



Road to Chartered series: paper 11

Relate, Democratised, Transform

Opening doors to project management
for young people

THE **CHARTERED BODY** FOR
THE **PROJECT PROFESSION**

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1. About this series

APM's series of chartered thought-leadership papers – 'Road to Chartered' – was published in the run-up to the launch of the APM Register of Chartered Project Professionals in May 2018 to help build capacity and thinking as a chartered body. The series, published over the course of a year, sought to provide members with insight into how APM might develop as a chartered body, what this might mean and, crucially, how members could feed into this evolution. It was also a signal to the public of the project profession's intent to play its part in the development of social and economic well-being, both in the UK and globally – a contribution that, we believe, has for too long been underappreciated.

Although the original series is now complete, we did promise to publish ad hoc papers where there was an issue of particular relevance to the development of the chartered profession – and the subject area for this paper is one such area of importance.

We hope you find this paper informative and, whether you are a member, prospective member or interested external stakeholder, that it provides context to this important phase in the development of the project profession.

More details of the other papers in the series can be found on page 13.

2. Project management as a career

Excitement and anxiety; ambition and idealism. Choosing the right career today can be a demanding business.

APM understands and has developed a truly relatable career offering aimed at democratising access and expanding the profession.

The more students know about project management, the more they like the idea of making it their first choice of career. Now's the time to convert that interest into positive choices.

"The more students know about project management, the more they like the idea of making it their first choice of career"

In summary: APM's educational outreach

- **Creating qualifications for the spectrum of student needs**, from grounding in the fundamentals to managerial and professional training.
- Helping create an **apprenticeship and degree apprenticeship** and accrediting university courses and modules around the UK and beyond.
- The **'Make it Happen!' toolkit for schools and colleges** with tips and insights demonstrating the everyday relevance of project management skills.
- Two **networks of relatable ambassadors** – one for graduates, one for apprentices and those who didn't choose the university route – delivering and supporting events in schools, colleges and universities.
- **Easy-to-understand guides** for students and teachers plus insight for parents into today's apprenticeships.
- Expansion of APM's **free student membership** with access to our local branches, specialist groups and extensive online resources.
- Using social media to publish **testimonials from new professionals and apprentices**, backed by an intuitive online career path tool.
- Working with **more than 500 corporate partners** to promote the project profession.



"APM is geared to ensure a strong, diverse and sustainable flow of talent into project management"

A new flow of talent needs a different sort of pipeline

Britain's workforce is ageing and shrinking while demand for highly skilled professionals grows. It adds up to a **steadily intensifying competition for educated labour**. That's a major issue for the thousands of organisations in every sector needing project managers, few of whom are under the age of 25.

The gap can only be filled by 'Generation Z', those who are profoundly influenced by digital and social media, up for a challenge, socially conscious, anxious (as previous generations were not) about student debt and aware that new technologies are making previously safe careers less tenable.

In-house recruiters have a tightly focused brief, leaving them little time to assess the future of any one profession's talent pipeline to see where gaps are occurring and how bottlenecks might arise. Growing the membership of a professional body requires a comprehensive view and a long perspective. **APM is geared to ensure a strong, diverse and sustainable flow of talent into project management.**

APM is helping meet employer demand by **democratising access in order to shape a new, and bigger, profession**. We want the broadest range of talent, regardless of age, social background, ethnicity and gender. We're shouting from the rooftops that ours is a career with no artificial barriers to entry, where the only 'secret handshake' you need is a commitment to intelligent hard work.

And we're discrediting long outdated assumptions that project management can't be a first career, that you have to do something else first, or that you need a STEM background before you can even think of signing up.

The more students learn about project management, the more likely they are to make it their first choice of career

The profession has traditionally suffered from a relative lack of promotion in schools, colleges and universities. Yet **hard data confirms that there's an immense opportunity to expand recruitment**. Project management scores higher than other professions that have engaged for longer and more extensively, its popularity growing the nearer students come to making actual career choices.

APM commissioned Opinium to undertake extensive research among 16- to 21-year-old students, plus teachers and careers advisers, in 2018.¹ A large sample allowed us to drill down into subgroups and unearth evidence about motivations, appetite and gaps in awareness.



Our research shows that project management is now the joint most popular career choice for 21-year-olds in full-time education. The 20 per cent favouring it outnumber those opting for law and architecture. Fifty per cent of all 16- to 21-year-old students describe the role as 'challenging' and 28 per cent as 'creative', higher scores than for accounting, construction and engineering. Other terms used were 'demanding', 'cutting edge' and 'exciting'. Project management is associated strongly with leadership (81 per cent), people skills (79 per cent), team working (78 per cent) and problem-solving (75 per cent).

To avoid bias, the survey gave the whole student sample more than 30 areas of work to choose from. Ten per cent of the whole group said they would consider project management as their career. Sounds low? Not when compared to the highest-ranking choice, teaching, which scored only 21 per cent despite an intense, long-running (and expensive) recruitment campaign, and engineering at just 15 per cent (during the well-publicised Year of Engineering). The gender split was pretty even, with 11 per cent of males and nine per cent of females expressing interest.

There are areas where the profession needs to make a greater impact; only 12 per cent of 15- to 18-year-olds have been advised to consider a career in project management. A stunning 84 per cent of 16- to 21-year-olds believe you need to get a degree first. Fifty-two per cent of students think you can only become a project manager after having experience in another job. Only 18 per cent of young people have seen information about apprenticeships in our field.

¹ Opinium. Understanding Awareness and Attitudes Towards Project Management. April 2018. The sample included 1,000 16+ students split between school, college and university, together with 100 teachers providing career advice. Word cloud on this page is based on this survey.

But **awareness of the possibilities is growing**: 33 per cent of students already associate project management with media, and 29 per cent associate it with financial services. As many link it to business services as they do to engineering and construction (teachers are far more likely to associate the role with those careers than their students).

The prospect of becoming a chartered professional makes a huge difference. Learning that single fact makes 40 per cent of students more likely to consider a career in project management. Sixty-three per cent of teachers are more likely to recommend a profession that has chartered status.



Messaging is crucial because relatability is key: there's never been a generation so concerned about making the right career choice

We stress job satisfaction, options, tangible benefits and social impact. Endorsements from more than 30 big brands in our *Project:you* student guidance are a powerful part of the story.

Project managers make things happen. This is a profession that demands leadership and tangible achievement. From huge sporting events to infrastructure projects and business transformation, project management gives you the opportunity to drive change and ensure real improvements. It delivers immense social benefits.

You don't have to wear a hard hat or hold a STEM qualification. Project managers can be – already are – geographers, business graduates, linguists, historians. No academic discipline disbars you from the profession. A law graduate can manage projects for Network Rail, because the job is not so much about engineering, but more about the analytical skills required to ensure the success of a multi-faceted project.

“Project managers can be – already are – geographers, business graduates, linguists, historians. No academic discipline disbars you from the profession”

Project skills allow you to move from sector to sector because the role is about analysis, leadership, communication and judgement, skills that serve as a passport to general management. And 78 per cent of employers are more likely to hire a candidate for a project management role if the individual is chartered.²

Project professionals work in digital technology, financial services, life sciences, charities, NGOs and the creative industries. There are 11,000 in central government alone. Our materials convey the real size of the profession by highlighting how practitioners often work under other names – event manager, transformation manager, even business analyst.

At a time when students are aware that technology – especially artificial intelligence (AI) – threatens the security of many professional jobs, project management **offers a sustainable, long-term career.** In fact, the pace and scale of change will generate yet more demand for project skills: even automated techniques will require human application and intervention.

² Opinium. Understanding Awareness and Attitudes Towards Project Management. April 2018. The sample included 250 L&D/PM decision-makers in companies of 50+ employees.

The programme

We've set up a career pipeline that the widest range of candidates can recognise and move into.

Our strategy is simple: increased understanding drives a surge of interest in project management

Our qualifications meet a spectrum of needs, with courses covering everything from the fundamentals of projects right through to management and professional levels requiring more advanced learning and assessment. APM also awards the Chartered Project Professional (ChPP) and Registered Project Professional (RPP) standards. Eighteen thousand people – a record number – achieved our qualifications in 2016/17.

And we're reaching out to those of all ages who prefer to study in their own time: our new e-learning platform will offer a range of content in 2019.

"Many think of apprenticeships in terms of trades: only 34 per cent of teachers know that apprenticeships are available in project management"

APM is connecting more directly with career influencers to raise the profession's visibility and improve understanding of how to join it. Many think of apprenticeships in terms of trades: only 34 per cent of teachers know that apprenticeships are available in project management. A brochure designed for parents offers clear comparisons between apprenticeships and university, and our new student-friendly guide can also be used by teachers.

We're adopting methods previously underused in project management recruitment. **Social media, especially Instagram, will be a key part of the mix**, with posts supplying short testimonials from new project professionals and apprentices. Capturing their voices and enthusiasm is vital, as is reflecting the sheer diversity of our intake.

Social media helps drive traffic to **'What's Next?', our online career advice tool**. Simple and intuitive, the tool shows how individual aspirations and qualifications knit together. Whether you are studying project management or want to improve your project skills, there's an APM membership grade designed for you.

We're taking project management into the classroom

Young people are full of ideas, and schoolwork often entails basic project skills. But few know that they could make a career planning projects. The challenge is to help them connect what they do every day in class with what they could enjoy doing for a living.

Seventy per cent of teachers note that 'relatable touchpoints' help enthuse students about a career. They told us to that exposure to project-based work experience and meeting relatable professionals drive increased interest, so APM's activities are now focused on conveying the reality of project management, as well as raising its visibility.

Over 180 teachers from schools and colleges across the UK downloaded content from the pilot version of our **'Make it Happen!'** campaign, designed with the help of specialist youth engagement agency We are Futures. Aimed at 15- to 18-year-olds, the 'Make it Happen!' toolkit was piloted in 2018, with an expanded phase two rolling out in 2019. Students are walked step-by-step through the life cycle of a project and supplied with exciting ideas and practical tips. There's a guide for teachers, an assembly and case studies.

The kit is proving invaluable for time-poor teachers because it makes it easier for their pupils to develop a project independently. 'Make it Happen!' imparts teamwork, communication and negotiation skills. It has helped students set up mini-enterprises and raise money for charity, and provides real-world applications for skills that can be difficult to foster within the curriculum.

APM's networks of career ambassadors build on this by bringing their personal experiences of the profession into the classroom. More than 170 volunteers, 30 per cent of whom are current or former apprentices, serve as **relatable advocates, visiting schools and colleges** to talk about project management and its challenges, benefits and satisfactions. Using time effectively – there's usually only 30 minutes or so to present and respond to questions – they encourage students to talk about projects, giving advice and insight in return. Any teacher can book one of these, regardless of the subject they teach; any group of students will benefit from learning how a project succeeds.

There's a follow-up too: schools that register their interest can meet with a relatable mentor, and APM student membership is now open to all school and college students aged 16 or above.

Being 'hands on' is the most useful type of careers guidance. The 57 per cent of students who had undertaken a week's work experience recognised that it is an effective way to help make informed choices. We are therefore collaborating with employers to develop easier access to such schemes.

"The 57 per cent of students who had undertaken a week's work experience recognised that it is an effective way to help make informed choices"





“Project management apprenticeships have been a success story at a time when overall apprenticeship numbers are down”

Apprenticeships are an alternative, accessible entry point for those exploring a career in project management without going to university

Blending study with a full-time paid job – a major draw when student debt is at an all-time high – apprenticeships are designed by employers looking to recruit and retain keen, diverse talent. Courses pass on knowledge and competencies (including 'soft skills' like presentation, networking and resilience) to help people grow into management roles.

Project management apprenticeships have been a success story at a time when overall apprenticeship numbers are down. They can be found in IT, financial services, media, aerospace, rail and construction, banking, insurance, nuclear reprocessing and many other fields. Two schemes are available:

The **Level 4 Associate Project Manager apprenticeship** is available in England (Scotland and Wales have their own versions). Apprentices study for two years to complete a programme that includes APM's Project Management Qualification (PMQ), widely recognised as a mark of quality by recruiters at home and abroad. Completers can become Associate APM members and the scheme serves as a route into our other qualifications.

The **Level 6 Project Manager degree apprenticeship** was launched in 2018 and offers a valid alternative to full-time university study, with apprentices gaining a BA or BSc Honours degree at the end of the programme. On-the-job training runs alongside study for the PMQ and enables apprentices to become full members of APM.

Closing the deal in universities

Project management is a well-established and increasingly popular university subject: **courses and modules across the UK and beyond hold APM academic accreditation**, ranging from foundation degrees to postgraduate qualifications. We also work closely with employability teams to promote the profession as a first career. Our message is clear: you can study any subject and still become a successful project manager, working for a huge range of great companies.

2018 saw the first wave of Chartered Project Professionals (ChPPs), a new individual status driving considerable interest and engagement in university students because its possessors stand out in the job market. The ChPP standard is internationally recognised as representing high levels of technical knowledge, professional competence and ethical behaviour.

"APM membership is now free and open to any full-time or part-time student aged 16 and over"

APM's student membership is at an all-time high of more than 5,000. Membership is now free and open to any full-time or part-time student aged 16 and over, regardless of whether or not they're taking an academic course in project management. This a radical proposition aimed at democratising access and highlighting the diversity of opportunities in the profession.

Membership comes with very tangible benefits: free access to APM's online resources, including our library, case studies, new research and online forums on topical issues. Student members can start building their networks via APM LinkedIn groups, discounted access to events and involvement in APM's local branches, plus any of our 15 Specific Interest Groups, such as those focused on risk, procurement, systems thinking and women in project management.

Further, we do not neglect the need for a thorough academic underpinning to support our claims about the future of the profession. An innovative research collaboration with Arup and University College London (UCL) on 'The Future of Project Management' resulted in a highly successful report supported by interactive resources. Over 4,000 copies have been downloaded and disseminated. The findings have been debated at events attended by some 5,000 people and are being used in presentations to students.

This series of papers – 'Road to Chartered' – not only addresses basic issues such as ethics, continuing professional development (CPD) and what makes a good project professional, but also explores how to embrace change, the impact of technology, the need for a genuinely inclusive profession and how the millennial generation might shape project management.

"APM is strongly associated with both increasing awareness and enhancing the reputation of our members' businesses"

APM delivers benefits for our business partners

Over 30 big brands back our educational outreach campaign, well aware that growing the profession will help drive their own long-term success. APM has more than 500 corporate partners and affiliates and enjoys effective collaboration with organisations such as the CBI and the Construction Industry Council. We were an early and active advocate for employer-designed apprenticeship standards and have been part of the Project Management Trailblazer Employer Development Group since its inception.

Our 2018 survey³ found that an astonishing 21 per cent of businesses work with APM and that we're strongly associated with both increasing awareness and enhancing the reputation of our members' businesses.

Many hands make light work

The demand for world-class project professionals is growing rapidly in every sector. It's vital we help our employers meet this demand by promoting the profession to those from a range of backgrounds. But we can't do it all. Your cooperation will be invaluable.

Teachers and career advisers: sign up to 'Make it Happen!' and liaise with us to give your students insights from project professionals.

Corporates: help us identify and recruit ambassadors for project management. Let's build networks of relatable professionals to meet students and brief career influencers.

APM members: volunteer for our ambassador networks and inspire young people to follow in your footsteps (involvement counts towards achieving your CPD goals).

Together we can increase the reach of engaging activities in the education sector and drive new and sustainable interest in project management.

³ Opinium. Understanding Awareness and Attitudes Towards Project Management. April 2018. The sample included 250 L&D/PM decision-makers in companies of 50+ employees.

3. The papers in the series – synopsis

i. 21st-century professionalism: The importance of being chartered

What does it mean to be chartered for individual APM members and the wider profession? In the introductory paper, *21st century professionalism: the importance of being chartered*, the history of chartered and the step change for APM to become a chartered body are set out in more detail, including, importantly, the responsibilities and obligations of a modern project professional.

The paper states that chartered bodies are, above all, bound to protect and promote the public interest, which means that registrants, i.e. chartered practitioners, must uphold the rules of the charter – including complying with any CPD requirements – and abide by a code of professional conduct.

Anyone engaging with, or using the services of, a chartered professional can expect that the person meets the requisite qualifications for that profession; that standards are monitored and kept up to date through CPD; and that there is a robust process in place if things go wrong.

ii. For the public good? Volunteering in the chartered profession

Paper two, entitled *For the public good? Volunteering in the chartered profession*, focuses on a theme that APM has always had at its heart: volunteering. The advent of chartered status is an excellent time to look at how we can further increase the value of volunteering and the recognition of our volunteers, as well as develop different and innovative ways of volunteering.

The paper provides a backdrop to volunteering and the value it creates in terms of social capital and, more specifically, how volunteering is central to the professional body as a social network.

The central part of the paper sets out suggested ideas for the development of volunteering in the context of APM as a newly chartered body, including ideas of how to promote greater diversity in volunteering, looking at recognition and rewards, and how volunteers can help APM in varied ways beyond the traditional model.

iii. Demonstrating integrity in a complex world: The importance of ethics in professional life

APM becoming a chartered body is something to be celebrated, but with this higher profile and status come greater responsibilities for both practitioners and the profession as a whole (and rightly so). This transition offers us the chance to review the component parts of our profession and ensure we modernise and reform where needed.

Professional standards – usually described as knowledge, competence and behaviours (in APM we refer to the FIVE Dimensions of Professionalism) – are a key foundation for this. Put simply, qualifications equate to the development of knowledge, with CPD providing the opportunity to keep up to date and stay competent. But the third leg to this professional tripod is ethical conduct and behaviour.

This paper looks at different aspects of ethical behaviour. We hope it can be part of a process – for individuals and the profession as a whole – of engaging and better understanding the increasing importance of ethics and integrity. This is the starting point for a debate about how APM can develop ethical support and frameworks beyond the code of conduct itself. We are grateful to the Institute of Business Ethics, which has done pioneering work in this field that helped develop the content for this paper.

For more information on ethics in project management, view our dedicated ethics pages.

iv. The growing significance of CPD: Ensuring professionalism in a dynamic and changing workplace

CPD is a key part of a professional's toolkit. Arguably, in this era of constant change and the increasing public expectation of professionals updating their skills, CPD becomes ever more important. This paper looks at the history and trends across professional bodies in recent years. Written by Professor Andrew Friedman of the Professional Associations Research Network, it sets the context for APM and the profession's future journey, concluding on initial thoughts of how APM as a chartered body needs to adapt and support members – both corporate and individual – in their journey to professionalism using CPD.

As the foreword by Dr Paul Chapman states: "Professional bodies have a crucial role to play in enabling and supporting CPD. This relates to the vital role that professional bodies play in underpinning and justifying public confidence, and ensuring that, when the public deals with a professional, they can trust and have confidence in the skills of that professional, and that their organisation/firm is at the cutting edge of their profession in terms of the latest knowledge." Commitment to CPD is the best way to not only maintain professional standards, but also signal a commitment to them.

v. The robot professional? The role of project professionals in the digital future

In the fifth paper, we look at the challenges and opportunities that technology may bring to the project management profession, and set out some principles for professionals that provide insight on the dynamics that successful digital transformation must address.

This paper focuses on the importance of technology and big data, and the advent of AI and how it might impact our profession, work, society and the economy more generally. As a newly chartered profession, we need to address the implications of technology for project management as a whole, and for individual professionals, not only for the benefit of the economy, but also for society itself. By 2020, it is believed that 40 per cent of incumbent companies will be displaced by digital disruption.

There is no doubt that tomorrow's organisations will be required to move to a state where change and improvement are the only constants, continually striving to keep up with the pace of external change. They will be required to be more agile, value-led, customer-centric, explorative and efficient in order to remain robust and relevant. Enabling these shifts will require that project professionals become keen champions of digitally enabled ways of working, and not just of using the tools. Digital transformation touches every aspect of an organisation (or at least should to succeed) and, crucially, requires new cross-functional behaviours of adapting, testing and learning.

vi. *Professional responsibilities and obligations: The case of millennials*

A key part of the development of the profession of project management, as it evolves to chartered status, is the need to embrace the values and energy of the millennial generation. The sixth paper looks at how millennials can be part of this drive to build a chartered profession.

The paper, drawn up with the help of Dr Effie Konstantinou of UCL, focuses on the key issues facing the project management profession and, indeed, the leadership and management of organisations and firms more generally. In a few short years, the millennial generation will constitute the majority of the workforce and will be emerging, if they are not already, as the leaders in their field. Therefore, the themes and values of this group, which Dr Konstantinou identifies so well in this paper, offer two major challenges as we seek to build a project management profession that matches the traditional chartered professions, in terms of both perception and status.

First, how can the current profession absorb and embrace the best of these 'millennial' values into the existing profession to help evolve it? And second, what do we need to do to attract millennials into the profession to participate and influence developments, and not alienate them by carrying on with existing methods or cultures that inadvertently exclude them?

This paper provides us with food for thought as we consider what elements we need to build our new chartered professional community. If we are to build a new profession, we need to embrace and include the new flow of diverse talent into our ranks.

The paper considers how the professionalism of the project manager is evolving beyond 'delivery execution' skills – and with this comes new requirements of competency, knowledge and ethics if project management is to receive wider recognition as a profession by peers. It focuses on the importance of professionalism and ethics, looking at the impact of the millennial generation and how this can shape the future of the profession, and what the profession needs to consider as it embraces the new wave of thinking and the approach this generation brings.

The paper argues that this is an opportunity for the profession of project management to create a space in which millennial attitudes and behaviour, which emphasise an ethical approach to work, are trusted and supported, and can become an integral, key part of project management practice, and the design and delivery of projects.

vii. *Building influence as a chartered body: Promoting APM thought leadership*

A key part of the development of the profession of project management, as it evolves to chartered status, is the need to build research and thought-leadership capability. This paper looks at how the APM research programme and wider thought-leadership activity are helping to support the development of a chartered profession.

Supporting and commissioning thought leadership, debate and research has long been an integral part of the mission of chartered bodies. Thought leadership within and between the profession and the wider public has long been central to the purpose of chartered bodies' public interest obligations. Many of the more established bodies have this entrenched in their charters, albeit in florid and often archaic language. This paper sets out some of the ways in which APM intends to proceed, and the themes we wish to focus on as a profession.

viii. *Driving innovation in a chartered body: Building a sustainable professional body for the 21st century*

A key part of APM's transition to a chartered body is the need to build best practice across a number of aspects that support the profession of project management. As we develop and grow, it is sensible to look to older and larger chartered bodies to see what learning and ideas we can draw from their activities and initiatives. Paper eight looks at what a number of chartered bodies have done across a number of themes to support the development of a chartered profession and to advance professionalism in their sectors.

APM has joined the ranks of a distinguished group – professional bodies endowed with a Royal Charter. The charter is a mark of trust, a recognition that the members of a profession serve not only their own interests, but also those of their clients and the wider public. This is a great asset, and we need to leverage the wholly legitimate advantages it confers. We can learn a good deal by looking at what our sister organisations are doing. This report examines the work of eight chartered professional bodies, some long established. It addresses six themes, all relevant to the work of APM and its new strategy:

- promoting chartered status;
- innovation in service provision;
- priming the talent pipeline;
- a more diverse profession;
- public representation and influence; and
- collaboration and alliances.

The paper is not a comprehensive catalogue of activities for each body. Instead it focuses on measures that are either distinctive or representative of what is happening on the themes identified. It is worth noting that APM, despite being smaller and newer to

chartered status than others, already has a host of activities in train or planned similar to the initiatives highlighted in the paper. This report represents a menu of options, rather than a blueprint. As we seek to embed the processes and procedures for a chartered body into our evolving structure, so should we seek to draw on ideas and innovation from our peer professional bodies.

ix. Joining the dance? Creating an inclusive profession

What is the role of a professional body in guiding the profession with regard to diversity and inclusion (D&I)? This is particularly relevant in a relatively young and developing profession like project management that is still in the process of defining its own boundaries, never mind diversifying them. Some professional bodies that represent traditional 'gateway' professions like medicine and law (which regulate, or at least control, the entry pipeline of the profession) can have more direct control over the development of D&I. However, professional bodies like APM that do not regulate their profession as such, or which have members across a spectrum of sectors, might take a different approach.

Part of our future role might be to act as a catalyst in developing a genuinely diverse profession, in terms of both inclusion and broadening the profession beyond the traditional construction heartland. This paper aims to develop thinking on D&I issues in an innovative way, beyond current approaches, through monitoring and reporting, and ask larger questions about how to address the objectives of a Royal Charter. The challenge is how to get the project management profession to leverage D&I to improve the impact that projects, programmes and portfolios can have on the economy and society as a whole. This paper is a contribution to this debate.

x. APM as a chartered body: Supporting the journey of chartered project professionals

This paper walks through the practical steps of establishing chartered guidance and an application process that is both inclusive and easy to understand, given that a number of applicants may not have engaged to any great extent with APM in the past.

4. Conclusion – the future

This set of chartered papers represents the first phase of thought leadership to support the ongoing journey to develop the project profession. As a chartered profession, we will continue to publish further papers as the need arises, to elucidate and develop themes to support thinking as the journey progresses, and to seek the views of both our registrants and other stakeholders on how this can and will meet the challenge of the aspirations of our Royal Charter.

5. Continuing professional development

CPD is part of the APM FIVE Dimensions of Professionalism, and fundamental to today's business environment. It ensures that you have the breadth of knowledge to illustrate your commitment to lifelong learning in a rapidly changing environment.

APM expects professionals to undertake 35 hours of formal and informal professional development every year. This is a professional obligation to clients and employers. As a committed project management professional, you are responsible for your own CPD activities, and you are expected to complete the required hours every year.

This publication counts towards up to an hour of CPD using the reflective questions.

A list of what APM classifies as CPD can be found at www.apm.org.uk/qualifications-and-training/continuing-professional-development

CPD reflective questions

- What steps do you believe the project profession should be taking to engage with tomorrow's workforce?
- How have you seen recruitment practices for new entrants change both in your organisation and more broadly across the sector?
- To what extent do you believe chartered status is a driver for getting people to work in the project profession?
- What role will data play in shaping a project profession that is attractive to Generation Z?

6. APM as a chartered body: thought leadership – the 'Road to Chartered' series

As part of the launch year of chartered status, APM has published a series of thought-leadership papers for the benefit of members, as well as interested stakeholders. The papers examine and debate the key components of chartered and the contribution we believe it will make to advancing professionalism, and the profession of project management.

"The award of chartered status to APM is a tremendous recognition for a relatively new profession, which now makes such a significant contribution to social and economic well-being. I hope you enjoy and contribute to the debate through this series, and help to set the direction of travel for our new chartered body," commented APM chair John McGlynn.

The papers in the series

APM's chartered papers are part of the 'Road to Chartered' series, helping to provide members with insight into what chartered means for them. A series of thought-leadership papers, they signal to the wider public the intent of the project profession and its contribution to social and economic well-being and the wider public interest. The series covers the following topics:

1. *21st-century professionalism: The importance of being chartered*
2. *For the public good? Volunteering in the chartered profession*
3. *Demonstrating integrity in a complex world: The importance of ethics in professional life*
4. *The growing significance of CPD: Ensuring professionalism in a dynamic and changing workplace*
5. *The robot professional? The role of project professionals in the digital future*
6. *Professional responsibilities and obligations: The case of millennials*
7. *Building influence as a chartered body: Promoting APM thought leadership*
8. *Driving innovation in a chartered body: Building a sustainable professional body for the 21st century*
9. *Joining the dance? Creating an inclusive profession*
10. *APM as a chartered body: Supporting the journey of chartered project professionals*
11. *Relate, Democratise, Transform: Opening doors to project management for young people*

Explore the 'Road to Chartered' series at www.apm.org.uk/resources/find-a-resource/thought-leadership/road-to-chartered-series

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