

Third Generation Configuration Management Development Programs

An Enquiry Based
Approach to CM People
Development


Audience Profile

n How many work in CM?

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Audience Profile

- n How many work in CM?
- n How many left school wanting to do CM?

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Audience Profile

- n How many work in CM?
- n How many left school wanting to do CM?
- n How many started their careers in CM?

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Audience Profile

- n How many work in CM?
- n How many left school wanting to do CM?
- n How many started their careers in CM?
- n How many see their careers finishing in CM?

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My Profile

- n Started life in Process Engineering

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My Profile


- n Started life in Process Engineering
- n Worked in CM roles for RHM and BAe

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My Profile


- n Started life in Process Engineering
- n Worked in CM roles for RHM and BAe
- n Research head for AdCoMS program
- n Director of CM Research Group at
Leeds University
- n Research projects with BT, RR, BAe,
Royal Mail, BAA, Siemens, Ericsson,
AMEC, Boeing

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CM Research

- n 37 Masters dissertations
- n 7 Masters by research
- n 4 PhD
- n £670,000 in research over 10 years
- n Contributed to ISO 10007 and AdCoMS

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Masters Degree in Managing Projects


- n 414 students in UK and NA
- n All students are managers from 9 member companies
- n All work in PM, CM, Manufacture, Design or Support
- n Program is 3 years

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CM Dissertation Research Results

- n CM has remained static for 10 years
- n People development in CM is not consistent with business direction
- n CM practice does not support new projects and changed work practices
- n CM does not integrate well across supply chain

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Common themes across all dissertation research

- n CM education is poorly thought out

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Common themes across all
dissertation research

- n CM education is poorly thought out
- n Much of it is tool based

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Common themes across all
dissertation research

- n CM education is poorly thought out
- n Much of it is tool based
- n Expect CM practitioners to hit the
ground running

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Common themes across all
dissertation research

- n CM education is poorly thought out
- n Much of it is tool based
- n Expect CM practitioners to hit the
ground running
- n No long term personal development

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Common themes across all
dissertation research

- n CM education is poorly thought out
- n Much of it is tool based
- n Expect CM practitioners to hit the
ground running
- n No long term personal development
- n Where is the 'management' in CM?
- n CM is not 'one size fits all'

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Since you moved into CM

- n How many of you have had formal CM training, either system based or concept based?

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Since you moved into CM

- n How many of you have had formal CM training, either system based or concept based?
- n How many of those courses were based on the traditional ICSA model?

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Since you moved into CM


- n How many of you have had formal CM training, either system based or concept based?
- n How many of those courses were based on the traditional ICOSA model?
- n How many were more than 3 days?

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Since you moved into CM


- n How many of you have had formal CM training, either system based or concept based?
- n How many of those courses were based on the traditional ICOSA model?
- n How many were more than 3 days?
- n How many do more than 50 hours CPD per year?

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3rd Generation CM Education


- n 1st Generation was traditional chalk and talk method of delivery
- n 2nd Generation utilised case method of teaching
- n 3rd Generation will focus on real life issues

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Traditional Programs


- n Based on Standards
- n Focus on knowledge acquisition
- n Delivery by traditional teaching
- n Little chance for transference
- n Not experience related

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Needs of Future Programs


- n Focus on leadership
- n Emphasis on problems solving and creativity
- n *Managing* rather than *management*
- n Driven by changing needs of the business

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Future Program Design


- n Focus on changing behaviours
- n Mix of knowledge and activity
- n Identify relevant mind sets of configuration managers
- n Reflection and professional practice
- n Treat CM practitioners as individuals

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Theory Base of Behaviour



$$B=f(P,E)$$

Behaviour is a function of both
the person and the environment

Kurt Lewin

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Control *versus* Practice

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Competencies and Behaviours of CM Leadership


- n Managing vision and purpose
- n Business acumen
- n Priority setting
- n Directing others
- n Leading from the front
- n Drive for results
- n Dealing with ambiguity
- n Composure
- n Negotiating
- n Building effective teams

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To date, no CM education program
focuses on

Creativity

Problem Solving


Decision Making

in short ...


“Managing”

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Recent PhD research project –
‘Personality Types in Managing
Configurations’

- n Sampled 470 CM practitioners in 8 industries

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Recent PhD research project –
‘Personality Types in Managing
Configurations’

- n Sampled 470 CM practitioners in 8 industries
- n Used a common personality trait framework to assess types

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Recent PhD research project – ‘Personality Types in Managing Configurations’

- n Sampled 470 CM practitioners in 8 industries
- n Used a common personality trait framework to assess types
- n Found two distinct types, which are indicative of industry types: termed *Cavalier and Roundhead*

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Cavalier Personality Type

- n Found in innovative, fast moving industries
- n Good decision making skills and above average problem solver
- n Used to working with incomplete data sets
- n Risk taker

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Roundhead Personality Type

- n Found in regulatory industries
- n Feels more comfortable with established process
- n Requires order and completed tasks in order to make decisions
- n Not encouraged to take risks

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Lessons for CM education

- n No one way of managing configurations
- n Environments dictate CM application
- n Need to know when to take risk and when not to
- n Need to assess impact of incomplete data on schedule
- n Need to solve problems

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