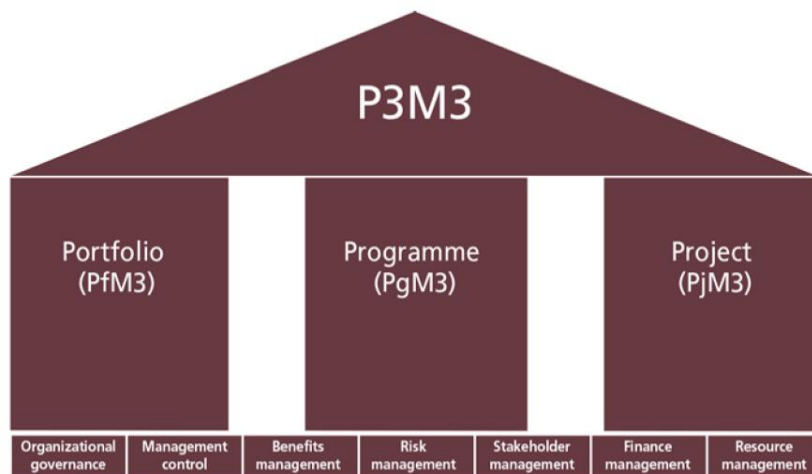


Figure 4. The overarching structure of P3M3 (Source: Mulder (2019))

The P3M3 model has five increasing maturity levels as depicted in Figure 6. The maturity levels are briefly described as follows:

- **Level 1 – Awareness:** defines the organization’s strategic intention.
- **Level 2 – Repeatable:** the iterative process that reestablishes where the organization wants to be in five years’ time.
- **Level 3 – Defined:** defines what needs to be done in the project and clarifies any short-term goals that needs to be achieved.
- **Level 4 – Managed:** this process involves managing all the projects
- **Level 5 – Optimised:** this is the level where focus is placed on achieving optimal results by using evaluation techniques and constant monitoring of progress.

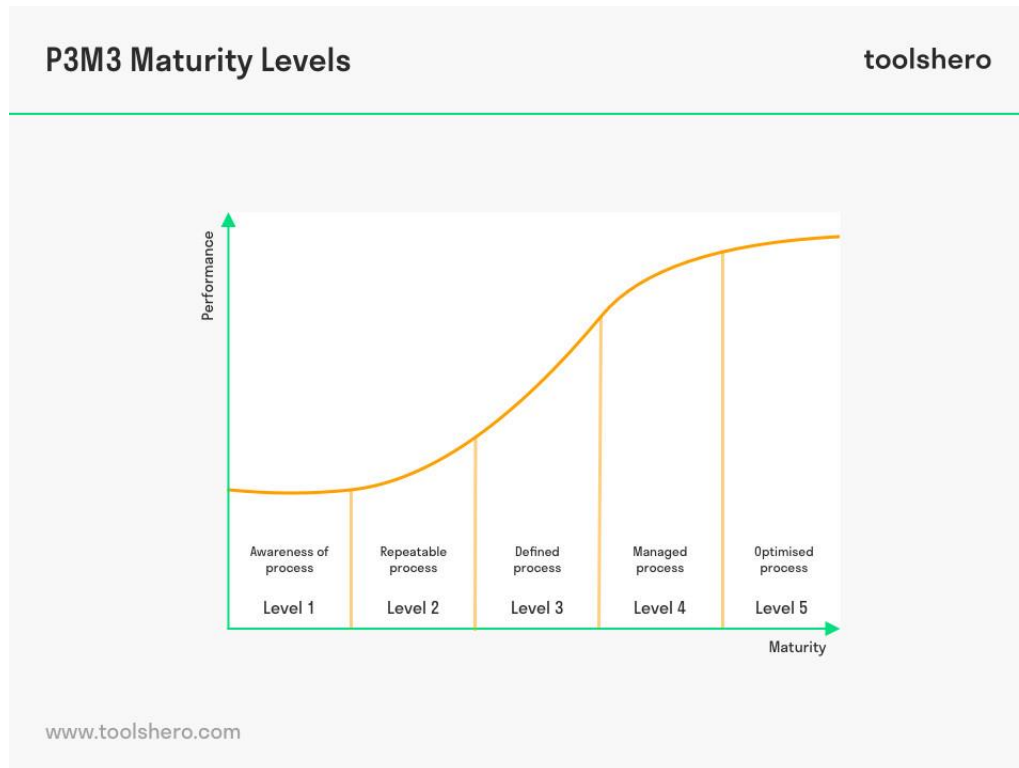


Figure 5. P3M3 Maturity Levels (Source: Mulder (2019))

2.5.3 PRINCE2™ Maturity Model (P2MM©)

Probably the main benefit of this model for organizations are the strength evaluation within the PRINCE2™. The organization is required to constantly explore and undertake the best practices in the industry which result in optimal performance and ensure the maximum value for money from investments and the capacity to measure these results. PRINCE2™ provides a holistic view of an organization's performance using seven (7) areas as shown in Figure 6.



Figure 6. Example assessment of Process Perspectives (Source: Williams (n.d.))

PRINCE2™ characterizes a project as a temporary organization, whose sole purpose is to deliver one or more business solutions as outlined in an agreed Business Case.

2.5.4 Organizational Project Management Maturity Model (OPM3®)

OPM3® can be described as the strategy execution framework which encompasses program, portfolio and project management which utilizes business best practices to deliver optimal performance, enhanced results and which translate into prolong competitive advantage for the organization.

According to Project Management Institute, Inc. (2013). *Organizational project management maturity model (OPM3)*. Newtown Square, PA, “the OPM addresses integration of the following: Knowledge (of the portfolio, program, and project processes), Organizational strategy (mission, vision, objectives, and goals), People (having competent resources), and Processes (the application of the stages of process improvement). The term “organization” does not necessarily refer to an entire company, agency,

association, or society. It may refer to business units, functional groups, departments, or subagencies within the whole. While individual projects may be considered tactical, OPM is, by definition, strategic.”

2.5.5 The Kerzner Project Management Maturity Model

The Kerzner Project Management Maturity Model was developed by Dr. Harold Kerzner and is an assessment framework based on Dr. Kerzner’s five-level project management maturity model. (International Institute for Learning, n.d.) The Kerzner PM Maturity Assessment™ Tool diagnoses the health of project management in an organization and identifies strategic strengths and weaknesses and then creates a prescriptive action plan for improving the health of PM efforts. (IIL, n.d) As outlined in Figure 7, the five levels of assessment are Level 1- Common Language, Level 2- Common Processes, Level 3- Singular Methodology, Level 4- Benchmarking, and Level 5- Continuous Improvement.

In Level 1—Common language, the organization recognizes the importance of project management and the need for a good understanding of the basic knowledge on project management and the accompanying language/terminology. (Kerzner, 2019) For Level 2—Common processes, the organization recognizes that common processes need to be defined and developed such that successes on one project can be repeated on other projects. Also included in this level is the recognition of the application and support of the project management principles to other methodologies employed by the company. (Kerzner, 2019)

The Singular methodology (Level 3) is where the organization recognizes the synergistic effect of combining all corporate methodologies into a singular methodology, the center of which is project management. (Kerzner, 2019) In Level 4 there is recognition that process improvement is necessary to maintain a competitive advantage while in Level 5 the organization

evaluates the information obtained through benchmarking and must then decide whether this information will enhance the use of project management processes. (Kerzner, 2019)

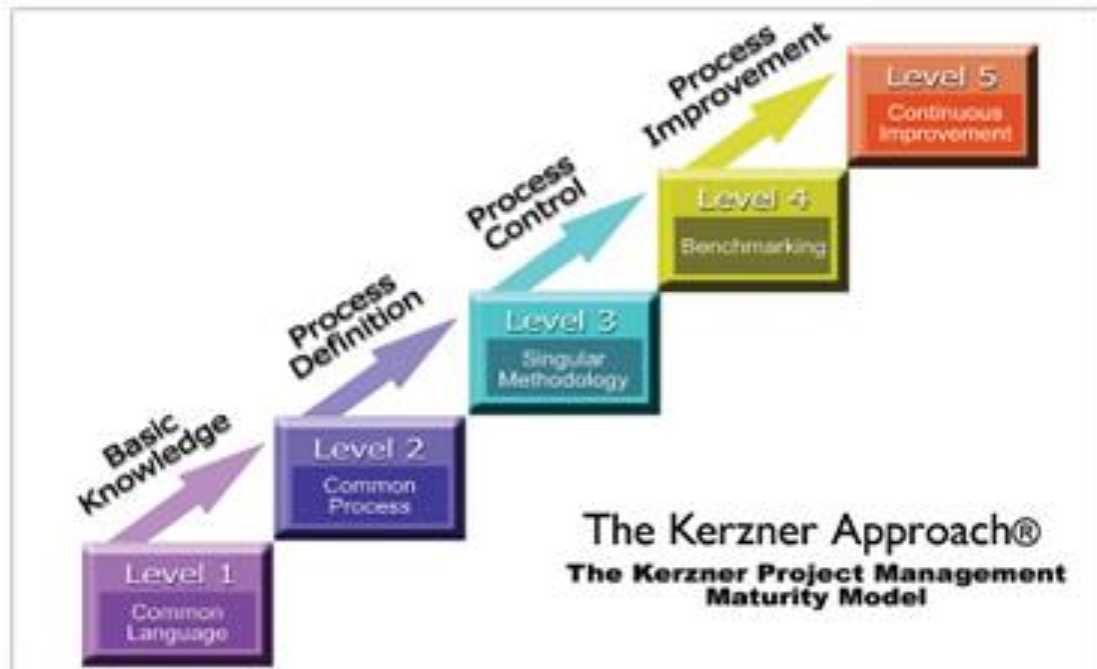


Figure 7. Dr. Kerzner’s five-level project management maturity model
(Source: International Institute for Learning (n.d.))

2.6 Project Management Frameworks

A project management framework is a set of standard project management processes, templates and tools that can be used to initiate, plan, execute, control and close a project. (Chapter 2.4: Project Management Framework, 2016) It is typically broken into three parts: project lifecycle, project control cycle and tools & templates. (Scavetta, 2020) The benefits of having a project management framework in place is that it “facilitates decision making, communication, and coordination across all projects in a portfolio and, in turn, contributes to governance and management rigour.” (Chapter 2.4: Project Management Framework, 2016) With increase coordination among projects, a project management framework can realize more efficient use of resources. There are several project management

frameworks to choose from however a selection is often based on the type of projects being implemented. There are several project management frameworks that are utilized by organizations however this theoretical review will briefly discuss three frameworks: the PMBOK/PMI, PRINCE 2 (Projects in Controlled Environments) and Scrum.

The PMBOK/PMI project management framework was developed by the Project Management Institute (PMI). According to the PMBOK Guide 6th edition this framework provides a foundation upon which organizations can build methodologies, policies, procedures, rules, tools and techniques, and life cycle phases needed to practice project management. Within the PMBOK/PMI framework there are five Project Management Office (PMO) Frameworks that have been adopted by organizations over the years. These five PMO Frameworks are the Organizational Unit PMO/Business Unit PMO/Divisional PMO/Departmental PMO, the Project-Specific PMO/Project Office/Program Office, the Project Support/Services/Controls Office or PMO, the Enterprise/Organization-wide/Strategic/Corporate/Portfolio/Global PMO and the Center of Excellence/Center of Competency.

According to the PMI's PMO Frameworks (2013), the five PMO Frameworks are described as follows:

1. **Organizational Unit PMO/Business Unit PMO/Divisional PMO/Departmental PMO** - provides project-related services to support a business unit or division within an organization including, but not limited to, portfolio management, governance, operational project support and human resources utilization.
2. **Project-Specific PMO/Project Office/Program Office** - provides project-related services as a temporary entity established to support a specific project or program. May include supporting data management, coordination

of governance and reporting, and administrative activities to support the project or program team.

3. **Project Support/Services/Controls Office or PMO** - provides enabling processes to continuously support management of project, program or portfolio work throughout the organization. Uses the governance, processes, practices, and tools established by the organization and provides administrative support for delivery of the project, program or portfolio work within its domain.
4. **Enterprise/Organization-wide/Strategic/Corporate/Portfolio/Global PMO** - the highest-level PMO in organizations having one, this PMO is often responsible for alignment of project and program work to corporate strategy, establishing and ensuring appropriate enterprise governance, and performing portfolio management functions to ensure strategy alignment and benefits realization.
5. **Center of Excellence/Center of Competency** - supports project work by equipping the organization with methodologies, standards and tools to enable project managers to better deliver projects. Increases the capability of the organization through good practices and a central point of contact for project managers.

For the PRINCE2 project methodology, the online article Project Management Methodologies and Frameworks – A Complete Guide (2020) described it has a full-fledged, process-based methodology that describes every aspect of project management in a detailed manner. It is a popular methodology used by the United Kingdom Government. The online article Project Management Methodologies and Frameworks – A Complete Guide (2020) also described the Scrum Framework as the most widely used Agile methodology that enables small, closely-knit teams to create complex products in an incremental way. The Scrum framework

decomposes work from the visionary and strategic level to easily consumable, actionable tasks that all team members can work on during a sprint.

Further insights into these three project management frameworks are outlined in Charts 1 and 2 where their comparative points and key characteristics are highlighted, respectively.

Chart 1. Comparative Points from PMBOK/PMI, PRINCE2 and Scrum Project Management Frameworks

Comparative Points		
PMBOK/PMI	PRINCE2	Scrum
<ul style="list-style-type: none"> Ten (10) knowledge areas: Project Integration Management, Project Scope Management, Project Schedule Management, Project Cost Management, Project Quality Management, Project Resource Management, Project Communication Management, Project Risk Management, Project Procurement Management, and Project Stakeholders Management. (PMBOK, 2017) 	<ul style="list-style-type: none"> Seven (7) themes which include: Business Case, Organization, Quality, Plans, Risk, Change and Progress. (ILX Marketing Team, 2016) Seven (7) processes (<i>Starting up a project, Initiating a Project, Directing a Project, Controlling a Stage, Managing Product Delivery, Managing Stage Boundaries, Closing a Project</i>) and 35 activities. (Karaman and Kurt, 	<ul style="list-style-type: none"> Six (6) practices which include: organizing the backlog, sprint planning, sprint, daily scrum or stand up, sprint review, and sprint retrospective. (Drumond, n.d.) Three essential roles: the product owner who ensures that the team and scrum master work on the end-result, the development team that is cross-functional and the scrum master who

Comparative Points		
PMBOK/PMI	PRINCE2	Scrum
<ul style="list-style-type: none"> • Five (5) process groups (Initiating, Planning, Executing, Monitoring and Controlling and Closing) and 49 process groups. (PMBOK, 2017) • Focus is given to Customer requirements. (Karaman and Kurt, 2015) • Interpersonal skills are covered. (Karaman and Kurt, 2015) • The primary role is the project manager who manages the entire project. (CTE Solutions Inc., 2014) • A knowledge-based approach to project management. (CTE Solutions Inc., 2014) • Non-prescriptive approach that uses best practices. (CTE Solutions Inc., 2014) 	<ul style="list-style-type: none"> • 2015) • Seven Principles (ILX Marketing Team, 2016) • Techniques mentioned are specific to PRINCE2. (Karaman and Kurt, 2015) • Focus is given to the Business Case and Product (Karaman and Kurt, 2015) • Interpersonal skills are not covered. (Karaman and Kurt, 2015) • All roles involved are defined. • Process Based defines the what, when, who, and how through a series of 7 management processes. (CTE Solutions Inc., 2014) • Prescriptive approach that is meant to be tailored by project. 	<ul style="list-style-type: none"> enforces the scrum framework and facilitates the team. (Windsor, 2019) • Three artifacts: product backlog, sprint backlog and increment with a classified definition of “done”. (Drumond, n.d.) • Focuses is given to deliver priority tasks and requirements. (Drumond, n.d.) • Tasks are managed using a scrum board with lists for ‘to-do’, ‘in progress’, and ‘done’. (Windsor, 2019) • Projects are often broken down and planned in 2-4-week sprints. (“What Is Project Management Framework?”, n.d.)

Comparative Points		
PMBOK/PMI	PRINCE2	Scrum
	(CTE Solutions Inc., 2014)	

Chart 2. Key Characteristics of PMBOK/PMI, PRINCE2 and Scrum Project Management Frameworks

Key Characteristics		
PMBOK/PMI	PRINCE2	Scrum
<ul style="list-style-type: none"> • Comprehensive (CTE Solutions Inc., 2014) • Provides better mechanism for projects with high client commitment. (Karaman and Kurt, 2015) • Stronger communication management mechanism. (Karaman and Kurt, 2015) • The focus on interpersonal skills creates an effective communication environment. (Karaman and Kurt, 2015) • Useful for large size 	<ul style="list-style-type: none"> • A defined lifecycle. (Haughey, 2015) • Defined and measurable business products. (Haughey, 2015) • A corresponding set of activities to achieve the business products. (Haughey, 2015) • Specified amount of resources. (Haughey, 2015) • An organisation structure, with defined responsibilities, to manage the project. (Haughey, 2015) 	<ul style="list-style-type: none"> • Simple and scalable (May, n.d.) • Practical process (May, n.d.) • Short-term detailed planning with constant feedback. (May, n.d.) • Simple techniques are used. (May, n.d.) • Progress is made in Sprints. (May, n.d.) • Teams collaborating with the Product Owner work in an optimized environment. (May, n.d.) • Reduces organizational overhead. (May, n.d.) • Detects everything

Key Characteristics		
PMBOK/PMI	PRINCE2	Scrum
and newly formed teams. (Karaman and Kurt, 2015)		that gets in the way of delivery. (May, n.d.) <ul style="list-style-type: none"> • Fosters openness and demands visibility. (May, n.d.)

3. METHODOLOGICAL FRAMEWORK

3.1 Information sources

An information source is a person, thing, or place from which information comes, arises, or is obtained. Information sources can be known as primary or secondary (Information sources, n.d). Information sources are information that that is intended for transmission whether published or unpublished. The conventional association that important sources of information are scholarly, or publications have evolved over time to consider unpublished information.

3.1.1 Primary sources

Primary sources are referred to as records of events or evidence as they are first described or actually happened without any interpretation or commentary. It is information that is shown for the first time or original materials on which other research is based. (“Primary, Secondary”, n.d, “Primary sources”). Primary sources are intended to share new information, original thinking or a person viewpoint, report on discoveries or any type of first-hand experience of an event. A primary source can be in the written or unwritten format. According to the website Santiago Canyon College there are several forms of primary sources such as:

- Autobiographies and memoirs
- Diaries, personal letters, and correspondence
- Interviews, surveys, and fieldwork
- Internet communications on email, blogs, listservs, and newsgroups
- Photographs, drawings, and posters
- Works of art and literature
- Books, magazine and newspaper articles and ads published at the time
- Public opinion polls
- Speeches and oral histories
- Original documents (birth certificates, property deeds, trial transcripts)

- Research data, such as census statistics
- Official and unofficial records of organizations and government agencies
- Artifacts of all kinds, such as tools, coins, clothing, furniture, etc.
- Audio recordings, DVDs, and video recordings
- Government documents (reports, bills, proclamations, hearings, etc.)
- Patents
- Technical reports
- Scientific journal articles reporting experimental research results. (“Identifying Primary”, n.d, “Primary sources”).

For this project, the primary sources that will be utilized are interviews and organizational documents.

3.1.2 Secondary sources

Secondary sources are classified as sources that describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources (“Identifying Primary”, n.d, “Secondary sources”). Secondary sources often relate to after the fact information and lacks newness. It is a repackaging of primary sources information to improve use and promptness of delivery. Like primary sources, secondary sources can be in the written or unwritten format. Some of the secondary sources shared by Santiago Canyon College website include:

- Bibliographies
- Biographical works
- Reference books, including dictionaries, encyclopedias, and atlases
- Articles from magazines, journals, and newspapers after the event
- Literature reviews and review articles (e.g., movie reviews, book reviews)
- History books and other popular or scholarly books

- Works of criticism and interpretation
- Commentaries and treatises
- Textbooks
- Indexes and abstracts. (“Identifying Primary”, n.d, “Secondary sources”).

The secondary sources that will be used in this research project are online articles, journals, textbooks and reviewed research.

Chart 3. Information sources (Source: Author of this study)

Objectives	Information sources	
	Primary	Secondary
To assess the Project Management Maturity of ECAPI in order to determine existing gaps, opportunities for improvement and a road map for improvement.	<p>ECAPI organizational structure and its operational processes and procedures.</p> <p>Interview with the Chief Executive Officer of ECAPI,</p>	Journal articles, research works, textbooks and online literature.
To establish the operational structure of the proposed PMO for ECAPI and its project management framework.	Interview with the Chief Executive Officer of ECAPI, key stakeholders & Project Team	Online research and articles on PMO and relevant templates. Project Management literature.
To develop the proposed PMO implementation plan for ECAPI that would guide the organization to establish a Project Management Office.		Project Management (PM) literature, textbooks e.g. PMBOK Guide 6 th edition, related articles, presentations, journals, research and PM websites about PMOs.
To establish an effective PMO communication model that will aid ECAPI to	Interview with the Chief Executive Officer of ECAPI, key stakeholders & Project	Journal articles, research works, textbooks and online literature.

Objectives	Information sources	
	Primary	Secondary
attract donor funding organizations that seek to advance community development projects.	Team	

3.2 Research methods

According to the University of Newcastle Library guides website, research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic (“Research Methods”, 2019, “What are Research Methods”). Research methods are categorized as either quantitative, qualitative or a mixture of both. There are different sub-categories of research methods and the criteria for selecting a research approach is usually based on the research problem, the personal experiences of the researcher, and the audience(s) for whom the report will be written (Creswell, n.d). For this research, the research methods that will be used are Analytical, Deductive and Inductive methods.

3.2.1 Analytical method

Analytical research is a specific type of research that involves critical thinking skills and the evaluation of facts and information relative to the research being conducted (“What is Analytical Research?”, n.d). A presentation by Grant (n.d) describes analytical research as being primary concerned with testing hypothesis and specifying and interpreting relationships, by analyzing the facts or information already available.

3.2.2 Deductive -Inductive method

O'Reilly (2009) describes deductive research as a hypothesis which is derived from existing theory and the empirical world is then explored, and data are collected, in order to test the hypothesis. On the other hand, an inductive approach is where the researcher begins with as few preconceptions as possible, allowing theory to emerge from the data (O'Reilly, 2009).

Chart 4. Research methods (Source: Author of this study)

Objectives	Research methods	
	Analytical method	Deductive - Inductive method
To assess the Project Management Maturity of ECAPI in order to determine existing gaps, opportunities for improvement and a road map for improvement.	<p>This method was used to compile information about ECAPI's project management maturity and existing maturity models.</p> <p>This method was also used to apply critical thinking skills to the compiled information that would enable the extraction of small details to formulate greater</p>	<p>This method was applied as exiting theories were explored to assess the project management maturity of ECAPI.</p>

Objectives	Research methods	
	Analytical method	Deductive - Inductive method
	assumptions about ECAPI's project management maturity.	
To establish the operational structure of the proposed PMO for ECAPI and its project management framework.	This method was used to evaluate the type of PMO and project management framework suitable for ECAPI	This method was used to collect information about the different types of PMOs and then determine which is most suitable for ECAPI at this time.
To develop the proposed PMO implementation plan for ECAPI that would guide the organization to establish a Project Management Office.	This method was used as a guide to apply critical thinking to the development of the proposed PMO implementation plan.	This method was used to gather relevant information needed for development of the PMO implementation plan.
To establish an effective PMO communication model that will aid ECAPI to attract donor funding organizations that seek to advance community development projects.	This method was used to assess the existing communication tools at ECAPI and determine proposed tools that would guide	This method was used to collect information about effective communication tools and to ascertain which tools are more suitable for a PMO

Objectives	Research methods	
	Analytical method	Deductive - Inductive method
	ECAPI in establishing an effective PMO communication model.	communication model for ECAPI at this time.

3.3 Tools

In a presentation by Patidar (2015), tools are described as instruments used to collect information for performance assessments, self-evaluations, and external evaluations. The PMBOK Guide 6th edition refers to a tool as something tangible, such as a template or software program, used in performing an activity to produce a product or result (PMI, 2017, pg. 725). The type of tools used varies as it relates to the nature of information to be gathered.

The research tools that will be utilized for this project are interviews, scheduling tools, project maturity model assessment, expert judgement, online communication and PMO templates.

Chart 5. Tools (Source: Author of this study)

Objectives	Tools
<p>To assess the Project Management Maturity of ECAPI in order to determine existing gaps, opportunities for improvement and a road map for improvement.</p>	<p>Project maturity model assessment, Interviews</p>
<p>To establish the operational structure of the proposed PMO for ECAPI and its project management framework.</p>	<p>Interviews, Expert Judgement, Online PMO templates</p>
<p>To develop the proposed PMO implementation plan for ECAPI that would guide the organization to establish a Project Management Office.</p>	<p>Scheduling tools, Expert Judgement,</p>
<p>To establish an effective PMO communication model that will aid ECAPI to attract donor funding organizations that seek to advance community development projects.</p>	<p>Interviews, Expert Judgement, Online Communication templates</p>

3.4 Assumptions and constraints

An assumption is a factor in the planning process that is considered to be true, real, or certain, without proof or demonstration (PMI, 2017, pg.669) while a constraint is a limiting factor that affects the execution of a project, program, portfolio, or process (PMI, 2017, pg.701).

The assumptions for this project are:

- The development of the PMO proposal will benefit the operations of ECAPI.
- ECAPI will be cooperative in providing all relevant information needed to conduct this research project.
- Information on the research topic is readily accessible.
- The UCI through its academic staff will provide the necessary guidance and support in completing this research within the given timeframe.
- The project deliverables will assist ECAPI Limited to standardize its project management practices.
- The proposed PMO communication model will help ECAPI better implement a PMO in its operations.

The constraint for this project was:

- Time to complete the project scope due to the need to meet academic requirements.

Chart 6. Assumptions and constraints (Source: Author of this study)

Objectives	Assumptions	Constraints
To assess the Project Management Maturity of ECAPI in order to determine existing gaps, opportunities for improvement and a road map for improvement.	<p>ECAPI will be cooperative in providing all relevant information needed to conduct this research project.</p> <p>Information on the research topic is readily accessible.</p>	
To establish the operational structure of the proposed PMO for ECAPI and its project management framework.	<p>The project deliverables will assist ECAPI Limited to standardize its project management practices.</p>	<p>Time to complete the project scope due to the need to meet academic requirements.</p>
To develop the proposed PMO implementation plan for ECAPI that would guide the organization to establish a Project Management Office.	<p>The development of the PMO proposal will benefit the operations of ECAPI.</p> <p>The UCI through its academic staff will provide the necessary guidance and support in completing this research within the given timeframe.</p>	<p>Time to complete the project scope due to the need to meet academic requirements.</p>
To establish an effective PMO communication model that will aid ECAPI to attract donor funding organizations that seek to advance community development projects.	<p>The proposed PMO communication model will help ECAPI better implement a PMO in its operations.</p>	<p>Time to complete the project scope due to the need to meet academic requirements.</p>

3.5 Deliverables

The PMBOK Guide 6th edition describes a deliverable as any unique and verifiable product, result, or capability to perform a service that is required to be produced to complete a process, phase, or project (PMI, 2017, pg. 704). There can be one or several deliverables existing in a project. Handing over of a deliverable to the customer means a significant milestone has been met.

The deliverables for this project are:

- A report detailing the Project Management Maturity Assessment of ECAPI.
- A report detailing the Operational structure of the proposed PMO and project management framework.
- A PMO implementation plan for ECAPI.
- A PMO communication model for ECAPI.

Chart 7. Deliverables (Source: Author of this study)

Objectives	Deliverables
<p>To assess the Project Management Maturity of ECAPI in order to determine existing gaps, opportunities for improvement and a road map for improvement.</p>	<p>A report detailing the Project Management Maturity Assessment of ECAPI.</p>
<p>To establish the operational structure of the proposed PMO for ECAPI and its project management framework.</p>	<p>A report detailing the Operational structure of the proposed PMO and project management framework.</p>
<p>To develop the proposed PMO implementation plan for ECAPI that would guide the organization to establish a Project Management Office.</p>	<p>A PMO implementation plan for ECAPI.</p>
<p>To establish an effective PMO communication model that will aid ECAPI to attract donor funding organizations that seek to advance community development projects.</p>	<p>A PMO communication model for ECAPI.</p>

4. RESULTS

4.1 Project Management Maturity Assessment of ECAPI Limited

To assess the project management maturity of ECAPI Limited, a suitable and simple PMMM was used to ascertain the results. The PMMM selected was The Kerzner Project Management Maturity Model developed by Dr. Harold Kerzner. The five-level process of assessment looks at Level 1 -Common Knowledge, Level 2-Common Process, Level 3- Singular Methodology, Level 4- Benchmarking and Level 5- Continuous Improvement. To move from one level to the next, the assessment results from each level had to meet established criteria. Given this approach, this research conducted a Level 1 assessment of ECAPI Limited. Level 1 sought to assess the basic project management knowledge of the respondents. It also sought to assess whether some of or all the characteristics of Level 1 existed within ECAPI. According to Kerzner (2019), the characteristics of Level 1- Common Language include: Lip service to project management, virtually no executive-level support, small “pockets” of interest, no attempt to recognize the benefits of project management, self-interest comes before company’s best interest, no investment in project management training and education.

The Level 1 project management maturity assessment was carried out using eighty (80) multiple choice questions on the fundamental principles of project management and its associated terminology outlined in the book, *A Guide to the Project Management Body of Knowledge (PMBOK® Guide) sixth edition* written by the Project Management Institute (PMI)®. Eight different project management knowledge areas were tested. Ten questions from each of the following project management knowledge areas were fielded: Scope Management, Time Management (Schedule Management), Cost Management, Human Resources Management (Resource management), Procurement Management, Stakeholders Management, Risk Management, and Communication Management. All questions except those from Stakeholders Management were taken from the book, *Using the Project Management Maturity Model: Strategic Planning for Project Management*,

3rd Edition written by Harold Kerzner. For the Stakeholders Management questions, five questions were taken from The Projex Academy online project management questions and the other five questions were from the UCI's course self-assessments. To assess accuracy of participants' responses, their responses were matched with the answer keys provided by the source which questions were taken from. Each correct answer was given 10 points while an incorrect answer received zero points. The assessment criteria used was adopted from the Kerzner PMMM where if the respondent received a score of 60 or more points in each of the eight categories, then they have a reasonable knowledge of the basic principles of project management. If a score of less than 60 was obtained in any category, a deficiency exists. When a total score of 600 points or more was obtained on all categories it signified that the organization appears to be well positioned to commence work on Level 2 of the PMMM. If a score of less than 600 points was obtained, then there may exist pockets of project management knowledge.

For this project management maturity assessment of ECAPI, four participants were selected to complete the assessment tool. The four participants were key members in ECAPI's small operation. The results were individually tabulated, and an average score was taken for each knowledge area assessed to get an organizational perspective on project management. The average scores obtained for each knowledge area were as follows: Scope Management 65 points, Time Management (Schedule Management) 27.5 points, Cost Management 42.5 points, Human Resources Management (Resource management) 42.5 points, Procurement Management 40 points, Stakeholders Management 37.5 points, Risk Management 32.5 points, and Communication Management 62.5 points. Of the eight knowledge areas Scope Management and Communication Management received a score of over 60 points while the remaining knowledge areas received a score below 60 points (See Figure 8). All participants received a total score of less than 600 points (See Figure 9). The average total score for all respondents was

350 points. This average score was used as the organization's project management maturity score.

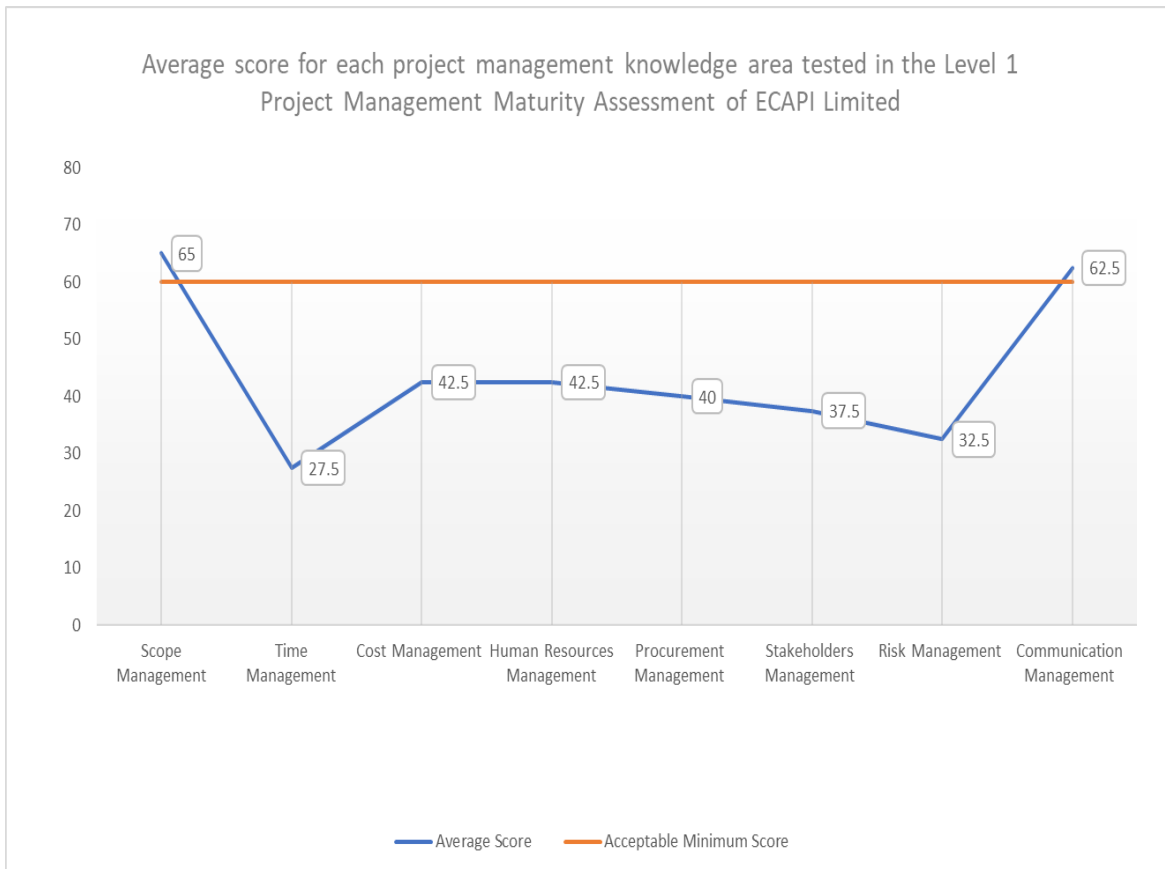


Figure 8. Average Score for each Project Management Knowledge Area Tested in the Level 1 Project Management Maturity Assessment of ECAPI Limited (Source: Author of this Research)

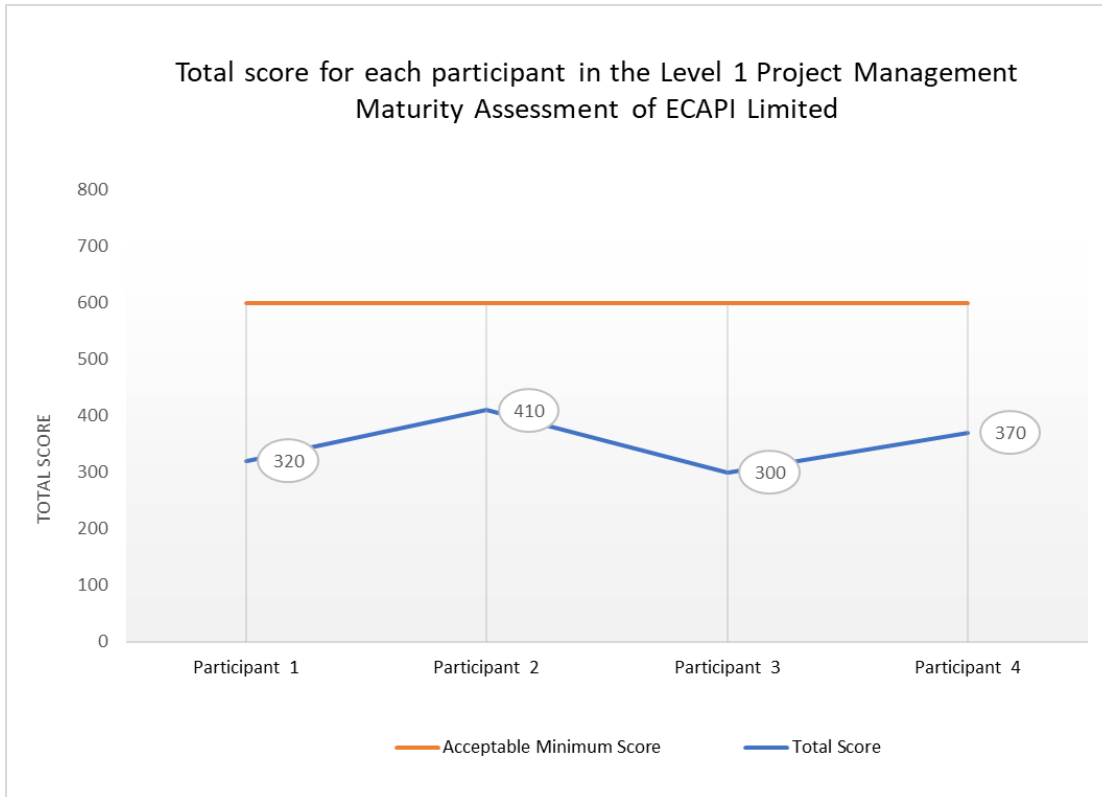


Figure 9. Total Score for each Participant in the Level 1 Project Management Maturity Assessment of ECAPI Limited (Source: Author of this research)

Based on the average total score of 350 points which was less than 600 points, it appears that ECAPI is highly immature in project management. A total score of less than 600 points did not allow for Level 2 PMMM assessment to be conducted on ECAPI. In examining the knowledge areas assessed, of the 75% that received scores less than 60 points, Time Management (Schedule Management) received the lowest average points of 27.5. With an average score less than 30 points it means that rigorous training programmes on the basic principles of Time Management appear necessary.

Further analysis of the PMMM assessment results were conducted to understand the consistency in the responses among all four participants. Of the 80 questions given in the assessment, all four participants gave eleven (11) similar correct

responses and twenty-one (21) similar incorrect responses. These responses whether accurate or inaccurate represents a 40% consistency in participants responses (See Figure 10). The remaining responses were mixed and thus represented a 60% inconsistency in the participants responses. With this high level of inconsistency as it relates to project management knowledge areas, the need for standardizing best practices in project management and ensuring “that members of the organization are all speaking the same project management language” (Kwak & Dai, n.d.) is critical to the effective execution of ECAPI’s projects.

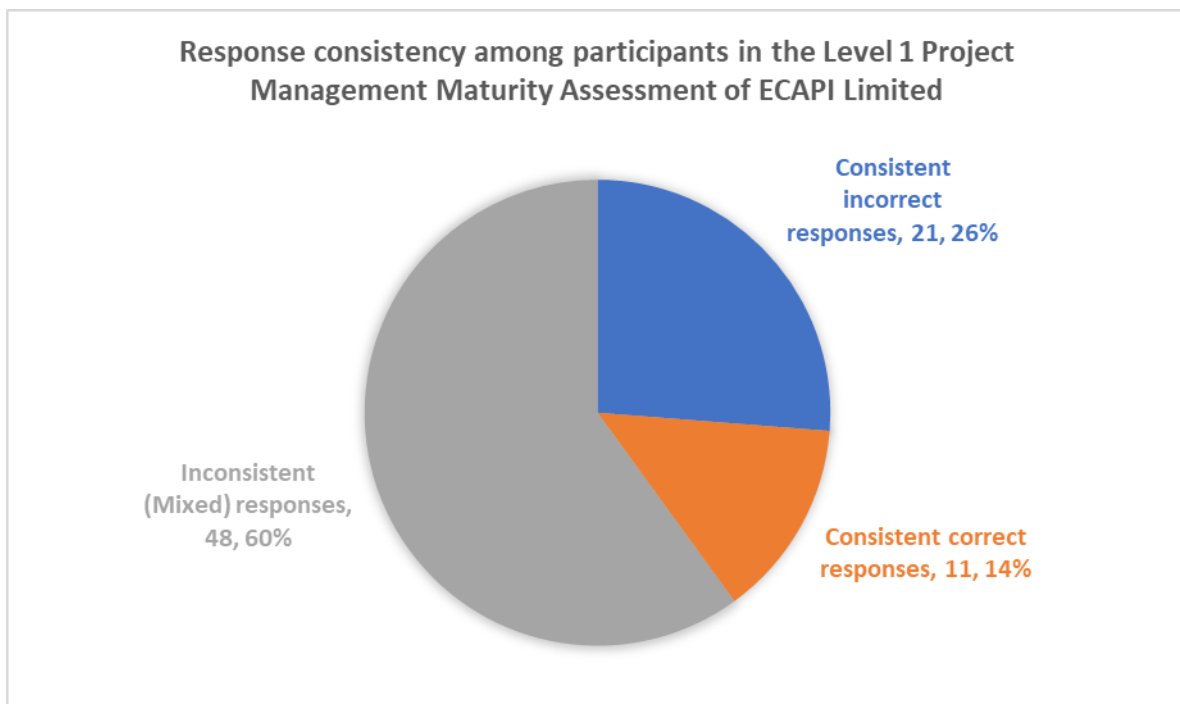


Figure 10. Response consistency among participants in the Level 1 Project Management Maturity Assessment of ECAPI Limited (Source: Author of this research)

To determine the project management knowledge areas that participants had similar misunderstandings, the number of consistent incorrect responses were examined against each knowledge area. Of the eight PM knowledge areas tested, Time (Schedule) Management and Risk Management received the highest number of similar incorrect responses. (See Figure 11) In further analysis of the results, a

Pareto chart was created (See Figure 11) to see how the participants misunderstandings were distributed across PM knowledge areas. According to Lanmarre (2019), “a Pareto Chart is a graph that indicates the frequency of defects, as well as their cumulative impact. Pareto Charts are useful to find the defects to prioritize in order to observe the greatest overall improvement.” The analysis of the Pareto chart was done in conjunction with the Pareto Principle which states that 80% of consequences come from 20% of the causes (Chappelow, 2019). In Figure 11, 80% of the participants’ misunderstandings came from the knowledge areas of Time Management, Risk Management, Procurement Management and Stakeholders Management while the remaining 20% came from Human Resources Management, Communication Management, Cost Management and Scope Management. Using this principle, it can be inferred that lack of understanding in the PM knowledge areas Human Resources Management, Communication Management, Cost Management and Scope Management which represents 20% of misunderstandings are responsible for the 80% misunderstandings in the knowledge areas Time Management, Risk Management, Procurement Management and Stakeholders Management. Based on the application of the Pareto Principle if ECAPI focuses its efforts and allocation of resources on improving competence in the 20% knowledge areas with misunderstandings then the organization can increase understanding among the knowledge areas with 80% misunderstandings. This deduction holds true given that plans developed in the knowledge areas which showed 20% weakness are important inputs in the knowledge areas that had 80% weakness.

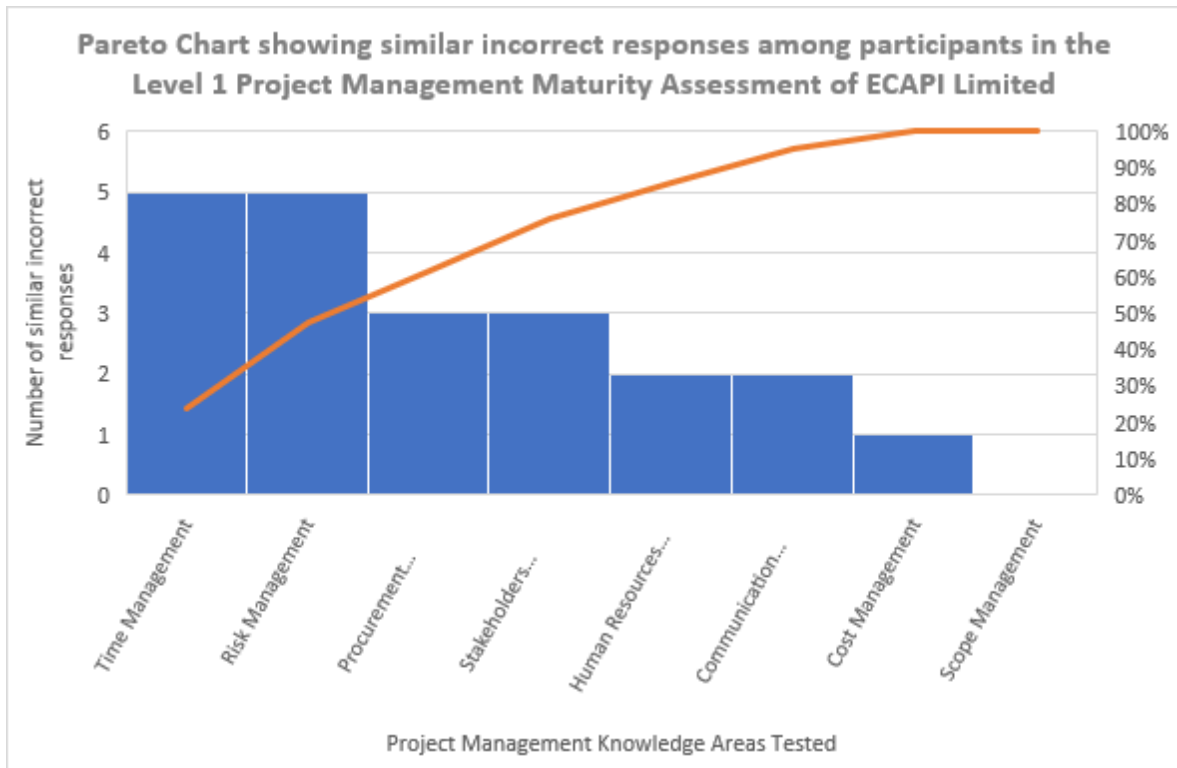


Figure 11. Pareto Chart showing similar incorrect responses among participants in the Level 1 Project Management Maturity Assessment of ECAPI Limited (Source: Author of this research)

To ascertain whether some of the characteristics of Level 1 Common Language applied to ECAPI, a discussion was had with the CEO. In the discussion, the characteristics of Level 1 Common Language was shared and it was highlighted that there is strong interest from the management level as it relates to the importance of project management as the majority of the organization's services encompass project management. However, it was agreed that no financial investment has been made by the organization in project management training and education of the key personnel in the organization. The lack of financial investment in project management training and education was due to limited financial resources of the organization and its increased focus in building clients for the organization's services. The CEO also shared that whilst the organization's project management knowledge is at an immature stage, there still exist pockets of project management knowledge within key personnel serving in the organization. These

pockets of project management emanated from individuals previous work experiences and educational background.

In taking this entire ECAPI's PMMM results analysis into perspective, it is evident that ECAPI needs a foundation where consistent project management knowledge transfer can take place among its key personnel. This consistent knowledge transfer can be derived from the establishment of a project management office (PMO). According to Kwak and Dai (n.d.) a PMO is an internal consulting service that focuses on providing project management support to an organization's projects. Some of the benefits of a PMO that ECAPI may find useful to promote consistency in knowledge transfer and standardization are: (1) predictable and repeatable use of project management tools and techniques, (2) growing staff professionalism in project management, (3) standardization and portability of tools and techniques, (4) facilitation of use of project management in becoming a core competency and (5) more productive and skillful project teams. (Kwak and Dai, n.d.)

4.2 Proposed PMO Operational Structure and Project Management Framework for ECAPI Limited

4.2.1 PMO Operational Structure

In seeking to propose a suitable PMO operational structure for ECAPI, information was first sought from the PMBOK Guide and online sources about the types of PMOs that exist. Information was also extrapolated from a discussion with ECAPI's CEO about how the organization currently operates and envisions to operate in the future. Information garnered from this discussion was also used to identify a suitable Project Management Framework for ECAPI Limited having shortlisted potential project management frameworks.

According to the PMBOK Guide, there are several types of PMOs in organizations and each varies in the degree of control and influence it has on projects within the organization. However, in general there are three types of PMOs in organizations as described by the PMBOK Guide such as: A Supportive PMO, a Controlling PMO and a Directive PMO. In a Supportive PMO, the PMO stores information about the organizations projects and provides guidance to project managers by equipping them with the necessary templates, training, best practices, and lessons learned from other projects. (PMBOK, 2017) The Controlling PMO on the other hand gives support to project managers as well as monitors the application of organizational tools, processes and adopted project management frameworks or methodologies in projects. (PMBOK, 2017) For the Directive PMO, projects are directly controlled and managed by the PMO and usually exist within projectized organizations. (PMBOK, 2017)

In considering a suitable PMO for ECAPI the following factors were taken into consideration: the objectives of the organization, the size and maturity of ECAPI and its organizational culture. In addition, questions from the online article The Project Management Office (PMO): 4 Steps to Choose Its Organizational Structure (Martinez, 2019) were posed to the CEO of ECAPI. The responses to these questions were recorded in Chart 6.

Chart 8. Questions and Responses from an Interview with ECAPI's CEO (Source: Martinez, 2019 and Dorlan Burrell, CEO of ECAPI)

Questions Posed to CEO of ECAPI	CEO Responses
Assessing Organization Needs	
<p>1. What are the main issues and concerns of the organization?</p>	<p>Currently the organization is experiencing issues regarding managing its workload due to the lack of participation of some members to fulfil their duties and commitment to build on areas where the organization is lacking. This affects ECAPI's ability to extend its service reach. Issues relating to the greenhouse that ECAPI operates are the marketing of sweet peppers due the current pandemic Covid-19 which as disrupted the tourism market which was one of our main customers.</p> <p>ECAPI also faces stakeholder challenges with some of our partnering groups especially in submission of information to compile monitoring reports for the respective funding organizations. In addition, funding organizations at times take some time to approve projects and disbursement of funds to projects that are time sensitive and seasonal in nature.</p>
<p>2. Does the organization run mainly</p>	<p>ECAPI runs both operations and</p>

<p>operations or projects? (it is important not to confuse projects with operations)</p>	<p>projects. The organization is mainly project focused as it helps community-based groups to develop, implement and monitor their projects. The other consulting services that organization offers are project based.</p> <p>On the operations side of ECAPI is the running of the greenhouse farm.</p>
<p>3. Is the organization not meeting its strategic objectives? What are the root causes?</p>	<p>Since the inception of ECAPI, the initial strategic objectives relating to the engagement of new community-based groups have been met. However, ECAPI is challenged with increasing the number of engaged community-based groups based on the organization's limited human and financial resources.</p> <p>On the greenhouse side, the strategic objectives have not been met due to external factors beyond our control such as the weather and the current pandemic. Internally, the organization is challenged in managing the operations of the greenhouse as it is fairly new to us. The organization is still struggling to address the issues relating to the irrigation system on the farm which has directly impacted the productivity of the farm.</p>

<p>4. What actions are being performed to achieve strategic objectives?</p>	<p>The organization is taking steps to record its existing gaps and develop strategies to address them. One member of the organization is currently completing their Masters in Project Management and it is expected that knowledge transfer will take place and guidance will be received to develop project management systems that will enhance ECAPI's execution of projects and delivery of services.</p> <p>ECAPI utilizes the strengths of its members to help achieve strategic objectives and identify new opportunities that the organization can explore. Building strategic partnerships is another area the organization takes advantage of to achieve strategic objectives.</p>
<p>Understanding the Organization Size, Complexity and Culture</p>	
<p>5. What does the company do? What are its main products and services? What technical disciplines are involved in the core business?</p>	<p>ECAPI is a non-profit membership organization that mainly provides services in grant solicitation, project management and training support to community groups and Non-</p>

	<p>Governmental Organizations (NGOs) in Jamaica. The organization operates a greenhouse farm that produces bell peppers for sale to the local market.</p> <p>The technical disciplines that exists within the organization are cross-sectional and they include: Disaster Management, Project Management, Natural Resource Management, Policy Development and Research, Financial Management and Auditing and Telecommunications. Qualifications among the team members range from first degree to doctorate.</p>
6. Is it a small, medium or large business?	Small
7. Is the organization at the local, regional or multinational level?	Local
8. What is the organizational structure? Hierarchical, functional or matrix? Are there staff managers? What are their functions?	<p>ECAPI uses a functional organizational structure. Presently, the organization operates without staff and relies on volunteers to execute tasks. However, there are designated roles and responsibilities that volunteers occupy. Roles within the organization include: Chief Executive Officer, Financial Officer, Partnership Coordinator, Environmental Coordinator, Business Development Coordinator, Social</p>

	Officer, Membership Coordinator, Research, Monitoring and Evaluation Coordinator, Projects and Administrative Coordinator. Only two of these roles are actively carried out while the others either are not occupied and very little contribution is made to carry out the designated duties.
9. Does the organization encompass various regional cultures and different countries? What are the cultural differences? How are they managed?	The organization does not encompass various regional cultures and different countries.
Assess Organization Project Management Maturity	
10. Does the organization have a Project Management Office (PMO) with clearly defined roles and authority?	The organization does not have a Project Management Office (PMO) however there are clearly defined roles and authority.
11. Does the organization have personnel with specialized expertise in project management?	The organization does possess individuals with training in project management as well as work experience.
12. Have the organization documented its project management procedures and methodologies?	The organization does not have any documented project management procedures and methodologies.

13. Does the organization have a clearly defined career path in the field of project management?	The organization does have a clearly defined career path in the field of project management as it envisions to seek more grant funding to implement internal and external projects. The organization also foresees itself as a project management office that implements community development projects on behalf of funding agencies.
14. Is Strategic Planning in alignment with Project Management within the organization?	Strategic Planning is in alignment with Project Management within the organization.
15. Do project managers have their own reporting structure? Or they report to functional managers?	Currently, project managers have their own reporting structure in keeping what is expected from funding organizations.
16. Do project managers have control over project resources?	In cases where a project is being directly implemented by ECAPI, project managers would have control over project resources.

From the responses given it is evident that ECAPI lacks project management methodologies, procedures and tools to efficiently perform project management tasks. The result from the PMMM assessment of ECAPI also demonstrated that there are “pockets” of project management knowledge within the organization however key personnel lack specific skills in project management and the organization currently does not provide adequate training programs to improve project management knowledge.

Based on ECAPI's career path there is scope for improving project knowledge within the organization. It was also noted that project managers have some level of control in how project resources are managed.

Given that ECAPI lacks project management methodologies, procedures and tools as well as key personnel lack specific skills in project management, the new PMO should adopt a Supporting PMO. Within a Supporting PMO ECAPI can benefit from "on-demand expertise, templates, best practices, access to information and expertise on other projects" (Reiling, n.d.)

Scope and Functions of the Proposed PMO

In considering ECAPI's project management immaturity level among key personnel in the organization and its current inability to undertake any large financial investments to develop a PMO, it was important that the proposed scope of the PMO be manageable, realistic and at the same time address the organization's immediate needs of achieving standardization of its project management practices. The proposed scope for ECAPI's PMO would therefore entail:

- Standardizing project management practices;
- Tracking projects;
- Providing project support to its internal and external clients; and
- Being a repository for project information.

From the proposed scope of the PMO, the following functions are suggested:

1. Develop and enforce project management standards and methods that will enable ECAPI to leverage best practices and ensure project management understanding is consistent among key personnel.
2. Coordinate projects and resources to ensure they are efficiently and effectively managed.
3. Monitor the performance of projects and ensure projects adhere to funders reporting requirements.

4. Assume tasks such as providing project risk assessment, performing post-project evaluation services. (Kwak and Dai, n.d.)
5. Lead the organization's transition to an effective project environment. (Kwak and Dai, n.d.)
6. Provide project support that focuses on offloading administrative burdens. (Kwak and Dai, n.d.)
7. Provide project coaching and training for project teams and external clients where necessary. Areas of training include but not limited to project planning, project proposal writing, project management software training and project management.
8. Assist with the enrollment of project staff.
9. Emphasize having a central historical archive for all types of projects. (Kwak and Dai, n.d.)

Strategic Purpose of the Proposed PMO

In providing additional structure to the proposed PMO for ECAPI, the strategic purpose of the proposed PMO is enveloped in the following proposed PMO vision and mission:

Proposed ECAPI PMO Vision

The vision of ECAPI PMO is providing project support that leads to impactful projects while creating distinguished leaders in project management.

Proposed ECAPI PMO Mission

The mission of ECAPI PMO is to implement and support project management best practices to enable our organization to deliver high quality successful projects while training and maintaining globally competent project staff and optimizing project resources.

ECAPI Limited Proposed Organizational Chart with a PMO

To facilitate the incorporation of the proposed PMO, ECAPI's organizational chart was modified as seen in Figure 12.

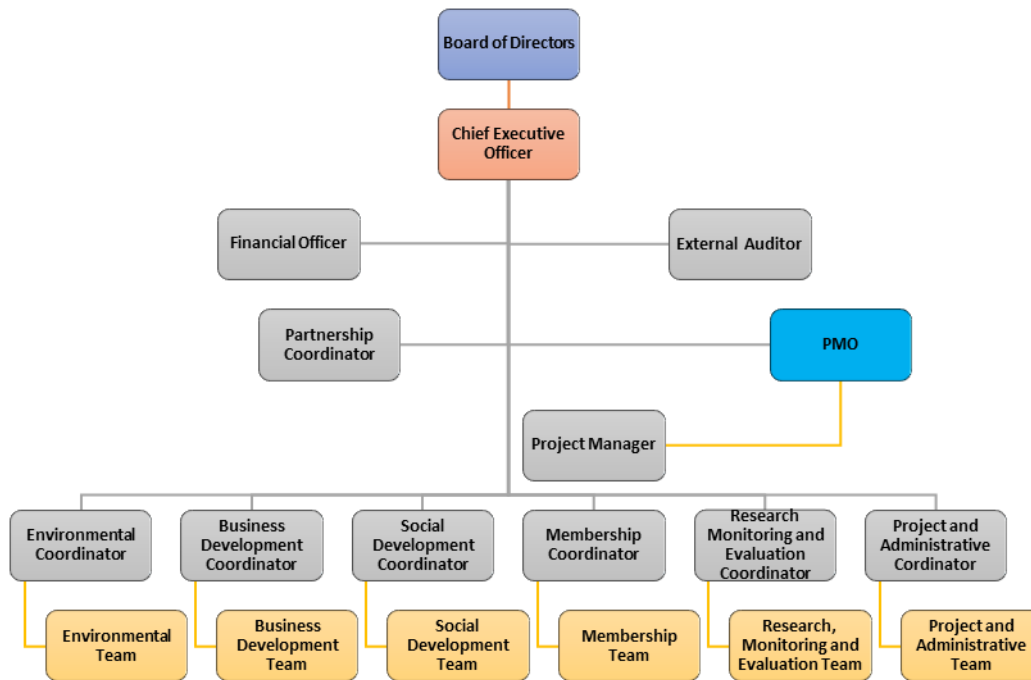


Figure 12. ECAPI Limited Proposed Organizational Chart with a PMO (Source: Author of this Research)

4.2.2 Project Management Framework

In going through various online sources there were different types of project management frameworks. Each project management framework had varying characteristics however this research shortlisted three to examine which is most suitable for ECAPI. The three selected project management frameworks were PMBOK/PMI, PRINCE 2 (Projects in Controlled Environments) and Scrum. Their advantages and disadvantages are outlined in Charts 9 and 10, respectively.

Chart 9. Advantages of PMBOK/PMI, PRINCE2 and Scrum Project Management Frameworks

ADVANTAGES		
PMBOK/PMI	PRINCE2	Scrum
<ul style="list-style-type: none"> • Provides all round guidance and knowledge on project management. (CTE Solutions Inc., 2014) • Provides a complete step-by-step process on managing a project. (CTE Solutions Inc., 2014) • Guidance organized by Process groups and Knowledge areas. (CTE Solutions Inc., 2014) • Lists the tools and techniques that can be used in a specific process. (CTE Solutions Inc., 2014) • Knowledge on specific aspects of the project for Procurement and Quality. (CTE Solutions Inc., 2014) • Provides guidance on 	<ul style="list-style-type: none"> • Offers the depth in project management practices (How to). (CTE Solutions Inc., 2014) • Knowledge is organized around Principles, Processes & Themes Description and Templates of project management products are provided. (CTE Solutions Inc., 2014) • Tailoring approach and guidelines are provided. (CTE Solutions Inc., 2014) • Focus is on Products and other key principles. (CTE Solutions Inc., 2014) • Management by Exception allowing more focus on areas requiring attention. 	<ul style="list-style-type: none"> • It provides customer satisfaction by optimizing turnaround time and responsiveness to requests. (Singh, 2016) • Increase the quality. (Singh, 2016) • Provide better estimates while spending less time creating them. (Singh, 2016) • Scrum is fast, quick and can adapt changes easily. (Singh, 2016) • Never changes the schedule, or Sprint. (Singh, 2016) • Work estimates are much easier. (Singh, 2016) • Work proceeds and completes more

ADVANTAGES		
PMBOK/PMI	PRINCE2	Scrum
<p>leadership, and other interpersonal skills. (CTE Solutions Inc., 2014)</p> <ul style="list-style-type: none"> • Guidance on Reporting project costs such as EVM for effective reporting. (CTE Solutions Inc., 2014) • Guidance on the professional code of conduct of a project manager. (CTE Solutions Inc., 2014) 	<p>(CTE Solutions Inc., 2014)</p> <ul style="list-style-type: none"> • Managing by Stages i.e. only one stage is committed at a time. (CTE Solutions Inc., 2014) • Emphasis is on Business case and in achieving the benefits. (CTE Solutions Inc., 2014) • Detailed description on developing project documentations is provided. (CTE Solutions Inc., 2014) 	<p>logically. (Singh, 2016)</p>

Chart 10. Disadvantages of PMBOK/PMI, PRINCE2 and Scrum Project Management Frameworks

DISADVANTAGES		
PMBOK/PMI	PRINCE2	Scrum
<ul style="list-style-type: none"> • Outputs for processes described but little guidance on contents provided. (CTE Solutions Inc., 2014) • No guidance on 	<ul style="list-style-type: none"> • Detailed techniques are not provided to plan and carry out project activities. (CTE Solutions Inc., 2014) • Leadership and 	<ul style="list-style-type: none"> • Documentation is very less. (Singh, 2016) • Team members dedication is very important. (Singh, 2016)

DISADVANTAGES		
PMBOK/PMI	PRINCE2	Scrum
<p>project management team responsibilities. (CTE Solutions Inc., 2014)</p> <ul style="list-style-type: none"> • No guidance on tailoring - how exactly to proceed and step by step approach. (CTE Solutions Inc., 2014) • No knowledge covered on the post project activity of ensuring the project was successful from benefits point of view. (CTE Solutions Inc., 2014) • Not enough details on the contents of plan and how they should be developed at varying levels of detail and by whom. (CTE Solutions Inc., 2014) 	<p>People management skills are not covered in the method. (CTE Solutions Inc., 2014)</p> <ul style="list-style-type: none"> • Little flexibility offered on adapting the best practices as it is more a method. (CTE Solutions Inc., 2014) • Little emphasis on guidance or development of Project Managers skill sets. (CTE Solutions Inc., 2014) 	<ul style="list-style-type: none"> • Teamwork is highly essential. (Singh, 2016) • If team members do not cooperate well, the project will face failure • Scrum doesn't fix anything: the team has to do it. (Singh, 2016) • Bad products will be delivered sooner, and doomed projects will fail faster. (Singh, 2016)

In looking at the conversation with the CEO of ECAPI regarding the organization's project management practices and the examination of the three project management frameworks PMBOK/PMI, PRINCE2 and Scrum it gave the impression that ECAPI has unknowingly been using some of the elements of Scrum to deliver projects. With a very small working team of two

persons ECAPI has successfully received grant funding for internal and external projects. This shows that there is strong teamwork to get the job done. The lack of project management procedures in ECAPI makes decision making easier and processes simple and practical to execute. This simplistic and practical approach is somewhat similar to the Scrum framework. Given that ECAPI has a career path in project management, documentation and project management procedures will be crucial to effectively manage its many projects and serve as a repository for project management information. As such ECAPI can integrate the PMBOK/PMI framework which will give the organization an opportunity to detail its project management procedures and the Scrum framework which will give the organization the ability to plan and implement projects that have a very short timeframe. The PMI PMO framework that is most suited for ECAPI is the Project Support/Services/Controls Office. With the adoption of this PMO Framework, key personnel can benefit from continuous project management support that will aid in project delivery.

4.3 Proposed PMO Implementation Plan for ECAPI Limited

From ECAPI's project management maturity assessment results and its current operational structure it is evident that the organization requires some level of standardization of its project management practices given that its core business is project based and the organization seeks to continue its career path in project management. Having identified and selected a suitable PMO structure and Project Management Framework, a PMO implementation plan will be necessary for ECAPI to develop a strategy that helps to identify steps, assign individuals to tasks and indicate when each step should be completed. This research sought to structure a proposed PMO Implementation Plan for ECAPI. The implementation plan was structured in four steps: 1) Current-State Analysis of ECAPI, 2) PMO Planning, 3) PMO Implementation and 4) PMO Management.

Step 1: Current-State Analysis of ECAPI

In Step 1 it is important for ECAPI to carry out a current-state analysis of the organization. A current-state analysis would involve the organizational context that led to the need for establishing a PMO. This need can be expressed through the preparation of a PMO Business Case. Having established the need for the PMO, ECAPI will need to “better define what expectations will the PMO aim to meet, who are the PMO stakeholders, what objectives should the PMO aim for, and what functions and services will better respond to the achievement of those objectives”. (Wale, n.d.) In addition, scrutiny should also be given to ECAPI’s existing project management processes and an analysis conducted on the effectiveness and efficiency of the tools and methods used. (Strasser, n.d.) To put the current-state of analysis of ECAPI into perspective a gap analysis should be performed which outlines the existing gaps and preferred state of project management in the organization. (Strasser, n.d.) To identify these gaps, ECAPI can utilize a Project Management Maturity Model similar to the model used in this research. Once these gaps are identified appropriate recommendations for action should be recorded and implemented in the shortest possible timeframe.

Step 2: Plan Proposed PMO for ECAPI

In the planning stage of the proposed PMO for ECAPI it is necessary that the functions and services of the PMO are detailed to meet expectations. To better perform these services a suitable configuration of the proposed PMO should be considered in terms of type and model, and who should it report to. (Wale, n.d.). Step 2 also involves planning of the PMO’s roadmap, identifying what needs to be achieved in the short, medium, and long-term and what criteria will be used to assess success in the implementation. (Wale, n.d.) The planning of the ECAPI’s PMO will also require the defining of the PMO’s areas of responsibility, hierarchical position and competencies. (Strasser, n.d.)

Step 3: Implementation of the PMO

The implementation of the PMO will require first gathering the right team and defining their roles and responsibilities. (Wale, n.d.). Another aspect of the implementation of the PMO will be to define how projects are going to be run in the organization (a methodology), creating project templates, establishing mechanisms and governance for reporting on the portfolio, delivering training and educating staff in the methodology and in the new working practices. (Wale, n.d.). To ensure the roll out of the PMO is effective ECAPI should create a pilot for the approach or methodology by using low risk projects and capturing feedback, while learning and applying refinements. (Wale, n.d.).

Step 4: Managing the PMO

After the implementation phase of the PMO, ECAPI will be required to manage the day to day operations of the PMO. In managing the PMO measuring its achievements, learning from its failures, and refining the work of the PMO will prove essential. (Wale, n.d.) Additionally, the management of the PMO will require the communication of its achievements and preparing for new work with the intention of improving the PMO and tracking the organization's project management maturity. (Wale, n.d.).

Chart 11. Phase 1 of the Proposed Implementation Plan for ECAPI (Source: Brennan (n.d.))

PHASE 1			
Step	Task	Detail	Result
1	Project Planning & Initiation		Project Plan & Schedule
2	Assess Current Environment of ECAPI	Assess current resources which include Staff, project	Strengths, Weaknesses, Opportunities,

PHASE 1			
Step	Task	Detail	Result
		management skill set, funding to carry out the implementation plan, and Project Tools.	Threats, Analysis
		Organizational Readiness which includes its culture and organizational support.	
3	Establish Vision & Mission for the PMO	Outline the PMO Mandates	Consensus relating to the Vision & Mission of the PMO and its function.
		Outline PMO Policy & Direction	
		Establish Critical Success Factors	
		Decide on a suitable PMO Model for adoption.	
4	Establish Goals & Objectives for the PMO		Consensus, PMO Vision & Mission
5	Establish reporting mechanisms and identify the PMO's customers and stakeholders.		
6	Develop Business Case	High Level PMO Requirements	Business Case Document

Chart 12. Phase 2 of the Proposed Implementation Plan for ECAPI (Source: Brennan (n.d.))

PHASE 2			
Step	Task	Detail	Result
1	Redefine ECAPI Organizational Structure to include PMO and outline required staff for PMO operation.	Define Roles & Responsibilities of personnel within the PMO.	Updated Organizational Structure, PMO Lifecycle Framework
		Identify PMO Lifecycle Framework	
		Identify PMO Process Domains	
2		Facilitate Buy-In Consensus	
	Define Project Management Methodology Framework	Define PMO Lifecycle	Project Management Methodology Framework
4	Establish Goals & Objectives		PMO Processes & Supporting Documentation
5	Establish Review Process & Performance Metrics	Balance Scorecard, 360 Feedback, etc.	PMO Review Metrics
6	Develop Training Requirements	PM Training & Certification	Training Requirements

PHASE 2			
Step	Task	Detail	Result
		Coaching Skills Development	
		Sourcing & Relationship Management Skills	

Chart 13. Phase 3 of the Proposed Implementation Plan for ECAPI (Source: Brennan (n.d.))

PHASE 3			
Step	Task	Detail	Result
1	Develop Deployment Plan	Schedule Resources Costs	PMO Operations
2	Deploy PMO	Acquire / Develop PM Methodology	Program Assessments
		Add PMO Staff	Semi-Annual PMO
		Pilot PMO	Review

4.4 Proposed PMO Communication Model for ECAPI Limited

To determine a proposed PMO Communication model for ECAPI, this research looked at the different types of communication models that existed and a Communication Assessment of ECAPI. In the online article Models of Communication (Businessstopia, 2018), there are three general types of communication models in which all other communication models are mostly categorized. They include the Linear, Transactional and Interactive Model of

Communication. For the Linear Model of Communication, it was referred to as a simple one-way communication model where message flows in a straight line from sender to the receiver and there is no feedback. (Businessstopia, 2018) The Transactional Model considers both senders and receivers as communicators and that both play an important role in communication as feedback is received simultaneously and that communication is hinged on social reality, cultural upbringing and relational context (relationships). (Businessstopia, 2018) The Interactive Model on the other hand uses both two-way communication and is mostly used for new media like the internet where people respond to mass communication. (Businessstopia, 2018).

In identifying a proposed PMO Communication model for ECAPI, a Communication Assessment of ECAPI was conducted with the CEO and three external stakeholders of ECAPI. The assessment responses were captured in Charts 14 and 15. The assessment conducted with the CEO of ECAPI focused on the current internal communications of ECAPI. The questions posed to the CEO of ECAPI sought to understand the communication needs of the organization, its main stakeholders, the organization's communication culture, communication goals, communication challenges, and communication tools and methods employed. On the other hand, the Communication Assessment with the stakeholders focused on understanding their communication relationship with ECAPI, the channels of communication used when communicating with ECAPI, and the challenges experienced when communicating with ECAPI. Stakeholders were also asked to rank ECAPI's current level of communication with their organization and provide recommendations to improve ECAPI's communication.

Chart 14. Questions and Responses from an Interview with ECAPI's CEO (Source: Author of this study and Dorlan Burrell, CEO of ECAPI)

Questions Posed to CEO of ECAPI	CEO Responses
<p>1. Describe the communication needs of ECAPI.</p>	<p>ECAPI's communication needs are both internal and external. Internally, the organization requires project updates (formally and informally) from project managers, accurate completion of organizational templates, ideas and feedback on the organization's operations.</p> <p>Externally, the organization requires community needs assessment information from community groups to help conceptualize project proposals, it requires project updates both verbally and electronically, feedback from funding organizations and other stakeholders regarding ECAPI's work and promotion of the organization's services.</p>
<p>2. Who are the main stakeholders of ECAPI? and What are their communication needs?</p>	<p>The Communication Needs of ECAPI's main stakeholders are:</p> <p><i>Community groups</i> – assistance with project development, implementation, and reporting.</p> <p><i>Funding organizations</i> – project proposals, progress/status reports and end of project reports.</p>

Questions Posed to CEO of ECAPI	CEO Responses
	<p><i>Government entities</i> – sharing of project information and assisting community groups they work with.</p> <p>In general, ECAPI's main stakeholders require frequent communication both formal and informal which varies between daily, weekly or month depending on the stakeholder or project being implemented. This is usually done via telephone, email, or social media.</p>
<p>3. Describe the organization's culture around communication? What is the preferred channel of communication by the project team and the other main stakeholders?</p>	<p>ECAPI has an open communication culture where members are encouraged to share their ideas and concerns, both positive and negative. Based on our virtual operation, we rely a lot on communication through telephone, email or social media to provide timely, accurate and purposeful information to stakeholders. Our preferred channel of communication is by cell phone, through call and WhatsApp. This is important to the organization in conceptualizing, implementing, and reporting on projects.</p>
<p>4. Does the organization have a communication strategy?</p>	<p>No, but ECAPI is in the process of drafting one.</p>
<p>5. Does the organization have established communication goals</p>	<p>The draft communication strategy will outline the organization's goals and</p>

Questions Posed to CEO of ECAPI	CEO Responses
and expected outcomes?	expected outcomes.
6. What are some of the communication challenges ECAPI experience with its stakeholders and how do these challenges affect the organization to communicate effectively?	Currently, ECAPI experiences difficulties in the preparation of project reports as community groups often do not submit information in a timely manner. Rural community groups frequently complain about the lack of and poor internet and mobile connectivity in their communities. This impairs their ability to efficiently communicate with ECAPI and likewise ECAPI communicating with them. In addition to their telecommunication challenges, they are inept at manipulating mobile applications as they frequently submit low resolution and poorly captured photographs of receipts, invoices, and project activities. This affects our reporting relationship with funding organizations and other stakeholders as well as ECAPI's reputation.
7. What are the communication tools and methods the organization use to increase its communication internally and externally? How effective are these tools?	ECAPI communicates via group meetings, email, social media (WhatsApp and Facebook) and telephone. These media are efficient and effective method for collaboration and the sharing of ideas. In some cases, the organization utilizes Google Share to foster greater sharing and

Questions Posed to CEO of ECAPI	CEO Responses
	collaboration on specific tasks. These tools are effective in getting the message across and getting the job done. While these tools have proven effective in communication, ECAPI still finds it difficult to engage and encourage the participation of its inactive members.

Chart 15. Questions and Responses from three ECAPI stakeholders (Source: Author of this study and Stakeholders of ECAPI)

Questions	Stakeholder 1	Stakeholder 2	Stakeholder 3
<p>1. Describe your communication relationship with ECAPI.</p>	<p>We communicate with ECAPI in regard to projects and project writing, where most of our communications are sent initially through emails and short Whatsapp messages. After these are examined by a specialist at ECAPI, any follow up questions are then usually made to us through telephone calls, through which we elucidate or explain further what is being done on these projects so that it can be documented.</p> <p>Onsite visits or Whatsapp video calls are conducted or pictures sent</p>	<p>ECAPI is a grantee and recipient of grant funding. Majority of the communication is via email</p>	<p>ECAPI has been completing our project proposals and they have been monitoring our projects that we have received grants for. We have an excellent working relationship.</p>

Questions	Stakeholder 1	Stakeholder 2	Stakeholder 3
	<p>through emails or Whatsapp to inspect progress made, or to clarify questions if there is a need to clarify something physical or technical by the use of visual means. After this clarification is done, usually ECAPI will then write a draft report which we read, and then approve. After the approval is given by us the client, it is usually sent back to ECAPI who then sends this information to the funding agency or our funders. Our communication relationship is fluid, and dependent on the activity at hand.</p>		
2. What are the	The channels of	Telephone; Face	We have been

Questions	Stakeholder 1	Stakeholder 2	Stakeholder 3
<p>channels of communication used when communicating with ECAPI? Are these current channels effective?</p>	<p>communication used so far are telephone, Whatsapp, Whatsapp video, and emails. They have been quite effective and for the most part worked well. ECAPI generally tends to respond quickly to any electronic communication sent to them, and as such we consider the current channels effective.</p>	<p>to face; Email; and Whatsapp. Yes they are effective.</p>	<p>communicating almost daily via telephone calls, whatsapp or emails as we monitor projects. These means of communication have been very effective.</p>
<p>3. What are the preferred modes of communication that your organization would like to use when communicating with ECAPI?</p>	<p>We have no challenges with the current modes which are telephone, email and at times Whatsapp messages, Whatsapp pictures or Whatsapp videos. The preferred modes of</p>	<p>Email; Whatsapp.</p>	<p>I prefer a telephone call as the responses are instant and clarity can be gain as the questions are asked.</p>

Questions	Stakeholder 1	Stakeholder 2	Stakeholder 3
	communication are therefore email as well as Whatsapp.		
<p>4. What are some of the challenges your organization experience when communicating with ECAPI?</p>	<p>Currently the communication level tends to be very good; however, there are challenges at times to locate an ECAPI staff should they be out in the field or where they are engaged in workshops or classes, and there is poor telephone reception. There have been times when we have been not been able to get unto them; but those times are rare. They tend to call us back promptly when they observe missed calls from us, in addition to the fact that we have</p>	<p>No challenges</p>	<p>The communication process is very effective the only challenge is sometimes if you send a whatsapp message a response may not be instantaneous but it will come. A part form that everything is good with the ECAPI.</p>

Questions	Stakeholder 1	Stakeholder 2	Stakeholder 3
	<p>multiple methods of corresponding with them. Another unusual challenge we have had in the past, we have not been able to find out why, is when some emails from our former email package were not being sent to Yahoo accounts. That now is relieved through the changing of our email package to Outlook Email. We have also been experiencing missed calls which do not show up on our phones, but this has little to do with ECAPI and more to do with technical challenges with the phone provider.</p>		
5. On a scale of 1	We would rank their	10	9

Questions	Stakeholder 1	Stakeholder 2	Stakeholder 3
<p>to 10 with 10 being the highest and 1 being the lowest, how would you rank ECAPI's current level of communication with your organization?</p>	<p>current level of communication with us at an 9. We generally don't have any issues connecting with them when we call, and or if they notice missed calls from us, they are very prompt in responding to us to find out what is happening. We can also leave them messages in a Whatsapp chat group with them, and subsequently have one member of their team responding within a short space of time or when they notice the query.</p>		
<p>6. Do you have any recommendation (s) for ECAPI</p>	<p>We recommend that ECAPI could potentially check out whether or not</p>	<p>No. the current channels are very effective</p>	<p>For ECAPI to maybe have a webpage so that others can know</p>

Questions	Stakeholder 1	Stakeholder 2	Stakeholder 3
<p>to improve its communication? If yes, please share.</p>	<p>Yahoo has been having challenges connecting with other servers, and if so to look into getting an alternate Google or gmail accounts that their clients can send to. In regards to telephone and Whatsapp, we have had great communications and since they are prompt in returning calls there has not been a challenge thus far. We believe that they are doing well in this regard.</p>		<p>about this organization. This is a very helpful organization that has help our community to grow tremendously.</p>

From the responses in the internal Communication Assessment of ECAPI it showed that ECAPI has both internal and external communication needs. These needs were distributed across formal and informal channels. Formally the organization writes project proposals for funding and prepares project progress reports for the respective grant funder. However, this communication is heavily reliant on informal communications such as telephone and social media conversations which provide information that feeds into project progress reports. When these forms of communication are not carried out effectively the formal

communication of the organization is affected. ECAPI's communication needs tend to exist mainly among its external stakeholders as there was no mention of the project team as one of their main stakeholders. The internal communication of the organization appears to be very fluid with no standardization. When asked about the existence of a communication strategy, the organization is in the process of drafting one. With the absence of a communication strategy ECAPI runs the risk of internal communication challenges such as: lack of employee engagement, irregular communication, communication inconsistency, information in silos, lack of feedback, lack of knowledge sharing, lack of collaboration, drop in employee productivity, inability to keep remote workers engaged, lack of fun when trying to drive engagement and adoption of new systems, lack of ways to measure internal communications success and budget limitations. (Martic, 2019) One such communication challenge that ECAPI is experiencing is the difficulty to engage and encourage the participation of its inactive members.

The responses from the external Communication Assessment of ECAPI revealed that all stakeholders assessed were satisfied with ECAPI's communication relationship with their organization. The communication channels mainly used by ECAPI to communicate to their stakeholders were face-to-face, telephone, Whatsapp and Email. These channels were considered to be effective by the stakeholders. In ranking ECAPI's current level of communication with their organization, of the three stakeholders assessed, two stakeholders gave the organization a 9 out of 10 and the other stakeholder gave ECAPI a 10 out of 10. One recommendation given was that ECAPI have a webpage so others can know about the services of the organization as ECAPI has been very helpful in growing the community.

Using both communication assessment results it is evident that ECAPI uses a Transactional Model of Communication to communicate both internally and externally. This communication model has proven very effective to communicate with its stakeholders and as such its application should be used in ECAPI's

proposed PMO Communication Model. By adopting this communication model ECAPI should be cognizant of the factors affecting the transactional model which include: the presence of background communication and other unwanted noise that can either be classified as physical, physiological or psychosomatic noise, the unpredictable individual responses due to their diverse background and the overpowering influence of the psychological and physical background that can either undermine or enhance communication. (A Brief Overview, 2020) Other implications of using this communication model are 1) communication is not a one-time process, it is continuously altering and enduring, 2) individuals are not the same, and they change as per the requirements and collaboration as well as the environment also changes as per the circumstances and 3) each individual in the communication procedure reacts contingent on several factors, for example, their context, previous experiences, cultural beliefs, attitudes, and confidence. (A Brief Overview, 2020) It will therefore require ECAPI to plan for these factors to minimize their implications on the organization's PMO communication strategy.

5. CONCLUSIONS

The practice of Project Management often varies across organizations. This variation is due to the project management framework adopted, the tools and techniques employed to accomplish tasks and the project management maturity of the organization. Whilst some organizations practice project management in a standardized manner, others execute projects in an ad-hoc fashion which exposes them to several challenges that affect the project's results and outcomes. Considering this reality, this research sought to examine ECAPI's project management practice by looking at its project management maturity, a suitable PMO operational structure, project management framework and PMO Communication Model, as well as a guiding PMO implementation Plan. From the results obtained in this research, the following conclusions were drawn:

1. ECAPI's current project management maturity is considered immature as the average total score for the project management maturity assessment was 350 points which was less than the minimum acceptable total score of 600 points.
2. Of the eight project management knowledge areas tested in the maturity assessment, ECAPI showed weakness in the following areas: Time Management (Schedule Management), Cost Management, Human Resources Management (Resource management), Procurement Management, Stakeholders Management, and Risk Management. These areas of weakness received a total average score less than 600 points. Time Management (Schedule Management) received the lowest average score of 27.5 points out of 80 points.
3. The two strongest knowledge areas for ECAPI were Scope Management and Communication Management which both received a scores of over 60 points.

4. While ECAPI's organizational maturity score was below the acceptable score, there still exists pockets of project management knowledge in key personnel.
5. Project Management training will be essential for key personnel in ECAPI to enable them to perform their tasks effectively and grow the project management maturity of the organization.
6. ECAPI lacks project management methodologies, procedures, and tools to efficiently perform project management tasks as such will need to adopt a suitable project management methodology given its career path in project management.
7. For ECAPI to function as a Supportive PMO, significant improvements in its supportive function would be required as the organization lacks project management procedures, tools, templates and training in project management.
8. Of the three project management frameworks assessed (i.e. PMBOK/PMI, PRiNCE2, and Scrum), ECAPI current project management practice resembles the Scrum framework. Whilst this framework is practical an integration of the PMBOK/PMI framework would be meaningful as it would provide ECAPI with a complete step-by-step process on managing a project.
9. The implementation of a PMO at ECAPI was categorized under four headings: 1) Current-State Analysis of ECAPI, 2) PMO Planning, 3) PMO Implementation and 4) PMO Management.
10. ECAPI uses a Transactional Model of Communication to communicate both internally and externally. This communication model has proven very effective to communicate with its stakeholders and as such its application should be used in ECAPI's proposed PMO Communication Model.

11. It is imperative that ECAPI strengthens its internally communication and build team collaboration as the effective running of a PMO requires competent and motivated team members.

6. RECOMMENDATIONS

Having completed this research the following are some recommendations that ECAPI management can incorporate as it strives at implementing a PMO:

1. Facilitate immediate project management training with key personnel in the ECAPI and determine a suitable medium for key personnel to share project management knowledge and experiences.
2. ECAPI should provide project management opportunities for key personnel to their project management knowledge.
3. Establish Key Performance Indicators (KPIs) relating to project management utilization and set quarterly assessments to ensure project management knowledge is utilized. These assessments can adopt a similar approach to the Kerzner Project Management Maturity Assessment Model. Some proposed KPIs that ECAPI can adopt for its PMO are: Project completion rates, Customer Satisfaction, Stakeholders Satisfaction and Contribution to Return on Investment. (Barnes, n.d.)
4. Develop a project management system such as policies, procedures, tools, templates and database that can be used to track projects and keep everyone up to date with the progress of projects.
5. Recruit committed volunteers or employ suitable persons to proficiently execute project management related tasks and operate the greenhouse farm.
6. Provide basic project management training to community-based organizations so they can efficiently manage their projects and provide timely updates to ECAPI to complete monitoring reports.
7. Refine proposed implementation plan with relevant stakeholders to include timelines and roles responsible for executing such tasks. Prepare a PMO Implementation Budget and make financial allocation for its execution.

8. Create a schedule for the implementation process of the proposed PMO.
9. Once the PMO is successfully implemented, conduct a yearly review of the PMO, through a PMO review board established by ECAPI.
10. Conduct a Communication Audit of ECAPI to determine communication gaps within the organization and among its stakeholders.
11. Develop a Communication strategy that will assist ECAPI to better structure and control information flow within the organization. The strategy should include the message, target, audience, communication channels, resources required and methods of feedback.
12. Develop a Communication Plan to effectively communicate with ECAPI's client stakeholders.
13. Conduct a specific PMO stakeholders' analysis.
14. A proposed area of further research after PMO implementation would be, how does communication by ECAPI and among stakeholders affect project results and outcomes?

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8. APPENDICES

8.1 Appendix 1: FGP Charter



PROJECT CHARTER	
Formalizes the project start and confers the project manager with the authority to assign company resources to the project activities. Benefits: it provides a clear start and well defined project boundaries.	
Date:	Project Name:
February 24, 2020	Establishing an effective PMO for an NGO focusing on community development.
Knowledge Areas / PM Processes:	Application Area (Sector / Activity):
Knowledge Areas: Project Integration Management, Project Scope Management, Project Time Management, Project Cost Management, Project Quality Management, Project Resource Management, Project Communication Management, Project Risk Management, Project Procurement Management and Project Stakeholder Management.	Community Development
PM Processes:	
Initiation, Planning	
Project Start Date:	Project Finish date:
February 24, 2020	July 26, 2020
Project Objectives (General and Specific):	
General Objective: To develop a Project Management Office (PMO) proposal for ECAPI that will allow the standardization of project management practices.	
Specific Objectives: <ol style="list-style-type: none"> 1. To assess the Project Management Maturity of ECAPI in order to determine existing gaps, opportunities for improvement and a road map for improvement. 2. To establish the operational structure of the proposed PMO for ECAPI and its project management framework. 3. To develop the proposed PMO implementation plan for ECAPI that would guide the organization to establish a Project Management Office. 4. To establish an effective PMO communication model that will aid ECAPI to attract donor funding organizations that seek to advance community development projects. 	

Project purpose or justification (merit and expected results):		
<p>In Jamaica there is limited available financial resources from local government to fund community development projects. Over the years it has been increasingly difficult for communities to build resilience, strengthen their adaptive capacity to local challenges, and to create meaningful and sustainable livelihood opportunities. Considering these challenges ECAPI Limited was established to bridge this funding gap by assisting community groups to develop project proposals and secure funding through grant funding opportunities. Since ECAPI's establishment in 2015, the organization has accessed funding for 15 community development projects in Jamaica with a very small project team. As the demand for the organization's services grow, ECAPI will need to adopt a more efficient and standardized approach in managing projects to satisfy the needs of future clients and donor funding organizations that are seeking to utilize ECAPI's services to implement community development projects. Therefore, the expected outcome of this project is to develop documentation and templates through a PMO that would help to properly manage projects being implemented and guided by ECAPI.</p>		
Description of Product or Service to be generated by the Project – Project final deliverables:		
<p>A PMO proposal will be developed for ECAPI at the end of this project. Within this PMO proposal, the following will be included: A Project Management Maturity Assessment, Operational structure of the proposed PMO and project management framework, a PMO implementation plan and a PMO communication model</p>		
Assumptions:		
<ul style="list-style-type: none"> • The development of the PMO proposal will benefit the operations of ECAPI. • ECAPI will be cooperative in providing all relevant information needed to conduct this research project. • Information on the research topic is readily accessible. • The UCI through its academic staff will provide the necessary guidance and support in completing this research within the given timeframe. • The project deliverables will assist ECAPI Limited to standardize its project management practices. • The proposed PMO communication model will help ECAPI better implement a PMO in its operations. 		
Constraints:		
<ul style="list-style-type: none"> • Time to complete the project scope due to the need to meet academic requirements. 		
Preliminary Risks:		
<p>The inadequate availability of information from ECAPI during the research period might impact certain aspects of the project scope and subsequently the quality of the project.</p>		
Budget:		
<p>The project cost has not yet been determined.</p>		
Milestones and dates:		
Milestone	Start date	End date
FGP Charter	February 24, 2020	March 1, 2020
FGP Work Breakdown Structure (FGP WBS)	February 24, 2020	March 1, 2020
Introduction chapter	March 2, 2020	March 8, 2020
FGP schedule	March 2, 2020	March 8, 2020
Theoretical framework chapter	March 9, 2020	March 15, 2020
Methodological framework chapter	March 9, 2020	March 15, 2020
Executive summary	March 23, 2020	March 29, 2020
Bibliography	March 23, 2020	March 29, 2020
Signed charter	March 23, 2020	March 29, 2020

Relevant historical information:

ECAPI is a membership organization that was established in June 2014 and was formally registered on May 27, 2015 with the Companies Act (2004) in Jamaica. Based on the need for effective management and implementation of community advancement projects within local communities, our main aim is to assist community groups to prioritize their needs and develop practical solutions to address issues. We focus on the three pillars of sustainable development (environmental, social and economic). Over the last five (5) years we have assisted community groups and non-governmental organizations (NGOs) across the island to access grant funding and have supported the implementation of fifteen (15) community projects valuing over JMD \$60 million.

ECAPI mainly operates with a two-member project team that is not fulltime staff and a few volunteers and temporary workers when necessary. The organization does not have any written policies and procedures due to the limited personnel to develop them. ECAPI operates virtually so there is no physical office space and company documents and information are stored on personally computers. Currently ECAPI runs a lean and simple operation but as the organization grows it would like to adopt a standardized approach to how it manages its projects. A standardized project management approach would enhance the organization ability to attract donor funding organizations that would like to fund community projects on a large scale.

Stakeholders:

Direct stakeholders:

- Nicolene Witter (Student)
- ECAPI's Board of Directors
- ECAPI's project team
- Tutors and Course Lecturers
- Reviewers
- Board of Examiners

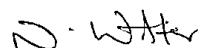
Indirect stakeholders:

- Clients
- Donor Funding Organizations

Approval:

Project Manager: Nicolene Witter

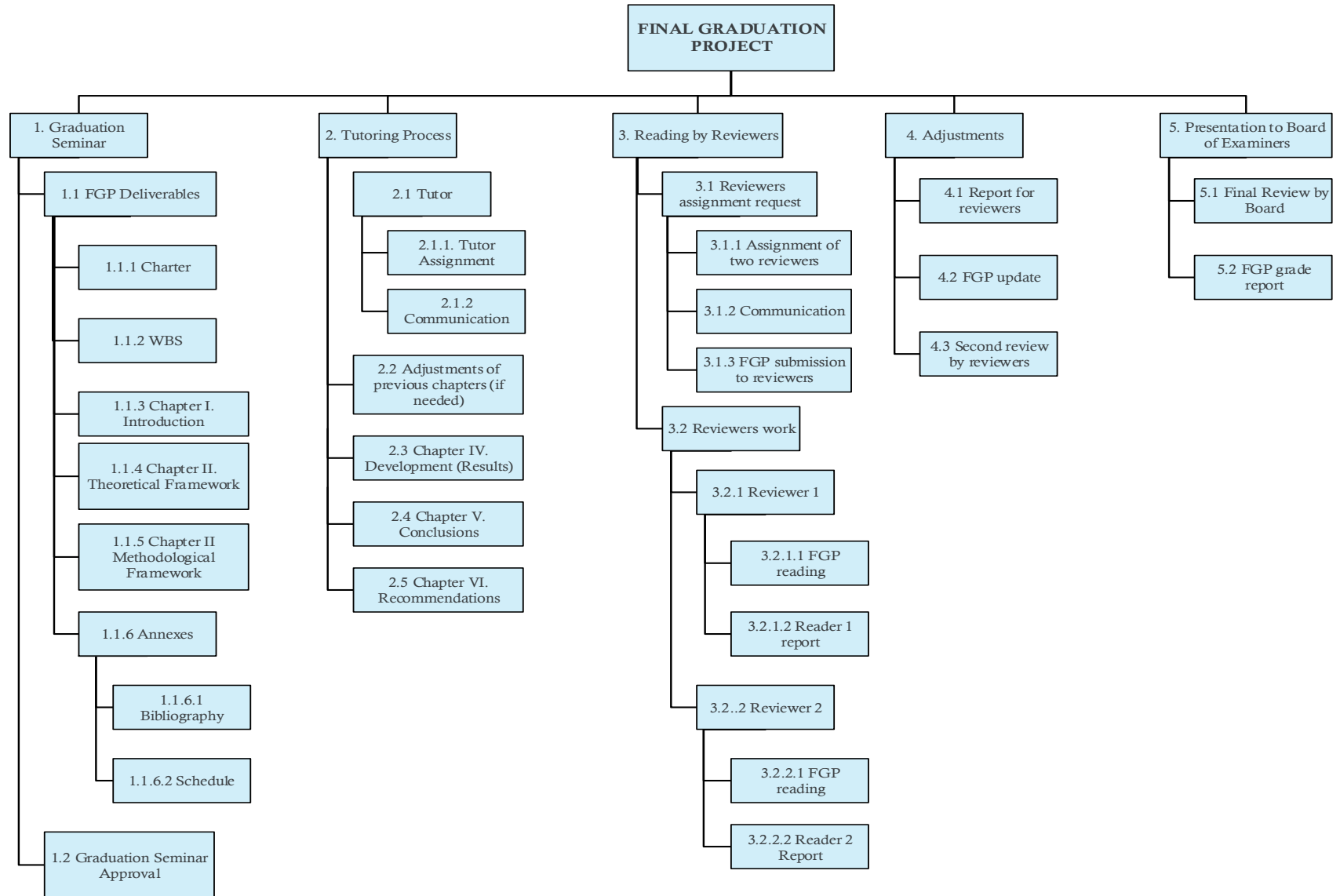
Signature:



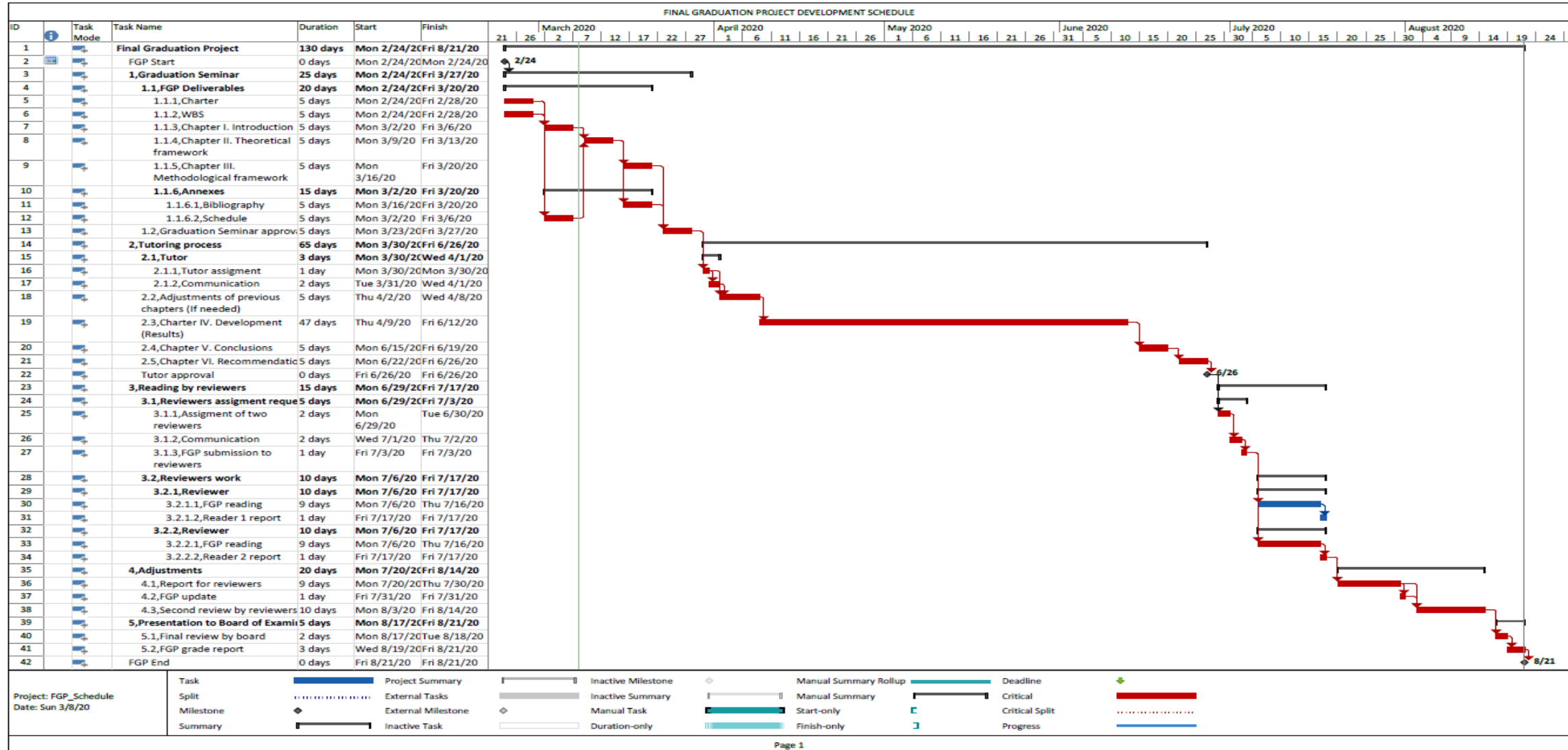
Authorized by:

Signature:

8.2 Appendix 2: FGP WBS



8.3 Appendix 3: FGP Schedule



8.4 Appendix 4: Project Management Maturity Assessment for ECAPI Limited Level 1- Common Language

Dear Participant,

The purpose of this Project Management Maturity Model (PMMM) Assessment is to examine the Project Management Maturity of ECAPI Limited. This assessment forms part of Nicolene Witter's Final Graduation Project for the Master in Project Management at the University of International Cooperation (UCI). The completion of this assessment will help to inform the research topic: *A proposed design of a PMO for the Enablers of Community Advancement Projects and Initiatives (ECAPI) Limited*. By participating in this assessment, the result will also help inform ECAPI's strategic development plans that will improve the organization's current capabilities to practice project management and identify future training opportunities.

According to Kerzner (2019), the purpose of the PMMM is to assess the execution of the delivery system, seek out areas for improvement, establish a continuous improvement baseline, and then reassess performance periodically to see if continuous improvements were implemented. The results of the PMMM study could indicate changes that need to be made to project management processes as well as changes needed in the company's infrastructure.

Instructions

This assessment comprises of 80 multiple choice questions on the fundamental principles of project management and its associated terminology outlined in the book, *A Guide to the Project Management Body of Knowledge (PMBOK® Guide) sixth edition* written by the Project Management Institute (PMI)®. Your responses to these questions are aimed at creating a baseline for ECAPI's project management maturity as such **no assistance should be sought to answer questions**. There are four answers for each question. Although some of the answers may appear similar, you must select only one answer. To select your response, use the yellow highlight tool.

Thank you for your participation.

Nicolene Witter

- Kerzner, H. (March 2019). *Using the Project Management Maturity Model: Strategic Planning for Project Management, 3rd Edition* (pp. 21-22). Wiley. Kindle Edition.

Questions

1. A comprehensive definition of scope management would be:
 - a. Managing a project in terms of its objectives through all life-cycle phases and processes
 - b. Approval of the scope baseline
 - c. Approval of the detailed project charter
 - d. The processes required to ensure that the project includes all the work required to complete the project successfully

2. The most common types of schedules include all but one of the following:
 - a. Project network diagrams with date information added
 - b. Resource-leveling heuristics
 - c. Bar charts
 - d. Milestones

3. The communications environment involves both internal factors and external factors. An example of a typical internal factor is:
 - a. Power games
 - b. Business environment
 - c. Technical state of the art
 - d. Political environment

4. The most effective means of determining the cost of a project is to price out the:
 - a. Work breakdown structure (WBS)
 - b. Linear responsibility chart
 - c. Project charter
 - d. Scope statement

5. Employee unions would most likely satisfy which level in Maslow's hierarchy of needs?
 - a. Social
 - b. Self-actualization
 - c. Esteem
 - d. Physiological

6. A document that describes the procurement item in sufficient detail to allow prospective sellers to determine if they can provide it is a:
 - a. Contractual provision
 - b. Statement of work (SOW)
 - c. Terms and conditions statement
 - d. Proposal

7. Future events or outcomes that are favorable are called:
 - a. Risks
 - b. Opportunities
 - c. Surprises
 - d. Contingencies

8. What are the dimensions measured on a stakeholder grid?
 - a. Access and availability
 - b. Expertise and influence
 - c. Interest and power
 - d. Motive and opportunity

9. Perhaps the biggest problem facing the project manager during integration activities within a matrix structure is:
 - a. Coping with employees who report to multiple bosses
 - b. Too much sponsorship involvement
 - c. Unclear functional understanding of the technical requirements
 - d. Escalating project costs

10. If you wish to compare actual project results to planned or expected results, you should:
 - a. Hold a performance review
 - b. Request a progress report
 - c. Perform a trend analysis
 - d. Perform a variance analysis

11. Communications has many different dimensions. Deciding to form a group among project managers in your organization to discuss lessons learned and best practices to follow is an example of which of the following dimensions:
 - a. Internal
 - b. External
 - c. Horizontal
 - d. Vertical

12. The primary purpose of the stakeholder register is:
 - a. To keep a list of all project stakeholders
 - b. To record stakeholder issues on the project
 - c. To map functional requirements but to the originate in stakeholder
 - d. To serve as a project directory

13. A collection of formal procedures that includes the steps by which official project documents will be changed is defined through:
 - a. The project management information system
 - b. The change control system
 - c. The Change Control Board
 - d. Performance reports

14. A risk is noted by having a cause and:
 - a. If it occurs, it only has a negative effect on the project's objectives
 - b. A known unknown
 - c. If it occurs, it has a consequence

- d. A constraint
15. In general, differences between and among project stakeholders should be resolved in favor of the:
- a. Project sponsor
 - b. Performing organization
 - c. Functional manager
 - d. Customer
16. Project life cycles share many common characteristics, which include all of the following except:
- a. Increased ability for stakeholders to influence the final characteristics of the project toward the end of the life cycle
 - b. Probability of successful completion being lowest at the beginning of the project
 - c. Reduced ability of stakeholders to influence the final cost of the project as the project continues
 - d. A low staffing level at the start of the project
17. Smoothing out resource requirements from period to period is called:
- a. Resource allocation
 - b. Resource partitioning
 - c. Resource leveling
 - d. Resource quantification
18. The difference between the EV (earned value) and the PV (planned value) is referred to as:
- a. The schedule variance
 - b. The cost variance
 - c. The estimate of completion
 - d. The actual cost of the work performed
19. Project managers must use a number of different interpersonal influences on projects to contribute to project success. If the project manager is viewed as being empowered to issue orders, he or she is using which of the following types of power?
- a. Expert
 - b. Reward
 - c. Referent
 - d. Legitimate
20. The sender-receiver model in project communications includes:
- a. The choice of media
 - b. The feedback loops and barriers to communications
 - c. The presentation and meeting management techniques
 - d. The choice of technology

21. A deliverable-oriented grouping of project components to organize and define the total project scope is:
- A detailed plan
 - A linear responsibility chart
 - A work breakdown structure (WBS)
 - A cost accounting coding system
22. The most important element in project success is:
- Stakeholder satisfaction
 - How the product meets the requirements
 - Overall product quality
 - Overall project quality
23. In which of the following circumstance(s) would you be most likely to buy goods or services instead of producing them in-house?
- Your company has excess capacity and can produce the goods or services.
 - Your company lacks capacity.
 - There are many reliable vendors for the goods or services that you are attempting to procure, but the vendors cannot achieve your level of quality.
 - Your company has an ongoing need for item.
24. A limitation of the bar chart is:
- Difficulty changing it once it is prepared
 - Difficulty in understanding if you do not have a knowledge of project management
 - Difficulty adding new items to it as the project changes
 - Difficulty performing any sensitivity analysis because it does not show the uncertainty involved in performing activities
25. The tool and technique used for risk-management planning is:
- Assessment of stakeholder risk tolerances
 - Planning meetings
 - Interpersonal and team skills
 - Assumption and constraint analyses
26. Typically, during which phase in a project life cycle are most of the project expenses incurred?
- Concept phase
 - Development or design phase
 - Execution phase
 - Termination phase
27. Going from Level 3 to Level 4 in the work breakdown structure (WBS) will result in:
- Less estimating accuracy
 - Better control of the project
 - Lower status reporting costs
 - A greater likelihood that some key project element has been overlooked

28. Conflict management requires problem-solving. Which of the following is often referred to as a problem-solving technique and used extensively by project managers in conflict resolution:
- Confrontation
 - Compromise
 - Smoothing
 - Forcing
29. Estimating the effect of the change of one project variable on the overall project is known as:
- The project manager's risk-aversion quotient
 - The total project risk
 - The expected value of the project
 - Sensitivity analysis
30. Power games, withholding information, and hidden agendas are examples of:
- Feedback
 - Communication barriers
 - Indirect communication
 - Mixed messages
31. The basic terminology for networks includes:
- Activities, events, personnel, skill levels, and slack
 - Activities, documentation, events, personnel, and skill levels
 - Slack, activities, events, and time estimates
 - Time estimates, slack, sponsorship involvement, and activities
32. The "control points" in the work breakdown structure (WBS) used for assignments to specific organizational units or individuals are:
- Work packages
 - Subtasks
 - Tasks
 - Code of accounts
33. Establishing a market window on a technology project or achieving government-mandated compliance with environmental remediation are examples of:
- Imposed dates
 - Weather restrictions on outdoor activities
 - Major milestones
 - Product characteristics
34. An example of a constraint to consider during procurement planning is:
- Indirect costs
 - Legal obligations and penalties
 - Market conditions
 - Procurement resources

35. The basic elements of a communication model include:
- Written and oral, and listening and speaking
 - Communicator, encoding, message, medium, decoding, receiver, and feedback
 - Reports and briefings as well as memos and ad hoc conversations
 - Reading, writing, participating in meetings, and listening
36. Which of the following does not identify someone as a stakeholder during stakeholder analysis?
- Someone who proposes a solution
 - Someone who creates a need
 - Someone who is affected by the need
 - Someone who would be affected by the solution
37. The three most common types of project cost estimates are:
- Order of magnitude, parametric, and budget
 - Parametric, definitive, and top down
 - Order of magnitude, definitive, and bottom up
 - Order of magnitude, budget, and definitive
38. Good project objectives must be:
- General rather than specific
 - Established without considering resource constraints
 - Realistic and attainable
 - Measurable, intangible, and verifiable
39. The process of determining which risks might affect the project and documenting their characteristics is:
- Risk identification
 - Risk response planning
 - Risk management planning
 - Qualitative risk analysis
40. In which type of contract arrangement is the contractor most likely to control costs?
- Cost-plus-fixed fee
 - Firm-fixed price
 - Time and materials
 - Fixed-price-incentive firm target
41. A project can best be defined as:
- A series of nonrelated activities designed to accomplish single or multiple objectives
 - A coordinated effort of related activities designed to accomplish a goal without a well-established end point
 - Cradle-to-grave activities that must be accomplished in less than one year and consume human and nonhuman resources

- d. Any undertaking with a definable time frame and well-defined objectives that consumes both human and nonhuman resources with certain constraints
42. Risk management decision-making falls into three broad categories:
- a. Certainty, risk, and uncertainty
 - b. Probability, risk, and uncertainty
 - c. Probability, risk event, and uncertainty
 - d. Hazard, risk event, and uncertainty
43. Which of the following is true concerning work performance data and work performance information?
- a. Work performance data is used at the organizational level, while work performance information is used at the project-level
 - b. Work performance information is more useful than work performance data
 - c. Work performance data is collected from monitoring and controlling processes
 - d. Work performance information represents raw observations and measurements
44. The work breakdown structure (WBS), the work packages, and the company's accounting system are tied together through:
- a. The code of accounts
 - b. The overhead rates
 - c. The budgeting system
 - d. The capital budgeting process
45. A program can best be described as:
- a. A grouping of related activities that lasts two years or more
 - b. A collection of projects and other work designed to meet strategic business objectives
 - c. A group of projects managed in a coordinated way to obtain benefits not available from managing them individually
 - d. A product line
46. Which of the following types of power comes through the organizational hierarchy:
- a. Coercive, legitimate, referent
 - b. Reward, coercive, expert
 - c. Referent, expert, legitimate
 - d. Legitimate, coercive, reward
47. The most common definition of project success is:
- a. Within time
 - b. Within time and cost
 - c. Within time, cost, and technical performance requirements
 - d. Within time, cost, performance, and acceptance by the customer/user
48. Activities with zero time duration are referred to as:
- a. Critical path activities

- b. Noncritical path activities
 - c. Slack time activities
 - d. Dummies
49. The procurement planning process should be accomplished during:
- a. Scope definition
 - b. Solicitation planning
 - c. Project initiation
 - d. Scope planning
50. Project cash reserves are often used for adjustments in escalation factors, which may be beyond the control of the project manager. Other than possible financing (interest) cost and taxes, the three most common escalation factors involve changes in:
- a. Overhead rates, labor rates, and material costs
 - b. Rework, cost-of-living adjustments, and overtime
 - c. Material costs, shipping costs, and scope changes
 - d. Labor rates, material costs, and cost reporting
51. The critical path in a network is the path that:
- a. Has the greatest degree of risk
 - b. Is the longest during the project and determines its duration
 - c. Must be completed before all other paths
 - d. Has activities with float greater than zero
52. The major difference between project and line management is that the project manager may not have any control over which basic management function?
- a. Decision-making
 - b. Staffing the project
 - c. Tracking/monitoring
 - d. Reviewing project performance
53. During which phase of a project is the uncertainty the greatest?
- a. Design
 - b. Development/execution
 - c. Concept
 - d. Closing
54. Then individuals, groups and organizations who are affected (positively or negatively) by the execution or outcome of a project are also known as:
- a. Government
 - b. Sponsors
 - c. Stakeholders
 - d. Clients

55. Project managers need exceptionally good communication and negotiation skills primarily because:
- They may be leading a team over which they have no direct control.
 - This need is mandated by the project's procurement activities.
 - They are expected to be technical experts.
 - They must provide executive/customer/sponsor briefings.
56. For effective communication, the message should be oriented to:
- The initiator
 - The receiver
 - The management style
 - The corporate culture
57. Common factors that may constrain how the project team is organized include all but one of the following:
- The structure of the performing organization
 - Preferences of the team
 - Expected staff assignments
 - Responsibility Assignment Matrix
58. On a precedence diagram, the arrow between two boxes is called:
- An activity
 - A constraint
 - An event
 - The critical path
59. In which type of contract arrangement is the contractor least likely to control costs?
- Cost-plus-incentive fee
 - Firm-fixed price
 - Fixed-price-award fee
 - Purchase order
60. The financial closeout of a project dictates that:
- All project funds have been spent.
 - No charge numbers have been overrun.
 - No follow-on work from this client is possible.
 - No further charges can be made against the project.
61. A graphical display of accumulated costs and labor hours for both budgeted and actual costs, plotted against time, is called:
- A trend line
 - A trend analysis
 - An S curve
 - A percent completion report

62. The municipality of San Jose is making a reforestation project in the main park under its administration. Which of the following Stakeholders should be the project Sponsor?
- The major
 - The forester
 - The project manager
 - The director of municipal finance
63. The major difference between PERT and CPM networks is:
- PERT requires three time estimates whereas CPM uses one time estimate.
 - PERT is used only for construction projects whereas CPM is used solely for R&D.
 - PERT addresses only time whereas CPM also includes costs and resource availability.
 - PERT is measured in days whereas CPM uses weeks or months.
64. Information can be shared by team members and other stakeholders using a variety of information retrieval systems including:
- Project meetings
 - Fax
 - Electronic mail E
 - Electronic databases
65. Assume that you have decided to use mitigation as a risk-response technique. This means:
- You are shifting consequences of a risk to another party.
 - You are reducing the probability and/or consequences of an adverse risk event to an acceptable threshold.
 - You now need to establish a contingency allowance.
 - Your next step should be to prepare a fallback plan.
66. The traditional or functional organizational form has the disadvantage of:
- Poorly established vertical communications channels
 - No single focal point for clients/sponsors
 - Ineffective technical control
 - Inflexible use of personnel
67. Which of the following is not a basic element of contracts?
- Consideration
 - Mutual agreement
 - Level of effort
 - Legal purpose
68. Which of the following strategies would be the least appropriate for a stakeholder with high power and high interest?

- a. To keep him informed of the progress of the project
 - b. To involve him in the direction making of the project
 - c. To meet periodically with him to know his concerns
 - d. To ignore the stakeholder
69. During the procurement planning process, it is important to assess the current project boundaries. This can be done by reviewing the:
- a. Results of the make-or-buy analysis
 - b. Product description
 - c. Scope statement
 - d. Constraints and assumptions
70. In project communications management, in order to ensure that the information needs of various stakeholders are met, you should:
- a. Prepare a stakeholder analysis.
 - b. Establish an information distribution system.
 - c. Assess communications skills.
 - d. Evaluate available communications technologies.
71. Assigning resources in an attempt to find the shortest project schedule consistent with fixed resource limits is called:
- a. Resource allocation
 - b. Resource partitioning
 - c. Resource leveling
 - d. Resource quantification
72. The process of assessing the impact and exposure of identified risks is known as:
- a. Risk-management planning
 - b. Risk-response planning
 - c. Qualitative risk analysis
 - d. Quantitative risk analysis
73. An advantage of the analogous cost-estimating technique is:
- a. It provides greater accuracy than parametric estimating.
 - b. Historical information is not required.
 - c. Expert judgment is never needed .
 - d. Lower costs are involved in its use than with definitive estimates.
74. Which of the following processes does not belong to the knowledge area of stakeholder Management?
- a. Identify Stakeholders
 - b. Plan Stakeholder Management
 - c. Manage Stakeholder Engagement
 - d. Monitor Stakeholder Management
75. If you want to describe where the project now stands, you should:
- a. Prepare an estimate to complete.

- b. Prepare an earned value analysis.
 - c. Prepare a status report.
 - d. Prepare a progress report.
76. One purpose of risk control is to:
- a. See if assumptions are still valid.
 - b. Determine whether risk-response actions are as effective as expected.
 - c. Assess whether a risk trigger has occurred.
 - d. Take corrective action.
77. In source selection, a weighting system may be used for all but one of the following purposes:
- a. To rank-order all proposals to establish a negotiating sequence
 - b. To select a single source who will be asked to sign a standard contract
 - c. To establish minimum requirements of performance for one or more evaluation criteria
 - d. To quantify qualitative data to minimize the effect of personal prejudice on source selection
78. Which of the following options is not a level of participation according to the PMBOK?
- a. A person unaware of the subject
 - b. A reticent person
 - c. A support person
 - d. An activist
79. The project communications management plan should:
- a. State communications skills to use.
 - b. Describe methods used to gather and store information.
 - c. Provide information to stakeholders as to how resources are being used to meet project objectives.
 - d. Describe relationships between the organization and stakeholders.
80. During a project review meeting, you discover that the planned value is \$400,000, the actual costs are \$325,000, and the earned value is \$300,000. You can therefore conclude that:
- a. The project is behind schedule and overrunning costs.
 - b. The project is ahead of schedule, but costs are higher than budgeted.
 - c. The project is behind schedule with costs under control.
 - d. The project is on schedule, but costs are higher than budgeted.

----END----

N.B – Questions were taken from the book, *Using the Project Management Maturity Model: Strategic Planning for Project Management, 3rd Edition* written by Harold Kerzner, The Projex Academy online project management questions and the UCI's course self-assessments.

ASSESSMENT KEY

Question	Correct Answer
1	D
2	B
3	A
4	A
5	A
6	B
7	B
8	C
9	A
10	D
11	C
12	A
13	B
14	C
15	D
16	A
17	C
18	A
19	D
20	B

Question	Correct Answer
21	C
22	A
23	B
24	D
25	B
26	C
27	B
28	A
29	D
30	B
31	C
32	A
33	A
34	B
35	B
36	B
37	D
38	C
39	A
40	B

Question	Correct Answer
41	D
42	A
43	B
44	A
45	C
46	D
47	D
48	D
49	A
50	A
51	B
52	B
53	C
54	C
55	A
56	B
57	D
58	B
59	A
60	D

Question	Correct Answer
61	C
62	A
63	A
64	D
65	B
66	B
67	C
68	D
69	C
70	A
71	A
72	C
73	D
74	D
75	C
76	D
77	C
78	D
79	B
80	A

Chart 16. Project Management knowledge areas tested and their related questions in the Project Management Maturity Assessment for EACPI Limited

Project Management Knowledge Area	Related Questions
Scope Management	1, 16, 21, 27, 32, 38, 41, 45, 47, 60
Time Management	2, 17, 24, 31, 33, 48, 51, 58, 63, 71
Cost Management	4, 10, 18, 26, 37, 44, 50, 61, 73, 80
Human Resources Management	5, 9, 15, 19, 28, 46, 52, 55, 57, 66
Procurement Management	6, 13, 23, 34, 40, 49, 59, 67, 69, 77
Stakeholders Management	8, 12, 22, 36, 43, 54, 62, 68, 74, 78
Risk Management	7, 14, 25, 29, 39, 42, 53, 65, 72, 76
Communication Management	3, 11, 20, 30, 35, 56, 64, 70, 75, 79

Chart 17. Results of the Project Management Maturity Assessment for ECAPI Limited

Project Management Knowledge Area	Participant 1	Participant 2	Participant 3	Participant 4	Average Score
Scope Management	80	70	40	70	65
Time Management	20	20	40	30	27.5
Cost Management	50	60	10	50	42.5
Human Resources Management	40	60	40	30	42.5
Procurement Management	30	50	40	40	40
Stakeholders Management	40	40	30	40	37.5
Risk Management	20	40	30	40	32.5
Communication Management	40	70	70	70	62.5
Total Score	320	410	300	370	350

Chart 18. Response consistency among participants in the Level 1 Project Management Maturity Assessment of ECAPI Limited

Description	Number of Questions
Consistent incorrect responses	21
Consistent correct responses	11
Inconsistent (Mixed) responses	48
Total Questions	80

Chart 19. Similar incorrect responses among participants in the Level 1 Project Management Maturity Assessment of ECAPI Limited

Project Management Knowledge Area	Number of similar incorrect responses
Scope Management	0
Time Management	5
Cost Management	1
Human Resources Management	2
Procurement Management	3
Stakeholders Management	3
Risk Management	5
Communication Management	2
Total Responses	21

8.5 Appendix 5: Linguist Review Letter



THE UNIVERSITY OF THE WEST INDIES

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10 August 2020

SENT VIA EMAIL

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TO WHOM IT MAY CONCERN

I have conducted a linguistic review of the thesis entitled, "A Proposed Design of a PMO for the Enablers of Community Advancement Projects and Initiatives (ECAPI) Limited", prepared by Ms. Nicolene Witter in partial fulfillment of the requirements for the Master's in Project Management degree.

In my professional opinion, the thesis is well written in that it makes skillful use of the English language and is written in the right register. It is professionally organized and is generally free from errors of grammar and mechanics.

For further comment I may be reached at the telephone number or email address above.

Yours sincerely,

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8.6 Appendix 6: Curriculum Vitae for Joseph T. Farquharson

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Senior Lecturer (tenured) Aug. 2019-	Department of Language, Linguistics and Philosophy University of the West Indies, Mona
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Linguistics (Contact linguistics, Sociolinguistics, Sociocultural linguistics,
Lexicography, Lexicology)

QUALIFICATION & GRANTING INSTITUTION

2013 Ph.D.	Linguistics	University of the West Indies, Mona
2003 M.Phil	European Literature (Spanish)	Cambridge University
2002 B.A	Linguistics & Spanish	University of the West Indies, Mona

TRAINING

- Certificate in Adult Education (in progress)
January 2020 –
- Lexicom Lexicography Masterclass
11—15 July 2016 – Austrian Academy of Science, Vienna, Austria
- Research Proposal Development/Grant Writing
1 May 2013 – University Project Management Office, University
Office of Planning & Development
- Blended Learning: Creating Audio Podcasts Using Audacity
3 July 2012 – Instructional Development Unit, UWI, St. Augustine
- Teaching Dossier/Portfolio Development
8 May 2012 – Instructional Development Unit, UWI, St. Augustine
- Leipzig Spring School on Linguistic Diversity
25 March – 4 April 2008 – Universitat Leipzig & Max Planck Institute
for Evolutionary Anthropology
- Summer School in Linguistic Methodology
16–27 July 2007 - Societas Linguistica Europaea, et al.
- Leipzig Spring School on Linguistic Diversity
20–28 March 2006 - Universitat Leipzig & Max Planck Institute for
Evolutionary Anthropology
- 2005 LSA Institute
27 June – 5 August 2005 - Linguistic Society of America

PUBLICATIONS

REFEREED RESEARCH BASED/SCHOLARLY PUBLICATIONS

Books (3)

Littschwager, Marius, Wiebke Beushausen, Miriam Brandel, Joseph T. Farquharson, Annika McPherson, Julia Roth (eds.). (2018). *Practices of resistance in the Caribbean: Narratives, aesthetics and politics*. London: Routledge. [320 pages - Expected in May]

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Hinrichs, Lars, Joseph. T. 2011. Introduction. In Lars Hinrichs & Joseph T. Farquharson (eds.), *Variation in the Caribbean: From Creole continua to individual agency*, 1-9. Amsterdam: John Benjamins Publishing Company. [9 pages]

Farquharson, Joseph. T. 2008. Using historical dictionaries to reconstruct language history: The case of Jamaican Creole. In Marijke Mooijaart & Marijke van der Wal (eds.), *Yesterday's words: Contemporary, current and future lexicography* (Proceedings of the Third International Conference on Historical Lexicography and Lexicology), 148-159. Cambridge: Cambridge Scholars Publishing. [12 pages]

Farquharson, Joseph T. 2007a. Creole morphology revisited. In Umberto Ansaldo & Stephen Mathews & Lisa Lim (eds.), *Deconstructing Creole*, 21-37. Amsterdam: John Benjamins Publishing Company. [17 pages]

Farquharson, J. T. 2007b. Folk linguistics and post-colonial language politricks in Jamaica. In Eric A. Anchimbe (ed.), *Linguistic identity in postcolonial multilingual spaces*, 248-264. Newcastle: Cambridge Scholars Publishing. [17 pages]

Farquharson, Joseph T. 2005. Faiya-bon: The socio-pragmatics of homophobia in Jamaican (dancehall) culture. In Susanne Muhleisen & Bettina Migge (eds.), *Politeness and face in Caribbean Creoles*, 101-118. [Varieties of English Around the World 34] Amsterdam: John Benjamins. [18 pages]

Journal Articles (3) and Book Reviews ()

Farquharson, Joseph T. 2017. Linguistic ideologies and the historical development of language use patterns in Jamaican music. *Language & Communication* 52. 7-18. [12 pages]

Farquharson, Joseph T. 2015. Review of Dictionary of the English/Creole of Trinidad and Tobago by Lise Winer. *Journal of Pidgin and Creole Languages* 30:2, 389-392. [4 pages]

Farquharson, Joseph T. 2015. The black man's burden?: Language and political economy in a diglossic state and beyond. *Zeitschrift für Anglistik und Amerikanistik* 63(2). 157-177. [21 pages]

Farquharson, Joseph T. 2005. Review of *Rasta Is Cuss: A Dictionary of Rastafarian Cursing* by Thomas H. Slone. *Caribbean Quarterly* 51:2, 96-98.

Farquharson, Joseph T. 2005. Review of *Language contact and lexical enrichment in Israeli Hebrew* by Ghil'ad Zuckermann. LINGUIST List 16.1399
<https://www.linguistlist.org/issues/16/16-1399.html>

Farquharson, Joseph T. 2002. Literary revolution and decolonisation in Louise Bennett's poetry. *Sargasso* 2002:2 (New Century/New Horizons: Emerging scholars of Caribbean literature, languages and cultures), 45-55. [11 pages]

Posters

Farquharson, Joseph T., Hubert Devonish. 2018. Timeline of the Jamaican language. University Research Days 2018, University of the West Indies, Mona, 7-9 April.

In preparation

Farquharson, Joseph T. (in prep.) *Yaad Langwiji: Language and identity among Jamaicans in Canada* [112 single-spaced pages]

PUBLICATIONS OF AN ARTISTIC NATURE

Farquharson, Joseph T. 2015. "The Story of Survival", "Taming the Beast", "Birth". 2015. *Susumba's Book Bag* December 2015, pp. 17-18. [3 poems]

DISTINCTIONS, HONOURS, SCHOLARSHIPS AND AWARDS

Postdoctoral Fellowship, Center for InterAmerican Studies, University of Bielefeld, 10.2013-10.2015.

Campus Research and Publication Award, University of the West Indies, St. Augustine, 2012. TTD\$30,000.

Rex Nettleford Fellowship in Cultural Studies, Rhodes Trust, 2008. GBP12,000.

Doctoral Fellowship, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany, 2005-2008.

UWI Postgraduate Scholarship, University of the West Indies, Mona, 2003-2005.

Tate & Lyle Cambridge Chevening Scholarship, University of Cambridge, 2002-2003.

Reinecke Prize for Best Graduating Student in Linguistics, University of the West Indies, Mona, 2002.

Paul Davis Memorial Prize (Spanish and Linguistics), University of the West Indies, Mona, 2002.

UWI Open Scholarship, University of the West Indies, Mona, 2000-2002

PAPERS PRESENTED

Papers (6)

Farquharson, Joseph T. 2006a. Using historical dictionaries to reconstruct language history. International Conference on Historical Lexicography and Lexicology, Leiden, 21-23 June

Farquharson, Joseph T. 2006b. The Bantu lexicon in Jamaican Creole: New findings and implications. Paper presented at the Society for Caribbean Linguistics, Dominica, 2-6 August.

Farquharson, Joseph T. 2004a. Imaginative Geography: Lope de Vega and the worlding of the Indies. Paper presented at the 120th Annual Convention of the Modern Language Association of America, 27-30 December.

Farquharson, Joseph T. 2004b. Ananse in the twenty-first century: The reclamation and appropriation of folk filosofi. Paper presented at the All-African Students' Conference, May.

Farquharson, Joseph T. 2004c. The syntax and semantics of nominal compounds in Jamaican Creole. Paper presented at the Society for Caribbean Linguists – Curacao, 11-15 August.

Farquharson, Joseph T. 2002. Literary revolution and decolonisation: The value and impact of Louise Bennett's poetry. Paper presented at the 8th International Caribbean Women Writers and Scholars Conference, Martinique, 2-6 April 2-6.

Oral Presentations (22)

Farquharson, Joseph T. 2019a. Glossaries in a creole context. Paper presented at the 6th International Symposium on History of English Lexicography and Lexicology, held in Gargnano, Italy, 26-29 July.

Farquharson, Joseph T. 2019b. Continuity in word-formation: The case of the Jamaican nominal suffix *-i*. Paper presented at the Summer Conference of the Society for Pidgin and Creole Linguistics, held at the University of Lisbon, 17-19 June.

Farquharson, Joseph T. 2019c. Reconstructing Akan day-names: Supporting evidence from the Caribbean. Paper presented at the Mervyn Alleyne

Commemorative Conference, held at The University of the West Indies, Mona campus, 7-8 June.

Farquharson, Joseph T. 2019d. Language use in Jamaican reggae music and its implication for the concept of diglossia. Paper presented at the 6th Global reggae Conference, held at The University of the West Indies, Mona, 13-16 February.

Farquharson, Joseph T. 2018a. Writing the unwritable: Second language writing in an 'oral' Paper presented at the Sounds of Advocacy and Liberation conference in honour of Professor Hubert Devonish, held at The University of the West Indies, Mona 25-27 October.

Farquharson, Joseph T. 2018b. Revisiting past time reference in Jamaican. Paper presented at the 22nd Biennial Conference of the Society for Caribbean Linguistics, held in Heredia & Limon, Costa Rica, 5-11 August.

Farquharson, Joseph T. 2017. Sung speech acts: Towards an analysis of participant roles in Jamaican dancehall music. Paper presented at the Global Reggae Conference, held at the University of the West Indies, Mona, 9-11 February.

Farquharson, Joseph T. 2015a. The ethnography of Jamaican Creole usage in Canada. Paper presented at the Summer meeting of the Society for Pidgin and Creole Linguistics/ACBLPE to be held in Graz, Austria, 7-9 July.

Farquharson, Joseph T. 2015b. Jamaica(n) to de worl': The transnationalisation of a nonstandard(ised) language. Paper presented at the 7th International Postgraduate Forum ("Politics of Entanglement in the Americas") held at Bielefeld University, 25-27 July.

Farquharson, Joseph T. 2015c. Phrasal compounds in Jamaican. Presentation done at the Workshop on phrasal compounds from a theoretical and typological perspective (Part II), held at Universitat Mannheim, 26 June.

Farquharson, Joseph T. 2015d. A typological analysis of loan translation in contact languages. Paper presented at Diversity linguistics: Retrospect and prospect held at the Max Planck Institute for Evolutionary Anthropology, Leipzig, 1-3 May.

Farquharson, Joseph T. 2015e. Jamaican Creole in Canada: Mapping domains of use in a diasporic community. Campus CNRS Paris-Villejuif, 12 June.

Farquharson, Joseph T. 2015f. Caribbean Englishes: A lexical perspective. Albert-Ludwigs Universitat Freiburg, 18 May.

Farquharson, Joseph T. 2015g. Mapping domains of use of Jamaican (Creole) in the diaspora: Life-writing and music. Kiel University, 7 May.

Farquharson, Joseph T. 2014a. Multiple causation for Jamaican Creole quotative/complementiser 'say'. Presentation done at the Linguistics Colloquium, Universitat Bielefeld, 16 July.

Farquharson, Joseph T. 2014b.13.03.2014 What about loan translations?: Towards a crosslinguistic study of calques. Presentation done at the Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany, 13 March.

Farquharson, Joseph T. 2014c. Issues in defining Caribbean English. Presentation done at the Westfälische Wilhelms-Universität Münster, 21 January.

Farquharson, Joseph T. 2014d. The black man's burden?: Language and political economy in a diglossic state. Paper presented at the 15 Triennial Conference of ECLALS, University of Innsbruck, Austria, 14-18 April.

Farquharson, Joseph T. 2012a. Untangling the complex diachrony of 'say' in Jamaican. Paper to be presented at the 19th biennial conference of the Society for Caribbean Linguistics, The Bahamas, 30 July - 30 August.

Farquharson, Joseph T. 2012b. Quantifying lexicographic improvement: From the *Dictionary of Jamaican English* to the *Jamaican National Dictionary*. Paper presented at the Sixth International Conference on Historical Lexicography and Lexicology, 25-28 July, Jena, Germany.

Farquharson, Joseph T. 2011a. Lexical Africanisms in Jamaican: Borrowed or retained? Paper presented at "Reassembling the fragments": Conference in honour of Barbara Lalla, Bridget Brerton, and Ian Robertson, held at the University of the West Indies, St. Augustine, 25-28 August.

Farquharson, Joseph T. 2011b. Aspectual reduplication in Jamaican and Akan. Presented at the conference of the Society for Pidgin and Creole Languages, University of Ghana, Legon, Ghana, 2-6 August.

Farquharson, Joseph T. 2011c. Maroon language, history and language history. Paper presented at the Third International Maroon Conference, Portland, Jamaica, 22-26 June.

Farquharson, Joseph T. 2011d. Schizophrenic worshippers and monolingual gods: Deconstructing the Jamaican discourse on language in religion. Paper presented at the conference New Geographies: Studies in Postcoloniality and Globalization. University of the West Indies, St. Augustine, 24-26 March.

Farquharson, Joseph T. 2011e. Preparing the Dictionary of Africanisms in Jamaican Linguistics Research Day, University of the West Indies, St. Augustine, 12 February.

Farquharson, Joseph T. 2011f. Affixational morphology in Jamaican. Linguistics Research Day, University of the West Indies, St. Augustine, 22 March.

Farquharson, Joseph T. 2010. Preparing a creole dictionary on historical principles: The case of the Jamaican National Dictionary. Presented at the Fifth International Conference on Historical lexicography and Lexicology. St. Anne's College, Oxford, 16-18 June.

Farquharson, Joseph T. 2006. Verb compounding in Jamaican Creole – substrate or superstrate: A comparative-typological approach. Paper presented at the Society for Pidgin and Creole Languages, Albuquerque, 6-7 January.

Special Presentations and Invited Lectures (4)

Farquharson, Joseph T. 2017a. Probing dis(semi)nation: Language in the Jamaican media. Fourth Hilory Pamela Kelly Lecture, University of Technology, Jamaica, 26 January.

Farquharson, Joseph T. 2017b. Lexicography as the 'popular' route to language planning: The English-lexicon Creoles of Central America. Plenary address presented at PROLINCA X, Universidad Nacional Costa Rica, 8–11 May.

Farquharson, Joseph T. 2016. Anansi Filasafi: Untangling post(colonial) webs of desmaddification. A. Z. Preston Memorial Lecture, University of the West Indies, Mona, 7 April.

Farquharson, Joseph T. 2007. Pasa-pasa langwij ina wedi-wedi taim. Second Cassidy/Le Page Memorial Lecture, The University of the West Indies, Mona,

Papers Presented to Workshops and Training Sessions (2)

Farquharson, Joseph T. Farquharson. 2018. Open communication: Working through differences. Aston Preston Hall Residential Leadership Programme, 17 January. (120 minutes)

Farquharson, Joseph T. 2017. Personal identity and leadership style. Aston Preston Hall Residential Leadership Programme, 1 April. (45 minutes)

PUBLIC SERVICE

Panelist on CVM at Sunrise discussing Spanish in Jamaica as Foreign vs. Second Language, 18 March 2019. (circa 15 minutes)

Judge Translation Competition (English to Jamaican) - Translators and Interpreters Association of Jamaica, 2017

Testimonial, Aston Preston Hall Honour Society, 21 October 2017

Testimonial, Aston Preston Hall Honour Society, (?)October 2016

One ten-minute radio interview, August 2016

TVJ's Smile Jamaica interview interview on language and linguistics, 17 August 2017. (8 minutes)

Speaker at launch of Rex Nettleford Hall's Resident Leadership Programme

Founder and Administrator Jamaican National Dictionary Facebook Group
As of 22 June 2017 the group has 1,969 members from

Secretary Cornwall College Old Boys' Association –
Kingston Chapter (2017-2019)

OTHER PROFESSIONAL ACTIVITY AND EXPERIENCE

Publications Officer Society for Caribbean Linguistics [2012—
2014; 2016—
2020]

Managing Editor Studies in Caribbean Languages, Language
Science
Press [2014-]
<http://langsci-press.org/catalog/series/scl>

Chairman Committee for Periodic Publications, Society
for Caribbean Linguistics [2016-]

Editorial Board member Contact Languages Library, John Benjamins
Publishing
Company [2017—]

Editorial Board member *The Mouth: Critical Studies on Language,
Culture and
Society* [2017—]
<https://themouthjournal.com/>
journal out of the University of Cologne

Editorial Board member InterAmerican Wiki: Terms, Concepts, Critical
Perspectives [2014-2016]
[http://www.uni-
bielefeld.de/cias/wiki/aboutus.html](http://www.uni-bielefeld.de/cias/wiki/aboutus.html)

Officer-at-Large	Society for Pidgin and Creole Linguistics [2015—2017]
Officer	Society for Caribbean Linguistics [2010— 2012]
Commonwealth Youth Ambassador	Commonwealth Youth Programme/Government of Jamaica [2001-2002]

Membership

Association of Caribbean Women Writers and Scholars	(lapsed)
Dictionary Society of North America	(current)
The Philological Society	(current)
Linguistic Society of America	(lapsed)
Modern Language Association	(lapsed)

Peer Reviews: Journal Articles & Book Chapters

The table below does not contain peer reviews done prior to 2015.

Publication	2015	2016	2017	2019
<i>Atlantis: Journal of the Spanish Association for Anglo-American Studies</i>			1	
<i>InterDisciplines: Journal of History and Sociology</i>	0	0	1	
<i>Journal of Historical Archaeology and Anthropological Sciences</i>	0	0	1	
<i>Journal of Education and Development in the Caribbean</i>				1
<i>Journal of Pidgin and Creole Languages</i>		1		
<i>English Language and Linguistics</i>	1			
<i>Society for Caribbean Linguistics Occasional Papers</i>	0	0	1	
<i>World Englishes</i>			1	
Chapters in Edited Volumes				
Book on morphological complexity (OUP)			1	
TOTAL	1	1	6	

Guest Lectures

19 February 2018

“Language Attitudes in Jamaica and Writing the Jamaican Language” in ??? Edna Manley College for the Visual and Performing Arts.

5 February & 12 February

“Caribbean Language Situations: Implications for Media” COMM6402 Socio-Cultural Issues in Caribbean Communication. CARIMAC, University of the West Indies, Mona.

31 October 2017

“Language Attitudes in Jamaica” in TT102A Voice and Speech IA, Edna Manley College for the Visual and Performing Arts.

13 February 2017

“Caribbean Language Situations: Implications for Media” COMM6402 Socio-Cultural Issues in Caribbean Communication. CARIMAC, University of the West Indies, Mona.

RESEARCH GRANTS

List funding source, project title, the value of grant and the dates and duration of the project.

Campus Research and Publications Committee, UWI St. Augustine

ENDORSEMENTS AND EVALUATIONS OF BOOK PROPOSALS

Endorsement

Westphal, Michael (2017) *Language variation on Jamaican radio*. [Varieties of English Around the World, G60] Amsterdam: John Benjamins.

Book Proposal Evaluations

Hollington, Andrea (in prep.) *Word, Sound and Power: A Cognitive-Linguistic Study of Cultural Conceptualizations in Jamaican*. Brill.

[Eventually published with John Benjamins.]

Yakpo, Kofi (in prep.) *The English Creoles of Africa and the Americas: Contact, differentiation, expansion*. [Routledge Studies in World Englishes] Routledge.

POSTGRADUATE RESEARCH AND SUPERVISION

Supervisor

Sankar, Kellon, M.Phil., UWI, St. Augustine (awarded: May 2018)

Hall Speak: A Study of Lexical Borrowing on Halls of Residence at UWI, St. Augustine.

Fenelus, Elaine, MPhil candidate, UWI, Mona (started: Sep. 2017)

Understanding Haitian Creole Proverbs Translated to Jamaican Creole.
(Started Sep.2018)

McCaulsky, George, M.Phil. candidate, UWI, Mona (started: Sep. 2018)

MA in English Language

Hassan Basarally; Sharlene Maharaj; Vanessa Ramoutar (completed); Danielle Williams (completed) - University of the West Indies, St. Augustine

Member of Supervisory Committee

In Progress

Cole, Natalee, PhD candidate, University of the West Indies, Mona - *Jamaican Accent in International Films: The Perception of Jamaicans and Non-Jamaicans.*

Haynes-Knight, Kerri-Ann, PhD candidate, University of the West Indies, Cave Hill – *Caribbean Poetry – A Storehouse of Caribbean Regionalisms: A Comprehensive Glossary of Caribbean English Words Found in the Works of Selected Caribbean Poets*

Joseph, Roland, PhD candidate, University of the West Indies, St. Augustine

Montrichard, Meredith, PhD candidate, University of the West Indies, St. Augustine

Syriac, Chelsea, PhD candidate, University of the West Indies, St. Augustine - *Trinidad and Tobago Standard English*

Candidate began the programme September 2017

James, Kandia, MPhil candidate University of the West Indies, St. Augustine – *Linguistics and Modern Languages: A Response to the Need for Economic Diversification in Trinidad and Tobago*

Candidate began the programme September 2017

Completed

Jones, Byron, PhD candidate, University of the West Indies, St. Augustine (Ph.D. awarded, with High Commendation)

Guided student in selection of topic and approach and broad methodology. Provided guidance up to the early write-up stage.

Springer, Romel, PhD candidate, University of the West Indies, Cave Hill – *An Annotated Lexicon of the Medicinal Plants of Selected Caribbean Territories.*

Thesis already examined and candidate awarded high commendation. I provided extensive comments on an early chapter draft and the entire final draft of the thesis.

TEACHING AND RELATED EXPERIENCE

University of the West Indies, Mona (Aug 2016 – Dec 2019)

Undergraduate

LING1401 Introduction to Language and Linguistics
 LING1001 Introduction to Phonetics and Phonology
 LING3201 Caribbean Dialectology
 LING3202 Creole Linguistics

Postgraduate

LING6320 Advanced Topics in Linguistics Variation
 LING6611 Workshop Series on Professionalism in Linguistics
 LING6705 Research Methods in Linguistics
 LING6707 Linguistic Research Methods

Course Development

LING6900 Graduate Reading Course in Linguistics

University of the Commonwealth Caribbean (January 2019 - present)

ENG110 Academic Writing II

University of Freiburg (Germany, April-July 2016)

Caribbean English

University of the West Indies, St. Augustine (2010–2013)

Undergraduate

LING1002 Introduction to Morphology and Syntax
 LING2302 Sociolinguistics
 LING2402 Structure of the English Language
 LING2403 Change and Development of the English Language
 LING3202 Creole Linguistics
 LING3099 Special Project in Linguistics

Postgraduate

L64A Grammar of English: An Extrapolatory Approach
 LING6302 The Sociolinguistics of (West Indian) Language and Society

University of the West Indies, Mona (Summer 2010)

Postgraduate

L64B World Englishes

University of Technology Jamaica (Aug 2008 – Jul 2010)

Undergraduate

Fundamentals of Communication
 Oral Communication
 COM2002 Business Communication
 COM2001 Advanced Communication
 Academic Writing I
 Academic Writing II
 COM1018 Writing Workshop I
 COM1019 Writing Workshop II

Leipzig Spring School on Linguistic Diversity (25 March – 4 April 2008)

Morphology and Word-formation in Pidgins and Creoles

University of the West Indies, Mona (2013-2005)

Undergraduate

L14A Introduction to Language and Linguistics	Tutor
L14B Introduction to Morphology and Syntax	Tutor
L24B Caribbean Language: Socio-historical Background	Lecturer

EXAMINATION

Internal Examiner	Burnadette McPherson's MPhil thesis, "Chat Bad, Chat Good: The Perception of Location in Jamaican Speech Communities. (April 2017, August 2019)
Assessor	Upgrade Seminar for Nadine McLeod's MPhil thesis, "Comprehension of Radio News Among Jamaicans Living in Jamaica with Varying Levels of English Language Competence and Education", University of the West Indies, Mona (December 2017)
Assessor	Upgrade Seminar for Samantha Jackson's MPhil thesis, University of the West Indies, St. Augustine, "Wee Talk Trini: A Description of the Phonology and Morphosyntax of (May 2015)

CONTRIBUTIONS TO DEPARTMENT AND UNIVERSITY

Deputy Dean	Graduate Studies and Research, Faculty of Humanities and Education [Aug. 2019 - Jul. 2020]
	<ul style="list-style-type: none"> • Chairman, Faculty Subcommittee on Graduate Studies Committee • Member, Faculty Management Committee • Member, Mona Campus Committee for Graduate Studies and Research • Member, Graduate Orientation Committee • Member, UWI Postgraduate Scholarships Committee • Member, Mona Research & Publications and Graduate Awards Committee • Member, Vacancies Monitoring Committee
Coordinator	Jamaican Language Unit, Department of Language, Linguistics and Philosophy [Aug. 2019 - pres.]
Postgraduate Coordinator	<p>Department of Language, Linguistics and Philosophy, The University of the West Indies, Mona [2016-2019]</p> <p>Duties involved organising an orientation meeting for DLLP postgraduate students, attending meetings of the Faculty Subcommittee on Graduate Matters and pushing through several new and revised courses, and two revised programmes for both Linguistics and Philosophy, identifying academic support for our PG students, helping to organise the department's Research Day, held on Thursday, 25 May 2017. I am also in dialogue with Professor Hubert Devonish about getting past MPhil and PhD theses in Linguistics published, and organising writing and other developmental workshops for students in the 2017/2018 academic year.</p>
Coordinator	<p>Postgraduate Linguistics Programme, Department of Language, Linguistics and Philosophy, The University of the West Indies, Mona [2018-2019]</p> <p>Duties include scheduling postgraduate courses in collaboration with the Linguistics Section Coordinator, advising postgraduate students on academics and careers.</p>
Member	DLLP Representative on the FHE University Research Days Committee [2017-2019]
Member	DLLP Representative on the Digital Humanities Task Force [2018-2019]

Member	Planning Committee, Sounds of Advocacy and Liberation Conference [2017-2018]
Member	Planning Committee, Mervyn Alleyne Commemorative Conference [2017-2019]
Postgraduate Coordinator	Department of Modern Languages and Linguistics, The University of the West Indies, St. Augustine
Chair	Staff/Student Liaison Committee, Linguistics Section, Department of Modern Languages and Linguistics, University of the West Indies, St. Augustine

EXTRA DEPARTMENTAL UWI SERVICE

Deputy Dean	Graduate Studies and Research [Aug. 2019 - pres.]
Senior Resident Advisor	Aston Preston Hall [Aug. 2016 - Jul. 2017] In charge of two clusters comprising roughly 53 students. Advising student leaders on the Hall Committee: two Cluster Representatives, Deputy Hall Chairperson, Hall Secretary, and occasionally the Hall Chairperson. Also in charge of the Residential Leadership Programme.

OTHER WORK EXPERIENCE

Adjunct Lecturer	University of the Commonwealth Caribbean (Jan. 2019 - pres.)
Visiting Scholar	English Department Albert-Ludwigs Universitat Freiburg (Jun. 2018 - Jul. 2018)
Snr. Resident Adv.	Aston Preston Hall The University of the West Indies, Mona (Aug. 2016 - Jul. 2017)
Postdoc Researcher	Center for InterAmerican Studies Bielefeld University (Aug. 2013 - Apr. 2016)

Research Assoc.	English Department Albert-Ludwigs Universitat Freiburg (Apr. 2016 - Jul. 2016)
Visiting Prof.	Department of Languages, Literatures and Linguistics York University (Aug. 2014 - Oct. 2014)
Hon. Res. Fellow	Department of Modern Languages and Linguistics The University of the West Indies, St. Augustine (Aug. 2013 -)
Lecturer	Department of Modern Languages and Linguistics The University of the West Indies, St. Augustine (Aug. 2010 - Jul. 2013)
Resident Advisor	Aston Preston Hall The University of the West Indies, Mona (Aug. 2008 - Jul. 2010)
Lecturer	Department of Liberal Studies University of Technology, Jamaica (Aug. 2008 - Aug. 2010)
Doctoral Res.	Department of Linguistics Max Planck Institute for Evolutionary Anthropology, Germany (May 2005 – May 2008)
Resident Advisor	Aston Preston Hall The University of the West Indies, Mona (Aug. 2004 - May 2005)