

Project Management for Everybody: A Visionary Dimension of the Project-oriented Society

**Roland Gareis, PROJEKTMANAGEMENT GROUP,
University of Economics and Business Administration, Vienna**

Franz Klein-Gasse 1, 1190 Vienna
Tel: +43/1/4277-29401
Fax: +43/1/3687510
roland.gareis@wu-wien.ac.at

Abstract

A society, which applies frequently projects and programmes, and which provides project management-related education, research and marketing services, can be perceived as a project-oriented society (POS). More projects and programmes are performed in industry but also in new social areas, such as (small) municipalities, associations, schools and even families. „Management by Projects“ becomes a macro-economic strategy of the society, to cope with complexity and dynamics and to ensure quality of the project results.

In order to ensure international competitiveness through professionally managed projects and programmes more individuals and more organisations in the society have to be familiar with project management principles. Project and programme management competences are required not only in the industry but also in these new areas of application. A „project management cross-over“ between business life and private life can be organised explicitly, to develop project management competences in families, schools, small municipalities, etc. Universities, PM associations, consulting and training companies, etc, have to take on responsibilities for the know how transfer from industry to individuals and organisations, representing these new areas of project management application.

programm I austria – The Austrian Project Management Initiative promotes on the one hand the professionalisation of project and programme management, and of project portfolio management in the Austrian industry and on the other hand the application of project management in families and schools, in small municipalities and associations, in politics, in churches, etc. By that the maturity of Austria as a POS shall be further developed. First experiences were made with family projects, school projects and projects of small municipalities.

Selected keywords

- Project-oriented society (POS)
- Project-oriented companies
- New areas of application for projects and programmes
- Benchmarking of project-oriented societies
- Competitive advantage of societies through project-orientation
- Maturity model for project-oriented societies

1. The "Project-oriented Society" as a Research Topic

Currently the PROJEKTMANAGEMENT **GROUP** of the University of Economics and Business Administration, Vienna and the IPMA – International Project Management Association are conducting research projects with the objectives, to develop a maturity model of the POS, to assess the competences of POSs, and to develop strategies for the further development of POSs. The research emphasis lies on the generation of hypotheses, and on the development of models regarding the POS.

In the research projects a systemic research approach is applied, based on the following three fundamental paradigms:

- the radical constructivism as the epistemological approach,
- the social systems theory as the organisational approach, and
- the qualitative social research as the methodological approach.

In a "POS Conception Project" the model of the POS was constructed and elements for the description of a POS were defined. Based on these conceptual results the project "POS Benchmarking" is performed. The objectives of this project are to assess the competences of different POSs, to analyse commonalities and differences between these POSs and to define strategies for the further development of the competences of the POSs. As a first group of POSs Austria, Denmark, Hungary, Romania, Sweden, and the United Kingdom have been benchmarked. In 2002 a second group of POSs, namely Austria, India, Ireland, Norway, and Latvia, is benchmarked.

This empirical work supports the creation of a viable POS model. The research is carried out in a cyclic process and consists of several loops of information gathering, hypotheses generation, reflection and interpretation. For the information gathering a multi-method approach, including questionnaire-based assessments, documentation analyses, observations, and group discussions, is applied. The POS model as well as the assessment and the benchmarking results are considered as social constructs. The quality of the assessment data depends on the assessment process applied in the single POSs. The interpretation of the data gathered and the further generation of hypotheses are done in several workshops by the researchers and representatives of the different POSs. Varying team structures promote the development of different perceptions, which are integrated in a consensus-oriented communication process.

In parallel to these two IPMA projects other POS related research projects are performed within programm I austria, the Austrian Project Management Initiative. The further development of the maturity of Austria as a POS is organised as a programme, which started in October 2000 and has a duration of four years. programm I austria is a research as well as a marketing programme. One of the strategies of programm I austria is "PM for everybody!". This strategy is implemented by performing projects such as "PM in Schools", "PM in Families", "PM in small Municipalities", etc. Another strategy is the "Further Development of Project-oriented Companies". This strategy is implemented by projects such as "PM Auditing", "Benchmarking Project-oriented Organisations", "Establishment of PM Networks" etc. The strategy "Developing the POS Model" is further implemented with projects such as "Business Case: POS" and "PM as a Profession"

	2000	2001	2002	2003	2004
PM for everybody					
PM in schools					
PM in families					
PM in small municipalities					
Events: PM in families / schools					
Event: PM in small municipalities					
Marketing PM for everybody					
Further development POO					
Network: eBusiness PM					
Competences of POO					
eProject management					
Network: Project Manager					
Further Development POS- Model					
POS Benchmarking					
Business Case POS					
PM as a profession					
Programme management					

Figure 1. Gantt Chart of programm I austria

The research on the application of project management in schools, in municipalities and in families is field work-based. The results of the field works in these different organisations are documented in case studies. The objectives of this research are to check the relevance of projects and of project management, to define project types for the different organisations, to define appropriate project management approaches, and to develop strategies for the marketing of project management in these new application areas.

The objectives of the project "Business Case: POS Austria" are the development of a business case structure for analysing investments in POSs and to apply this structure to Austria as a case study. Further the Tempus project "EPROM", transferring project management competences from the EU countries Austria, Ireland and Greece to Romania, is already completed. From this project first experiences regarding the transfer of project management competences between POSs could be observed.

The results of these projects are communicated within the project management community by presentations in international conferences and by publications in project management journals.

2. The Project-oriented Society: Basic Hypotheses

The POS research started with the development of the following basic hypotheses:

- Thesis 1: Societies are becoming more project-oriented. Projects and programmes are applied as temporary organisations in the industry. Therefore, projects and programmes, and project and programme management are not just a micro-economic concern but also a macro-economic concern.
- Thesis 2: A POS can be perceived as a social system. According to Luhmann`s categorisation of social systems in interactions, organisations and societies, the society is the most complex social system. POSs can be defined by national and by regional boundaries.
- Thesis 3: POSs are characterised by specific practices of project-oriented companies, such as project management, programme management, and project portfolio management practices, as well as personnel management and organisational design

practices, and by specific project management related services, provided by education, research, marketing, and standardisation institutions.

- Thesis 4: Different POSs have different maturities of practising project and programme management, project portfolio management, etc, and providing project management related services. The maturities of POSs can be assessed and benchmarked.
- Thesis 5: The more competences a POS has, the more competitive it is internationally. There is no ideal maturity of a POS. The competences required by a POS depend on its context, especially on the importance projects and programmes have in the society, and on the management culture of the society.
- Thesis 6: The competences of a POS can be further developed. This can be done by national project management initiatives.
- Thesis 7: POSs with high competences have a high potential for efficient co-operations in projects and programmes. POSs with high competences can transfer their knowledge to societies with little competences.

Based on the experiences gained with the application of the POS model in the project "POS Benchmarking" and with the implementation of the strategy "Project Management for Everybody!" within programm I austria, the basic hypotheses and the POS model were further developed. The possibility, to apply projects and programmes, and project and programme management not only in project-oriented companies, but in any project-oriented organisation, seemed relevant. Schools, families, small municipalities, churches, associations, etc are considered as potential new areas of application for project management. Further the demand, to explicitly support the "project management cross-over" from business life to private life, was identified. Some of the questions of the POS questionnaire were rephrased and the questions relating to project management related standardisation services were integrated in the project management-related marketing services.

Accordingly the hypotheses 1, 3 and 6, defined at the beginning of the POS research, have been adapted as follows:

- Thesis 1: Societies are becoming more project-oriented. Projects and programmes are applied as temporary organisation in the industry, but also in new areas such as schools, associations, small municipalities and even families. Therefore, projects and programmes, and project and programme management are not just a micro-economic concern but also a macro-economic concern.
- Thesis 3: POSs are characterised by specific practices of project-oriented organisations, such as project management, programme management, and project portfolio management practices, as well as personnel management and organisational design practices, and by specific project management related services, provided by education, research, and marketing institutions.
- Thesis 6: The competences of a POS can be further developed. This can be done by national project management initiatives. The costs and the benefits of the further development as a project-oriented society can be described in a business-case analysis. The "cross-over" of project management competences from business to private life provides mutual benefits.

3. The Model of the Project-oriented Society

Boundaries and Context of the Project-oriented Society

The perception of a society as a POS is a construction; it requires the observation of a society with a specific "pair of glasses", the glasses of project-orientation.

The boundaries of societies can be constructed according to different criteria. By applying a functional differentiation subsystems, like economy, science, education, politics, law, art, religion, etc, can be defined. As secondary differentiation criterion for the construction of societies Luhmann suggests territories and the extent of the economic development. So far in the POS research projects the boundaries of the POS are defined to include all communications of a nation (as a territory), which relate to projects, programmes, and project portfolios and those communications of functional subsystems, providing services related to project, programme and project portfolio management.

The context of a POS is defined by the importance of projects and programmes in this nation, by its overall management culture, by all the other communications of the national subsystems, and by other POSs.

Elements of the Project-oriented Society

The POS model considers as elements on the one hand the practices of project-oriented organisations (POOs), such as practices in project management, programme management, project portfolio management, as well as practices in personnel management and organisational design, and on the other hand the project management related services of education, research, and marketing institutions. As POOs project-oriented companies as well as other organisations, such as schools, associations, families, etc, are considered.

The POS model can be visualised by a spider web. The axes of the spider web represent the practices and services of the POS.

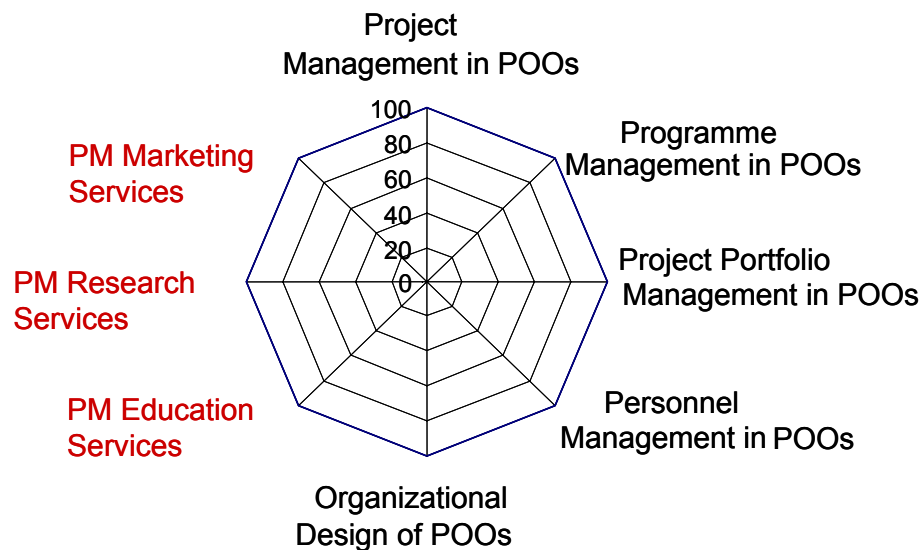


Figure 2. The Spider Web Presentation of the POS Model

The elements of the POS referring to the practices of project-oriented organisations are shortly described below:

- **Project management:** A project is a temporary organisation for performing a unique, short-term or midterm process of medium or large scope. Project management is a (business) process of the project-oriented organisation. The project management process starts with the project assignment and ends with the project approval by the project owner. It consists of the sub-processes project start, project co-ordination, project controlling, project close-down, and possibly the resolution of a project discontinuity,.
- **Programme management:** A programme is a temporary organisation for performing a unique, midterm or long-term process of large scope. In a programme a set of projects and tasks are closely coupled by common objectives. Programmes are limited as to time and budget. Programme management is a business process of the project-oriented organisation. The programme management process consists of the sub-processes programme start, programme co-ordination, programme controlling, programme close-down, and possibly the resolution of a programme discontinuity.
- **Project portfolio management:** A project portfolio is a set of projects (and programmes), which are performed by a project-oriented organisation at a certain point in time. A project portfolio is more than the sum of its projects, as it also considers the relationships between the projects. A project portfolio database is the basis for project portfolio management. Project portfolio reports can be used to decide, if new projects should be started and to establish priorities among projects. The objective of project portfolio management is to optimise the results of the project portfolio.
- **Personnel management in project-oriented organisations:** Personnel management processes in project-oriented organisations are recruiting, leading, developing, and releasing project personnel. In project-oriented organisations a project management career path and project management certification might exist. It includes the roles Junior Project Manager, Project Manager, Senior Project Manager and PM Executive.
- **Organisational design of project-oriented organisations:** In order to integrate the different projects and programmes performed simultaneously, a project-oriented organisation has specific integrative organisational structures, such as PM Offices, Project Portfolio Groups and Expert Pools. Further specific integrative tools such as project and programme management procedures and standard project plans exist.

The elements of the POS referring to project management related services of institutions are shortly described below:

- **PM education services:** Formal project management education programmes are provided by different institutions, such as colleges, universities, and consulting organisations, and might lead to academic degrees in project management. The project management approach taught and the number of courses offered vary in different programmes.

- **PM research services:** Project management related research projects and programmes, project management related publications and research events are services provided by research institutions. There might be specific national funds dedicated to project management research.
- **PM marketing services:** As primary project management marketing institution in a POS the national project management association can be understood. Services like membership, certifications of project managers, performance of project management events, provision of project management standards, etc. are services provided by these associations. Further standardisation services, such as provision of project management norms and formal project management requirements for public tenders, can be provided by standardisation institutions.

The elements of the POS model are further described and specified in the POS questionnaire, which can be applied for assessing and benchmarking POSs. In Figure 3 and Figure 4 examples of questions of the POS questionnaire are shown.

B1.1) How many of the following institutions are offering formal project management education programmes?	
Secondary schools (such as high schools, trade schools, ...) ^[1]	
Colleges/Fachhochschulen ^[2]	
Universities	
Continuing education institutions	
Consulting companies	
Other educational institutions (please state).....	

1...none of them, 2...few of them, 3...some of them , 4...many of them , 5...all of them

^[1] age group 10-18

^[2] age group 18-22, achieving a bachelor degree

Figure 3. A Project Management Education related Question

C1.3) In the project start process the following PM-methods for the design of the project organisation are used:	
Project assignment	
Project organisation chart	
Description of project roles	
Responsibility matrix	
Others (.....)	

1...never, 2...seldom, 3...sometimes, 4...often, 5...always

Figure 4. A Project Management Question for Companies

In the further development of the POS questionnaire a few questions, relating to the practices of schools, families, small municipalities, etc in project and programme management, project portfolio management, etc, and to services of institutions supporting the cross-over from business life to private life, have been added.

C1.11) "Professional" project management is applied in the following smaller organisations, too:	
Families	
Schools	
Universities/ colleges etc.	
Small municipalities	
Churches	
Associations	
Others (.....)	

1...never, 2...seldom, 3...sometimes, 4...often, 5...always

Figure 5. A Project Management Question for new Areas of Application

4. Assessing and Benchmarking a first Group of Project-oriented Societies

A POS requires competences, i.e. knowledge and experience, to practice project and programme management, and project portfolio management, and to provide project management related services. The sum of these competences reflects the maturity of a POS.

Assessments of these competences and a benchmarking of the maturities for a first group of POSs, namely Austria, Denmark, Hungary, Romania, Sweden, and United Kingdom, took place in 2001, based on the original POS questionnaire, not yet considering the application of project management in new areas. In a benchmarking of a second group of nations, including Austria, India, Ireland, Norway, and Latvia, these additional questions will already be considered.

The data resulting from the assessments of the practices of project-oriented companies are average data relating to all project types performed by all industries in a nation. The maturity of single POSs can be shown in a spider web-model and as a POS ratio. As project management is considered as the most important competence of a POS, it is given a weight of 30%. All other elements of the model have a weight of 10%. The weight of each question within each element is proportional to the number of questions per element.

As an example of the assessment results achieved in the first group of POSs the spider web presentation for Austria is shown. The dark area in the POS spider web represents the assessed maturity of Austria as a POS in 2001.

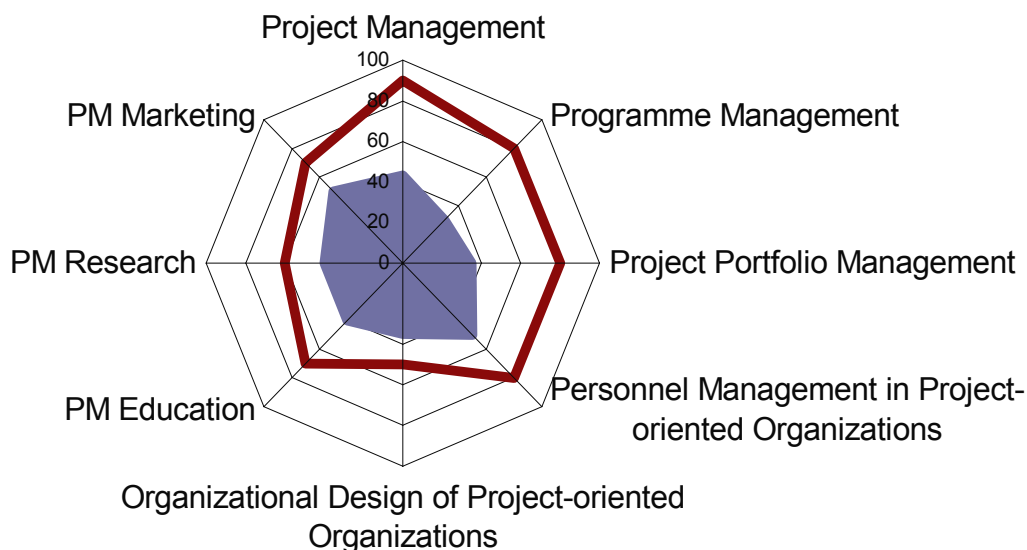


Figure 6. Actual and planned POS Maturity of Austria

The assessment results show, that the competences of Austrian project-oriented companies are most developed in project management and in personnel management, even these competences have a score of 43 and 50 only. Programme management, project portfolio management and the organisational design are less developed yet. This shows the traditional focus on the development of individual competences for the management of single projects.

Within the project management related services provided by institutions the marketing efforts by PROJEKT MANAGEMENT **AUSTRIA** result in the score of 50. The other service elements are not too well developed yet. This analysis portrays the development potentials, which Austria has. The dark line in the spider web shows the competences of Austria as a POS in 2010 as planned by the team of the Austrian assessors and researchers.

The POS ratio is a metrics, to measure the maturity of a POS. It is calculated as a weighted sum of the competence ratios for the practices of project-oriented companies and for PM related services, provided by institutions. The POS ratio for Austria is 407, out of a possible maximum of 1000. This again shows the development potentials of Austria as a POS.

Figure 6 shows the competence ratios for each practice and service, the PM service ratios and the POC practice ratios, and the overall POS ratios for the assessed POSs. The comparisons of these ratios allow a benchmarking between the nations.

Services and practices	A	DK	HU	RO	S	UK
Education services	40	30	30	30	40	80
Research services	40	30	20	10	40	70
Marketing services	50	50	20	10	50	80
Standardisation services 1)	40	30	10	0	30	60
Service ratio	170	140	80	50	160	290
Project management	87	92	84	63	127	111
Programme management	30	37	37	17	70	30
Project portfolio management	35	43	37	10	57	30
Personnel management in POCs	50	50	46	26	62	58
Organisational design of POCs	35	55	35	30	65	40
Practice ratio	237	277	239	145	380	269
POS ratio	407	417	319	195	540	559

1) These ratios result from the assessment of the first group of POSs, when the "standardisation services" were not yet integrated in the "marketing services".

Figure 7. Benchmarking of POS Maturities

Overall one can see that the UK has the highest POS maturity, while Romania has the lowest one. There are two pairs of POSs with similar competences, UK and Sweden on the one hand and Austria and Denmark on the other hand. While the service ratios and the practice ratios from Austria and Denmark are similar, these ratios show big differences for the UK and Sweden. UK, with a higher service ratio, has a much lower practice ratio than Sweden. This might mean, that the provision of a high amount of project management related services by e.g. education and research institutions does not guarantee high quality practices in project-oriented companies immediately. From the Eastern European countries Hungary has a higher POS maturity than Romania.

The ratios of the POSs have to be interpreted within their contexts, i.e. the ratios have to be related to the importance of projects and programmes and to the overall management culture in the different nations.

All assessed nations are still in an early development phase as a POS. There are high development potentials and demands, given the dynamics of the overall economic development in these nations. The performed assessments and the benchmarking give a view at the beginning of 2001. It can be assumed, that due to the project management-related development activities in some of these countries, the maturities as POSs will be much higher in a few years.

5. The Vision: Project Management for Everybody!

The Context of „PM for Everybody“

Management methods, such as financial planning and scheduling, and ICT-tools, such as the Internet, telephone conferencing, video conferencing, MS Office applications, etc, are not applied only in the business life anymore but also in private life. Obviously a „cross-over“ of methods, tools and procedures takes place between business and private life. This „cross-over“ is promoted by new employment forms, such as part time working, teleworking, and free-lancing.

Project management can be considered as a central integration instrument in business life. In projects and in programmes different disciplines, different companies, and even different industries cooperate and learn from each other. This integration function might be extended. Project management can be considered as another dimension in the „cross-over“ between business and private life.

Objectives of “PM for Everybody”

The „project way of thinking and working“ applies to many situations in life. More projects and even programmes are performed in new areas of application, such as (small) municipalities, (small) associations, churches, schools, and even families. „Management by Projects“ might become a strategy of these organisations, to cope with complexity and dynamics and to ensure the quality of the results, to be achieved. The quality of social life can be improved by professional, but appropriate project and programme management.

The appropriateness of project and programme management has to be defined in relationship to the context, in which it is applied. In family and in school projects less project management methods in less detail might be applied than in small municipalities or even in companies in the industry.

In order to manage projects and programmes in families, schools, small municipalities, etc professionally more individuals and organisations in the society have to be familiar with project management. Individual and organisational competences in project and programme management are required not only in the industry but also in these new areas of application.

Introducing project and programme management in schools and even in families should not only improve the quality of school projects and family projects but should also contribute to the professionalisation of project management in the industry. Managers of the future become familiar with projects as temporary organisations and with the project management process and methods already as kids and as family members.

Implementation Strategies for „PM for Everybody“

A „project management cross-over“ between business life and private life can be organised explicitly. Project management competences can be developed in families, schools, small municipalities, etc. Universities, PM associations, consulting and training companies, project management professionals and project management students have to take on responsibilities for the know how transfer from industry to individuals and organisations, representing these new areas of project management application. For different target groups different strategies for the development of project management competences are required. Possible strategies are shown as examples in Figure 8.

Target group	Strategy
Family members:	Knowledge transfer by one family member, who has already project management experience from the industry (e.g. certified project managers) to the other family members
School directors and teachers:	Project management training by project management professionals; coaching by project management professionals and project management students
Pupils:	Teaching by teachers; on the project training
Employees of small municipalities:	Project management training and project consulting organised by associations of municipalities or by county administrations

Figure 8. Strategies for the Development of Project Management Competences

The development of individual competences has to be combined with the development of organisational project management competences. Project management procedures and standard project plans for repetitive projects have to be developed. Possibly also competences for the management of project portfolios have to be developed.

The roles of project management related institutions, such as universities and PM associations, in these development processes are to market the strategy „PM for everybody!“, to provide project management standards, to organise trainings for new target groups, and to support networking between project managers of the new application areas.

6. The Practices: Project Management for Everybody!

Empirical experiences with project management in schools, families, and small municipalities were gained in research and marketing projects performed within programm I Austria. Some results achieved in the project “PM in Schools” are presented as examples below.

Context of "PM in Schools"

Project management is in Austria in trade schools ("Handelsakademien") and in technical schools for the age groups from 14 to 18 years part of the curriculum. Most of the project management teachers of the trade schools have been professionally trained in project management and some of them have been certificated as junior project managers according to IPMA standards by PROJEKT MANAGEMENT **AUSTRIA**, the Austrian project management association.

In general high schools ("gymnasiums") project management is not part of the curriculum, actually management topics even are considered as "esoteric" and not relevant for a general, academic education. Therefore the basis for implementing project management in these different school types is quite different.

Objectives of "PM in Schools"

It was not an objective of the project "PM in Schools" to further develop or to introduce project management in the curricula of schools, but to implement project management in schools for the management of school projects, such as organising a school ball, or organising an exchange programme with a foreign school for a whole grade, or changing the cooperate identity of a school. By that the efficiency of school projects should be increased, the quality of the results should be improved, and a "project management learning on the project" should be organised.

Further a definition and a categorisation of school projects should be developed, the project management methods should be adapted, to meet the requirements of school projects, standard project plans for school projects should be developed, and the costs and benefits regarding the management of school projects should be analysed.

Research Process

A literature search on project management in schools, on project management awards for pupils, and on project management curricula for schools was performed. Interviews with directors and teachers were conducted, and the following hypotheses regarding project management in schools were developed:

- Due to new services, schools have to provide, and due to budget restrictions, there are more school projects. Some schools teach project management, but only few schools (in Austria) apply formal project management.
- The application of projects for the performance of school processes of large scope improves the quality of the results. Project management is not only relevant for „teaching projects“.
- Projects fulfil integrative functions in schools. The cooperation between the school director, representatives from the school administration, teachers, pupils, and representatives of parents promotes the mutual understanding.
- Schools can hold project portfolios of different project types. Project portfolios can be optimised by considering the relationships between the projects.
- The project management process can be applied to school projects. Appropriate project management methods have to be selected, an appropriate level of detail in the planning process has to be defined.
- The implementation of project management in schools might cause resistance, as new working forms, new communication structures, and new decision structures are required in projects.

These theses were further developed in a pilot implementation of project management in a "general" high school. This pilot implementation of project management took place in the Akademisches Gymnasium, Vienna. The director of the school, several teachers, 15 pupils, and representatives of parents participated in different teams in this implementation process. The process was coached by a group of researchers and students of the PROJEKTMANAGEMENT **GROUP**: The following coaching functions were performed:

- project management training for 6 teachers as well as for 7 pupils in 3 half day workshops
- project management consulting for the following 3 school projects: "IT into the Classroom", "Organisation of a Trip of 2 Grades to Ireland", and "Performance of the annual School Ball"; the project start process and the project controlling process were supported, by moderating project meetings and by developing appropriate project management documentations
- development of standard project plans for repetitive school projects (e.g. standard work break-down structures, standard milestone lists)
- provision of project management procedures and templates for school projects, and
- documentation of the project portfolio of the school in a project portfolio tool.

The overall results of the project "PM in Schools" were presented to some 200 representatives from Austrian schools in a half day event in December 2001.

Results of the Pilot Implementation in the Akademisches Gymnasium

A school project was defined as a temporary organisation, to perform a relatively unique business process of a school of medium or large scope. The criteria for a business process to qualify, to be performed in a (school) project, were defined as shown in Figure 9.

Strategic importance	Contribution to ensure the services or to further develop the services of the school
Duration	2 months to 12 months
Costs	Minimum € 10 000.-
Resources	Minimum 100 person days
Organisations involved	At least 3 organisations of the school, plus possibly external parties

Figure 9. Criteria for the Definition of a School Project

Different types of school projects were identified, and a portfolio of active and planned projects for the Akademisches Gymnasium was developed.

Types of School Projects	Examples
Service projects (Teaching, Journeys)	Interdisciplinary Teaching Assignment, Organisation of a Skiing Week for several Grades
Event projects	Performance of a Musical, Organisation of the annual School Ball
Infrastructure projects	Facility Construction, IT-Implementation
Organisational projects	Change of the Cooperate Identity of the School
Personnel projects	Qualification of a Group of Teachers

Figure 10. Types of School Projects

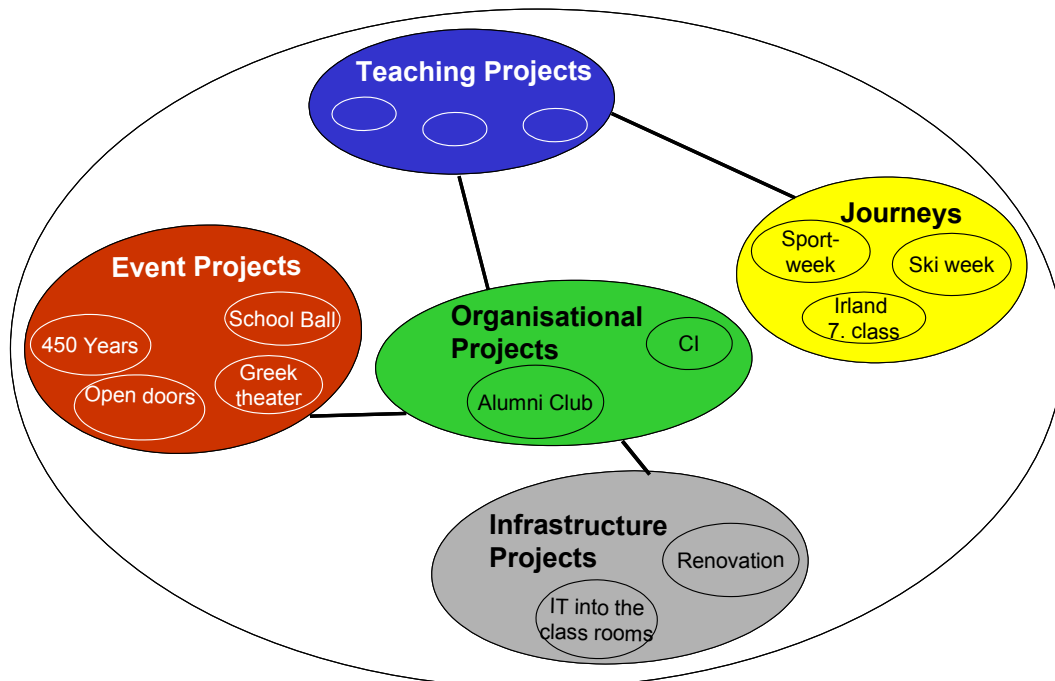


Figure 11. Project Portfolio of the Akademisches Gymnasium (Status October 2001)

For repetitive projects, such as service projects and event projects, standard project plans (e.g. standard work break down structures, standard milestone plans, and standard project environment analyses) were developed. An example of a standard work break down structure for the project "School trip to Ireland" is shown in Figure 12.

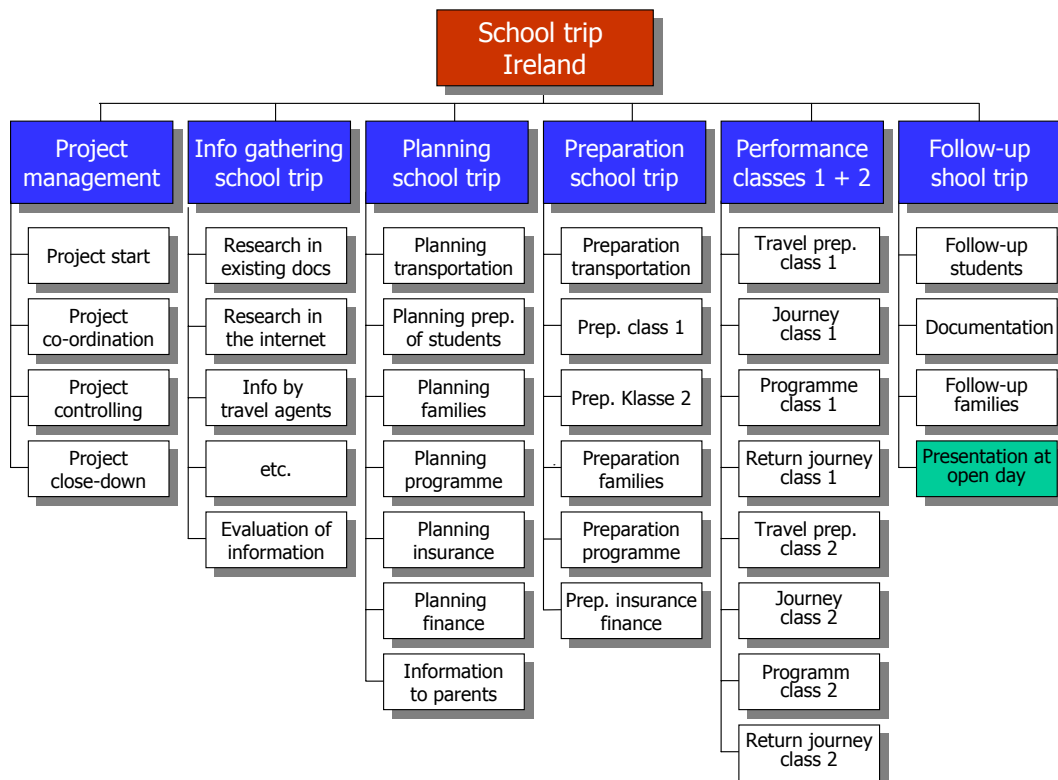


Figure 12. Standard WBS of the Project "School trip to Ireland"

In several reflection meetings of the researchers and the cooperation partner Akademisches Gymnasium the following costs and benefits of the formal application of project management in school projects were defined:

- Projects and professional project management is one answer to the increasing dynamics in schools, and can contribute to the change process in schools.
- The application of project management in schools offers new marketing potentials for schools.
- School projects are socially complex, because of the required cooperation between school management, administration, teachers, pupils, and parents. The existing communication structures are hard to be changed.
- School projects are risky, because of the dependency on a few scarce personnel resources, and the voluntary character of project work.
- The application of project management methods for school projects is especially important in the project start process.
- In addition to traditional learning approaches pupils (and teachers) can gain experience in project management by cooperating in "real" school projects.
- Project management does not create additional work, it increases the efficiency in the project. The decision to start a new project, the work on the project contents creates additional work.
- The educational missions of different high schools are different. Some promote the application of project management.
- Project management awards promote the application of project management in schools. A national project management association can confirm the project management knowledge of graduates from high schools, when they pass exams organized by the association.

7. Conclusion

To implement the strategy "Project Management for Everybody!", one deals with new target groups, namely families, schools, small municipalities, small associations, churches, etc. To assure the acceptance of project management by these new target groups, the project management methods need to be adapted and appropriate implementation strategies have to be developed.

The promotion of "Project Management for Everybody!" not only improves the performance of projects in schools, families, etc, but it also supports the professionalization of project management in the industry.

References

- Gareis R., Huemann M., 2001 Assessing and Benchmarking Project-oriented Societies, in: Project Management – International Project Management Journal, Project Management Association Finland, Norwegian Project Management Forum, Vol.7, Nr.1, pp. 14 – 25.
- Gareis R., 2001. Research Report: Assessment and Benchmarking of Project-oriented Societies: Results of the POS Benchmarking Group1, University of Economics and Business Administration, Vienna.
- Gareis R., Huemann M., 2000. PM-Competences in the Project-oriented Organisation, in: The Gower Handbook of Project Management, JR Turner, SJ Simister (ed.), Gower, Aldershot, pp. 709-721.
- Luhmann N., 1995. Social Systems, Stanford University Press, Stanford, California.