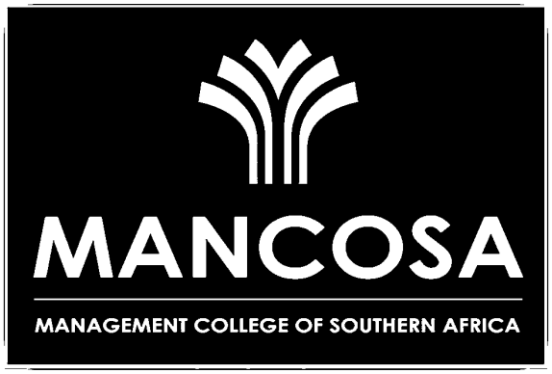

POST GRADUATE DIPLOMA IN PROJECT MANAGEMENT

PROJECT MANAGEMENT LEADERSHIP

TABLE OF CONTENTS

Introduction

Project management and leadership are two sides of the same coin. They are inter-linked and need to be if a project is to be delivered on time, to budget and to the desired quality. However, too many project managers place too much attention to managing and too little time to leading. As with everything in life, finding the right balance is the key.

Management and leadership are functional roles with specific activities, while managing and leading are processes with specific sets of skills and clusters of competencies.

There have been two major changes in the project environment in recent years which have motivated significant changes in the project manager's leadership style – viz. the introduction of project teams working within a matrix organization breakdown structure, and a general increase in the workforce's level of education and ability.

The organizational changes mean project managers may not have the full line authority over the resources they need to carry out the work. Project managers must, therefore develop negotiation and networking skills to enable them to obtain labour and equipment from the resource providers.

The other factor motivating a change in leadership style is the ability of the workforce who are now better educated, more experienced, more competent and more articulate. This greater competency has led to greater expectations and demands to have a greater say in their working environment, and they also are quite prepared to question their leader's instructions.

These two factors have alone encouraged a dramatic change from the command and control leadership style of yesteryear to a more participative and collaborative approach.

Module Objectives

The main objectives of this module are:

- To provide an understanding of project management leadership and the leadership process.
- To create an awareness of the issues, possibilities and challenges in the area of project management
- To emphasize the role and contribution of project management leadership in successful projects

Learning Outcomes

At the end of this module, the learner should be able to:

- Understand the importance of stakeholder management and the value of networking
- Discuss and apply the process of problem solving and decision-making
- Appraise organizational breakdown structures
- Develop job descriptions
- Develop high performing teams
- Understand the various leadership traits, theories and styles
- Motivate he project team
- Engage in delegation to ensure the success of the project
- Negotiate to obtain the best outcome for the project
- Communicate with the project team and other stakeholders

How to use this module:

SELF ASSESSMENT EXERCISES/ ACTIVITIES

Exercises enable you to explore the theory learnt and activities ask you to carry out specific tasks – for example gathering information or application of the theory learned.

READINGS

This module should be studied using this manual and the prescribed textbooks.

You should read about the topic that you intend to study in the chapter, together with its accompanying section(s) in the prescribed textbook.

Prescribed Reading:

Burke, R. and Barron, S. 2007. Project Management Leadership. Burke Publishing. South Africa.

Recommended Reading:

Schwalbe, K. 2008 Introduction to Project Management. Cengage Learning. Boston, Massachusetts.

Additional Reading:

Selected journal articles

Module Assessment

Assignment

You will be required to complete and submit an assignment. This assignment is assessed as part of your coursework. Therefore, it is very important that you complete it.

Examination

An examination will be written at the end of each semester. The assessment strategy will focus on application of theory to practice.

CHAPTER ONE

INTRODUCTION TO PROJECT MANAGEMENT LEADERSHIP

Chapter One

INTRODUCTION TO PROJECT MANAGEMENT LEADERSHIP

Learning Outcomes:

Having worked through this chapter, the student should be able to:

- Understand the range of management and leadership skills the project manager needs to manage the project.
- Understand the project environment.
- Understand which PMBOK knowledge areas apply to project leadership

READINGS

You should read about the topic that you intend to study in this chapter, together with its accompanying section(s) in the prescribed textbook.

Prescribed Reading:

Burke, R. and Barron, S. 2007. Project Management Leadership. Burke Publishing. South Africa.

Recommended Reading:

Schwalbe, K. 2008 Introduction to Project Management. Cengage Learning. Boston, Massachusetts.

INTRODUCTION

Project management leadership focuses on the human side of project management, and the leadership skills that the project manager needs to manage the project team and other stakeholders. Besides project management skills, the project manager also needs leadership skills to negotiate, motivate and inspire the team members, both individually and collectively. However, the project manager's challenges do not end there, the project manager also has to manage and lead all the other project stakeholders.

WHAT IS A PROJECT?

The Project Management Body of Knowledge (PMBOK) (2004 cited in Burke and Barron 2007: 29) defines a project as "...a temporary endeavor undertaken to create a unique product or service (outcome or result). Temporary means that every project has a definite end. Unique means that the product or service is different in some distinguishing way from all other similar products or services...".

WHAT IS PROJECT MANAGEMENT?

The PMBOK (2004 cited in Burke and Barron 2007: 30) defines project management as "…the application of knowledge, skills, tools and techniques to project activities in order to meet stakeholder needs and expectations from a project…". The PMBOK (2004 cited in Burke and Barron 2007: 30) also states that project management is accomplished through processes which are defined as "…a set of interrelated actions and activities that are performed to achieve a pre-specified set of products, results or services…". The project management process can be sub-divided into five key processes which are linked by the results they produce – the outcome from one process is often the input to the next process. The five key processes are the:

- Initiating process
- Planning process
- Execution process
- Controlling process
- Closing process

PROJECT MANAGEMENT BODY OF KNOWLEDGE (PMBOK)

The purpose of a body of knowledge is to identify and describe best practices that are applicable to most projects most of the time, for which there is widespread consensus about their value and usefulness. The PMBOK (2004 cited in Burke and Barron 2007: 33) subdivides project management into nine knowledge areas:

- Project scope management
- Project time management
- Project cost management
- Project quality management
- Human resource management
- Project communications management
- Project risk management
- Project procurement management
- Project integration management

"Project Leadership" is not included as a specific knowledge area, but of the nine knowledge areas, there are two knowledge areas which focus on the human factors of project management, viz. Human Resource Management and Project Communication Management.

The PMBOK(2004 cited in Burke and Barron 2007: 34) defines project human resource management as "…the process required to make the most effective use of the people involved with the project. It consists of organization planning, staff acquisition and team development…".

The PMBOK (2004 cited in Burke and Barron 2007: 35) defines project communication management as "…the process required to ensure proper collection and dissemination of project information. It consists of communication planning, information distribution, project meetings, progress reporting and administrative closure…".

TRADITIONAL PROJECTS

Traditional projects were run within a department where the functional manager would have the full line authority over the workforce, and when their part in the project was finished they would hand it over to the next department which, in turn, would pass it on to the next department. Although the project was multi-disciplined, work was carried out sequentially and the client would have to deal with each department separately

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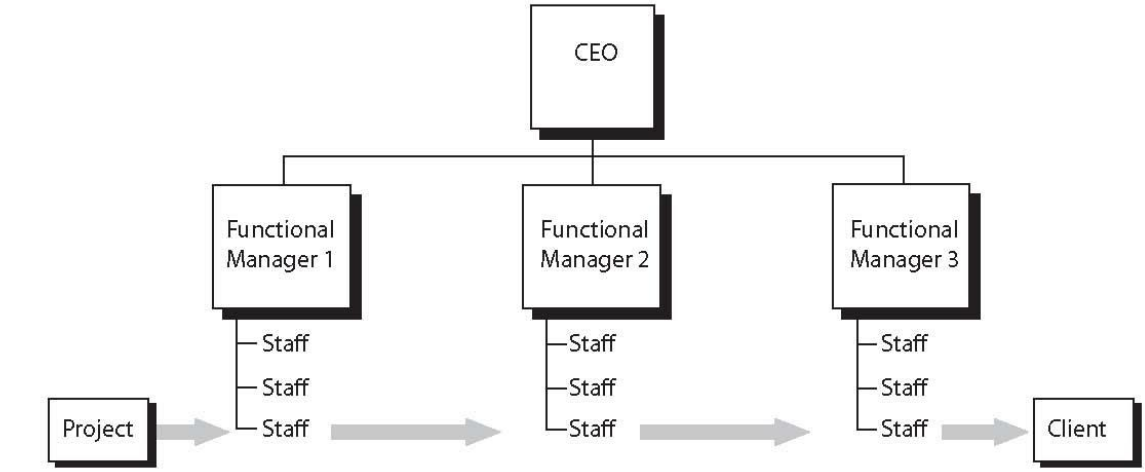

Activity Description	Mon 1	Tues 2	Wed 3	Thurs 4	Fri 5	Sat 6	Sun 7	Mon 8	Tues 9	Wed 10	Thurs 11	Fri 12	Sat 13	Sun 14	Mon 15
Design															
Development															
Prototype															

Figure 1.1: A Traditional Project

(Source: Burke and Barron 2007: 22)

TEAM PROJECTS

The project team approach for managing multi-disciplined projects is to select a member from each discipline or department to join the project team or product development team.

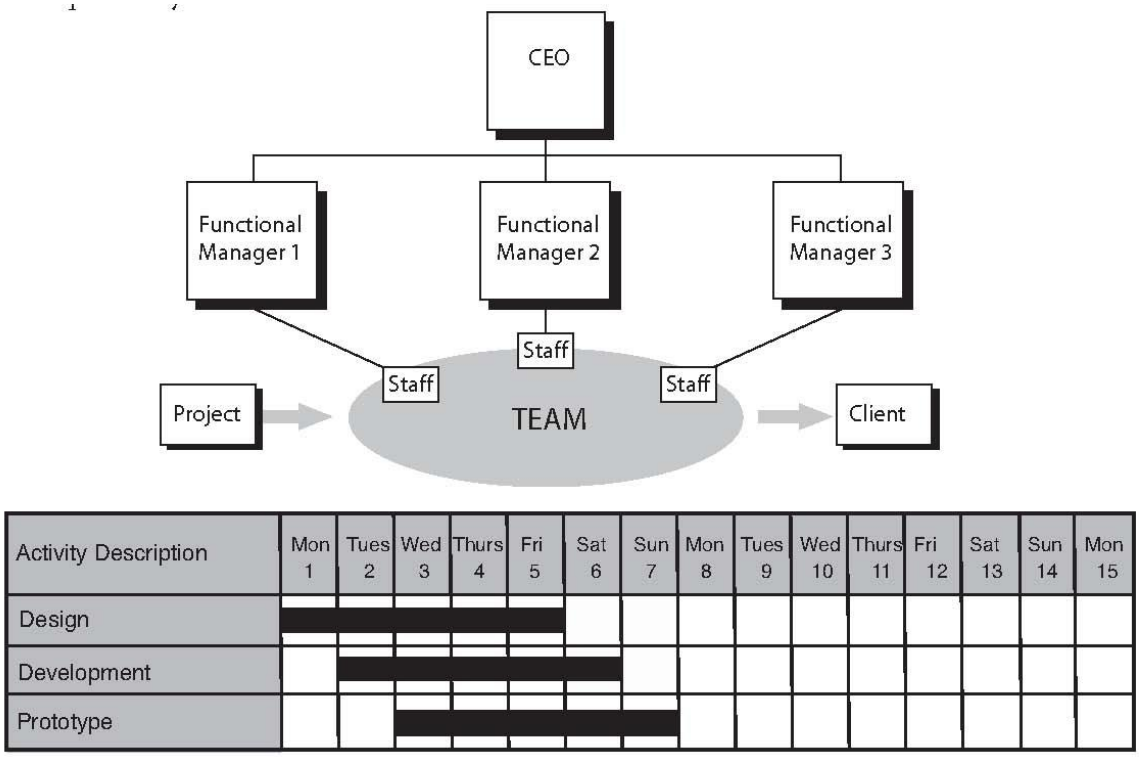

Figure 1.2: Team Project

(Source: Burke and Barron 2007: 23)

PORTFOLIO OF SKILLS OF A PROJECT MANAGER

Managing projects requires a diverse range of skills and abilities. A skill is defined as the ability to translate knowledge into an action that results in the desired performance.

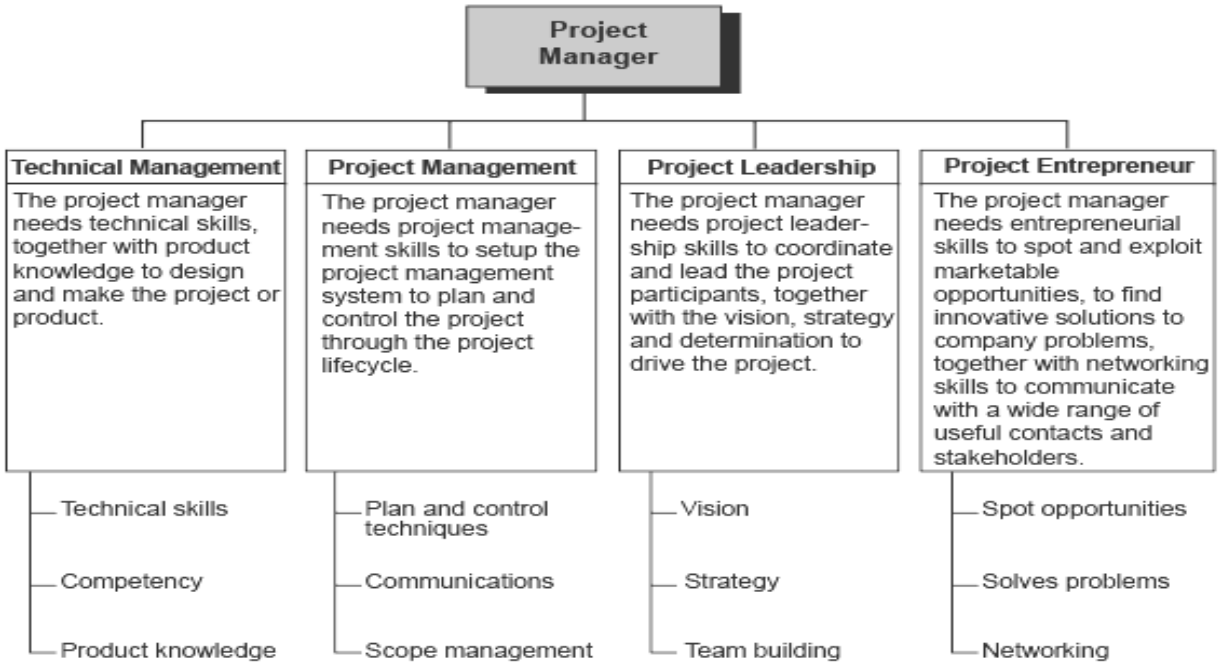

Figure 1.3: Portfolio of skills of a Project Manager
(Source: Burke and Barron 2007: 25)

The terms project manager and project management are used in two different contexts viz.:

- Project manager – position responsible for the whole project
- Project management – system used to plan and control the project

It is essential that the project manager be competent in all of the four areas identified in Figure 1.3.

SELF ASSESSMENT EXERCISES/ACTIVITIES

1. Define a project and define project management and discuss how they relate to your company's work.
2. Identify the technical skills, project management skills, leadership skills and entrepreneurial skills that you use to manage your projects.
3. Discuss why your company uses project teams

CHAPTER TWO

WORKING WITH STAKEHOLDERS AND NETWORKING

Chapter Two

WORKING WITH STAKEHOLDERS AND NETWORKING

Learning Outcomes:

Having worked through this chapter, the student should be able to:

- Understand the importance of building relationships with stakeholders
- Identify the project's stakeholders and quantify their needs and expectations
- Identify the different types of stakeholders in each phase of the lifecycle
- Appreciate the importance of networking to find useful contacts
- Identify potential networking areas and find useful contacts

READINGS

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INTRODUCTION

It is an essential project management leadership function to identify all the stakeholders and determine their needs and expectations – particularly with respect to information and communication. It is likely that many of these needs and expectations will be different and in some cases conflicting. This is where project managers need to use their negotiation skills and influence on a common set of mutually acceptable objectives. Project managers are expected to use their leadership skills to create an environment where the stakeholders are encouraged to contribute their skills and knowledge to the project environment. These needs and expectations should then be managed, influenced, balanced and if necessary, prioritized to ensure a successful outcome.

A network of contacts and a list of stakeholders are often thought of as being one and the same, and in many cases they are. But, if a distinction is required then, stakeholders tend to be associated with the project, and the network of useful contacts tends to be associated with the project manager.

IDENTIFY STAKEHOLDERS

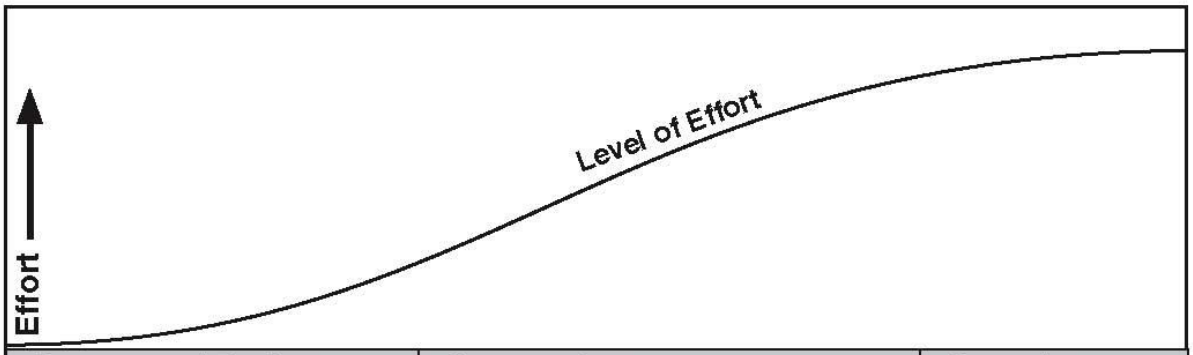
Each stakeholder brings different expertise, different standards, different priorities and different agendas to the project. The vast range and complexity of the stakeholder relationships that need to be managed distinguishes project management from other forms of management (production management, process management and general management). To be successful, the project manager needs to understand and influence how the stakeholders can impact on the project and, equally, how the project can impact on the stakeholders. The following is a list of possible stakeholders:

- Directly involved stakeholders
    - Originator
    - Owner
    - Sponsor
    - Designers
    - Functional managers
    - Project team
    - Senior management

    - Quality manager
    - Contractors
    - Suppliers
    - Supply chain members
    - Users
    - Customers
- Supportive stakeholders
    - Support companies
    - Boss
    - Mentor
    - Colleagues
    - Project managers
    - Family and friends
- Non supportive stakeholders
    - Bureaucratic structures
    - Local residents
    - Lobby groups
    - Competition
    - New technology
- External stakeholders
    - Sources of finance
    - Government
    - Insurance companies
    - Trade unions
    - Lobby groups
    - New technology
    - Competition
    - Market

STAKEHOLDERS' LIFECYCLE

The stakeholders' lifecycle imposes a timeline on the stakeholders by subdividing the project into the stakeholders associated with each project phase. This helps the project manager to focus on the stakeholders that need to be consulted at the time. The following figure considers the stakeholders associated with the lifecycle of an aeroplane.



Concept and Design	Construction	Operation
Originator	Manufacture	Airlines
Sponsor	Contractors	Travel agents
Designers		Customers / travellers
Approval authorities	Suppliers	Maintenance
		Upgrade
Design standards	Airline authority approval of airworthiness	Operation standards
Competition		Local residents affected by noise pollution around airports

Figure 2.1: Stakeholders' Lifecycle
(Source: Burke and Barron 2007: 47)

STAKEHOLDER PRIORITY LIST

After identifying all the stakeholders and establishing their needs and expectations, discussing their issues, negotiating and compromising – it may be discovered that all of the stakeholders cannot be pleased all of the time. In this type of situation, some hard choices have to be made and a priority list of the stakeholders' needs should be developed and decisions made accordingly.

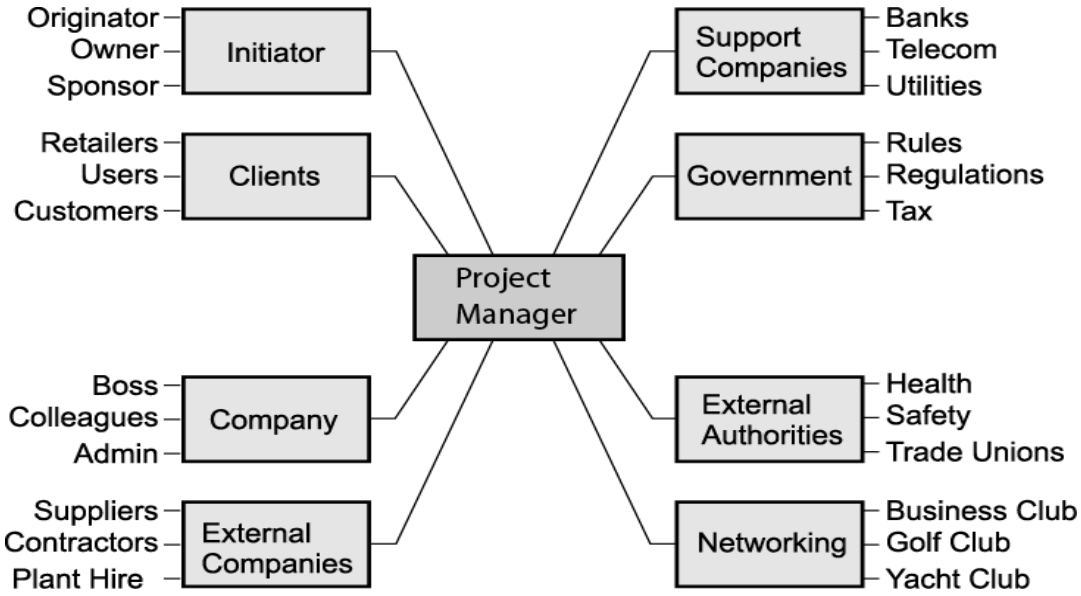


Figure 2.2: Stakeholder Spider – a graphic illustration of the project manager's web of stakeholders (Source: Burke and Barron 2007: 49)

NETWORKING

Networking may be defined as the active development and maintenance of a list of useful contacts who can help you achieve your objectives. In the project manager's case, it is the ability to network with a broad range of contacts who can supply useful information, advice and resources to make the project.

Networking skills are possibly the most important entrepreneurial trait helping the project manager to achieve the project's objectives. The project manager's ability to develop a network of useful contacts far outweighs any portfolio of academic degrees and certificates of employment. Although, what you know usually influences who you know in the first place.

The network of useful contacts can be divided into three categories:

- Contacts providing moral support
- Contacts providing professional support
- Those providing internet contacts.

SELF ASSESSMENT EXERCISES/ACTIVITIES

1. Identify the key stakeholders on your project and determine their needs and expectations.
2. Identify the stakeholders who could oppose your project. Determine why and discuss how a compromise can be established.
3. On a project that you are familiar with, relate the stakeholders to the project lifecycle and link the stakeholders to the project phases.
4. Discuss how your family and friends give you moral support.
5. Discuss where and how you find professional support.
6. Discuss how you use the Internet to develop a network of useful contacts.

CHAPTER THREE

PROBLEM SOLVING

Chapter Three

PROBLEM SOLVING

Learning Outcomes:

Having worked through this chapter, the student should be able to:

- Understand the problem solving process
- Carry out a brainstorming process
- Understand the blocks to problem solving

READINGS

You should read about the topic that you intend to study in this chapter, together with its accompanying section(s) in the prescribed textbook.

Prescribed Reading:

Burke, R. and Barron, S. 2007. Project Management Leadership. Burke Publishing. South Africa.

Recommended Reading:

Schwalbe, K. 2008 Introduction to Project Management. Cengage Learning. Boston, Massachusetts.

INTRODUCTION

A problem may be defined as any obstacle which stands in way of objectives being met. A problem should also be looked at as an opportunity to improve the project's competitive advantage. Either way, the project managers must be able to identify problems early on, respond quickly to opportunities with solutions and options, and make visionary decisions to keep the project on track with minimal disruptions.

Problem solving and decision-making are often used interchangeably and seen as part of the same process, but in the project context, they are in fact quite different:

- Problem solving is the process of generating a number of practical and technical solutions to solve a problem.
- Decision-making is the process of considering the wider aspects of the situation and gaining commitment from the team and stakeholders for the selection of one course of action.

Problem solving and decision-making are, therefore, "two sides of the same coin". The main elements of the two processes are shown in Figure 3.1 below:

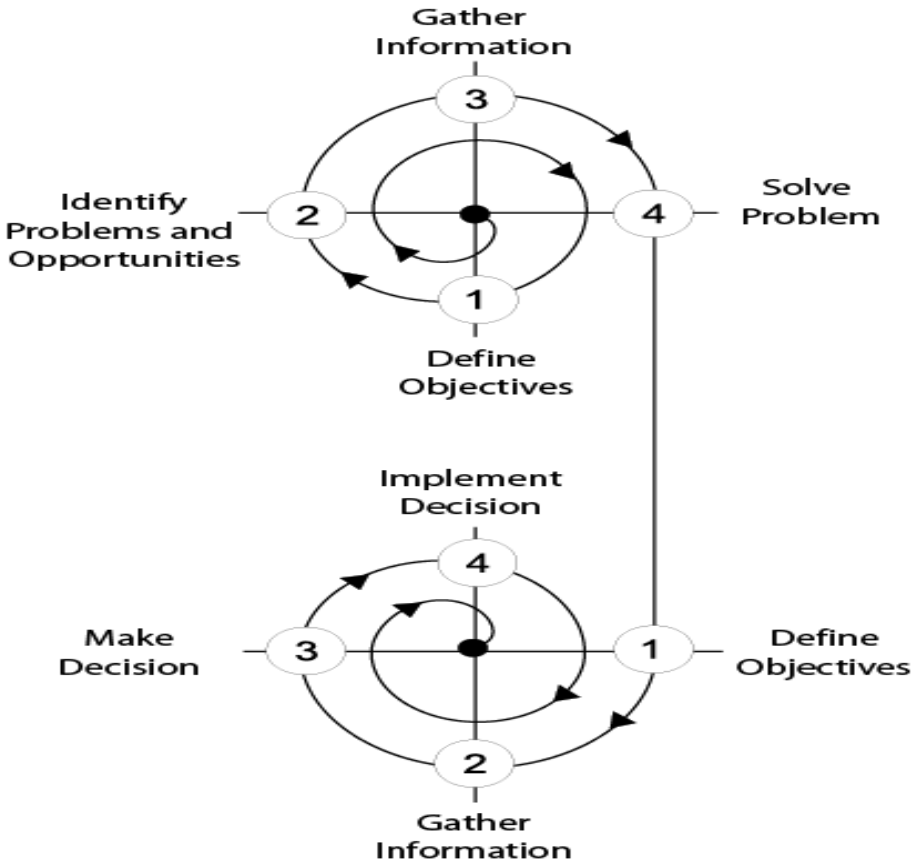


Figure 3.1: Problem Solving and Decision-making Process
(Source: Burke 2007 and Barron: 57)

PROBLEM SOLVING CYCLE

Problem solving techniques can be shown as a cycle or sequence of interrelated actions or discrete steps, as shown in Figure 3.1.

- Define objectives

The starting point for problem solving is to define the project's goals and objectives because problems and opportunities can only be evaluated against these objectives. Objectives at the project level can be expressed as achieving the project charter and the baseline plan, together with addressing the stakeholders' needs and expectations.

  - Project charter – this outlines the purpose of the project, its objectives and how it will be managed.
  - Baseline plan – this is the roll up of all the planning and control documents. These documents include the scope of work, specifications, time planning, procurement

planning, resource planning, quality planning, risk planning and communication planning.

- Identify the problems or opportunities

Sensing and identifying problems is a skill and an art usually gained from experience. Problems and opportunities can be identified using the following techniques:

- Progress meetings and progress reports – The discussions should identify potential problems
- Non Conformance Report (NCR) - When the quality control department find work that does not achieve the required condition as set out in the project quality plan, they raise a NCR. The NCR initiates a process to correct the problem.
- Situation appraisal – The following questions should be raised- What is wrong with the current solution? What would happen if we did not address this problem? In appraising the situation, and with the help of stakeholders, specific challenges that help shape the problem can be identified.

- Gather information

The following are useful in gathering information:

- Internet – Entering key words in search engines and following the links provides a good source of information.
- Closeout reports – Closeout reports and the minutes of meetings from previous projects area a valuable source of previous problems and lessons learnt.
- Stakeholders – The project stakeholders including the vendors, suppliers and also the project manager's network of useful contacts are a valuable source o information.
- Audit – These are a formal method of gathering information. The findings of the audit should identify any non conforming situations and make recommendations for corrective action.

- Solve the problem

This involves a combination of structured and unstructured methods for example:

- Sense making – This is an important part of problem solving. It is how we make sense of situations, how we determine what it means to us, and what it means to the project. As we review information about the problem, we internalize the knowledge and this forms part of our developing an understanding of the problem. It is useful to ask questions like: What? Why? When? How? Where? Who?
- Breaking down the problem – Sometimes the problem can be too big to solve in one go. The level of uncertainty that might be involved in the larger problem can make it unachievable. Choosing a goal that involves less uncertainty, or a level of uncertainty that is manageable, makes it achievable. In defining the problem, it should be written down in clear and concise terms that specifically states: what the expected benefit will be, the objectives and measures and the mandatory constraints.
- Brainstorming – This is also called a "mind shower". The process is usually used with a group, but can also work as a solo technique. Essentially the brainstorming process follows a series of steps as follows:
  - ✓ Gather all participants and allow all to get into the right frame of mind.
  - ✓ Ensure that there is a writing space that can be seen by all participants
  - ✓ Brief all participants on the purpose of the session.
  - ✓ As the team members call out their ideas, write them down in the writing space.
  - ✓ Group the ideas according to similarity and themes, without discarding any ideas at this stage.
  - ✓ Consider the ideas on their merits and develop or combine with other ideas to design the most suitable approach to solving the problem.
- Configuration management system – A project's configuration management system is designed to formally consider proposed changes to the scope of work. This enables all the nominated responsible people and stakeholders to consider the proposals, make comments, suggestions and recommendations. These are the project's checks and balances to prevent rogue ideas slipping through – ideas

which may be good for one discipline, but disaster for another, and maybe the project as a whole.

- Quality circles- Although quality circles are a production line problem solving technique, it can also be used to manage projects. In the project context, the quality circle could include a representative from the project management office, the function al department, the supplier, the contractor and the client.

- Present solutions and options

The output from the problem solving process is a number of possible solutions and options to solve the problem or take advantage of the opportunity.

BLOCKS TO PROBLEM SOLVING

The problem solving process is often compromised by problem solving blocks. These are a combination of factors which unintentionally constrain our thinking and polarize our opinions. Consider the following:

Cognitive block	Lack of mental ability, cannot understand the problem and therefore the solutions.
Cultural block	Taboos- the problem cannot be discussed and therefore the problem cannot be solved.
Stereotype block	The problem is seen only in terms of what is expected to be seen – the problem is considered only in terms of a specific discipline and in terms of the whole project.
Saturation block	Too much of data, information overload – cannot see the wood for the trees.
Ambiguity block	Unable to accommodate uncertainty and ambiguity, do not know what to do with incomplete data, misleading data and too many options.
Boss block	The boss always knows the answer – this effectively stops the team making alternative suggestions.
Lack of exposure block	Lack of varied and appropriate experience
Risk adverse block	Will not consider anything new for fear of the unknown – the status quo is preferred.
Indecisive block	Too many ideas and options – decisions cannot be made.

SELF ASSESSMENT EXERCISES/ACTIVITIES

1. Discuss how you solve problems during the implementation of your projects.
2. Discuss how you generate creative ideas and innovative solutions to your problems.
3. Discuss how you use a configuration management system to capture the input (checks and balances) of key project players.

CHAPTER FOUR

DECISION - MAKING

Chapter Four

DECISION-MAKING

Learning Outcomes:

Having worked through this chapter, the student should be able to:

- Plan an effective approach for making decisions
- Select the most suitable option from a range of choices
- Understand the decision-making continuum

READINGS

You should read about the topic that you intend to study in this chapter, together with its accompanying section(s) in the prescribed textbook.

Prescribed Reading:

Burke, R. and Barron, S. 2007. Project Management Leadership. Burke Publishing. South Africa.

Recommended Reading:

Schwalbe, K. 2008 Introduction to Project Management. Cengage Learning. Boston, Massachusetts.

INTRODUCTION

Decision-making is a companion process to problem solving where, problem solving is a process to analyze the problem and identify a number of feasible and technical solutions, decision-making is a more political process to gain collective support and team commitment for one of the solutions. Ultimately, a decision is a commitment of finite project resources.

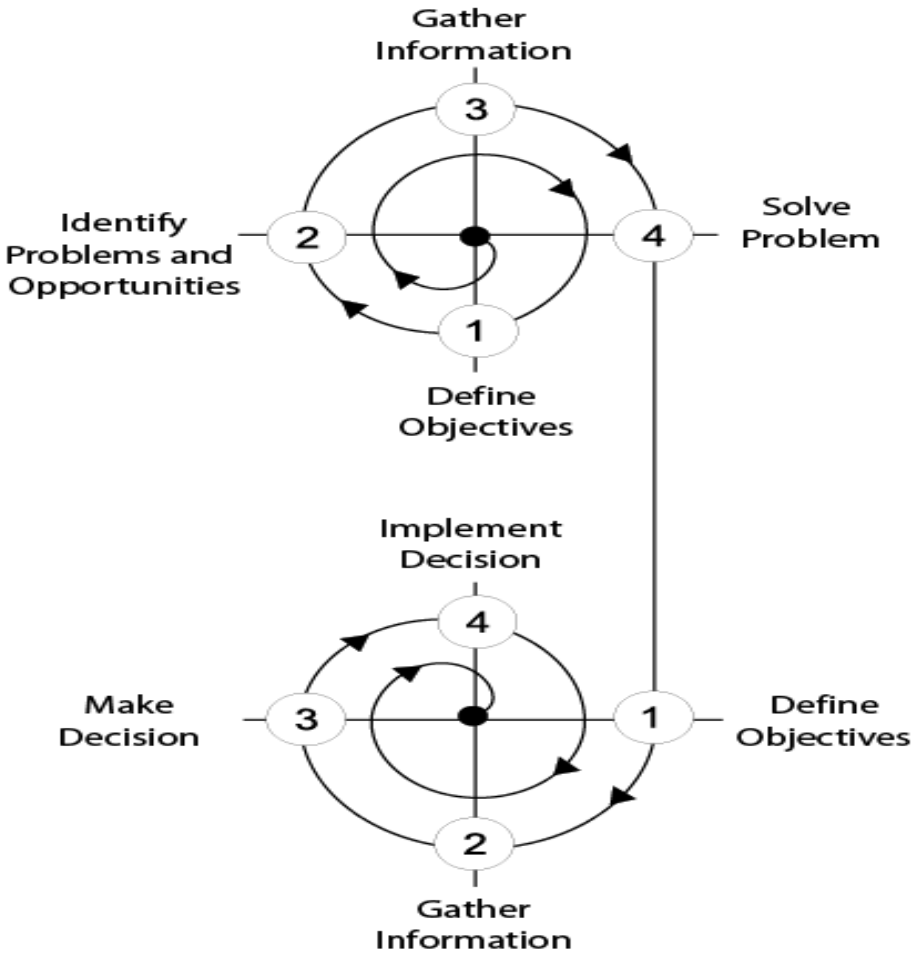


Figure 4.1: The Problem Solving and Decision-Making Process
(Source: Burke and Barron 2007: 69)

DECISION-MAKING PROCESS

The decision-making process can be shown as a cycle or a sequence of interrelated actions or discrete steps as displayed in Figure 4.1.

- Determine objectives

Whereas the objectives in the problem solving section referred to the project charter and the baseline plan, the objectives in the decision-making process also need to refer to the wider objectives of the project environment, the company and the external stakeholders. These objectives need to be known because a problem, by definition, is a situation which threatens the achievement of the objectives. Therefore, a decision needs to be made when the objectives are threatened and/or an opportunity is spotted which can enhance the project's competitive advantage. The need to make a decision will be triggered both by the project problem solving process and events threatening the other company objectives.

- Gather Information

The gathering of information function should try to obtain all relevant information, facts, figures and opinions together with identifying possible causes of problems, and establishing time constraints.

- Decision-making

Having defined the problem, gathered the information and been offered a number of solutions from the problem solving process, the next step is to decide a course of action. One of the key features of decision-making is the power to influence the other people who must accept the decision. This may require a combination of negotiation and persuasion skills. The decision-making continuum model indicates that the project manager as leader of the team can make project decisions in a number of ways – these can be set out as a six stage decision-making continuum.

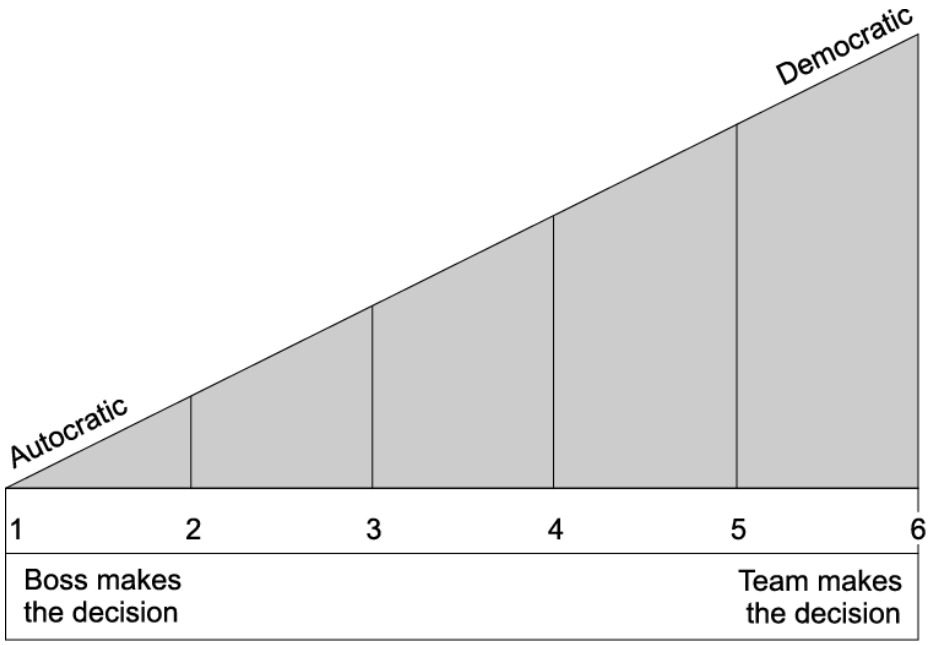


Figure 4.2: Decision-making Continuum

(Source: Burke and Barron 2007: 72)

The six stages from autocratic to democratic leadership are:

1. Autocratic (isolated decision)	The project manager solves the problem and makes the decision on his/her own, using information available at the time. There is no communication with the team members.
2. Autocratic (informed decision)	The project manager obtains the necessary information from the team members, and then makes the decision on his/her own.
3. Consultative Autocratic (discuss with individuals)	The project manager shares the problem with the team members individually; gathering their ideas and suggestions, then makes the decisions on his/her own.

4. Consultative Democratic (discuss with team)	The project managers share the problem with the team members as a team; then makes the decision on his/her own.
5. Consultative Democratic	The project manager shares the problem with the team members as a team; then together with the team makes the decision – a majority vote.
6. Empowerment	The project manager gives the problem to the team and empowers them to make the decision themselves. As the project teams develop they become more self-directed.

The ability of the project manager and the project team to make effective decisions is fundamental to the project's success. It is therefore essential that the project managers and the project team decide on how they will make the decisions.

- Autocratic – Being autocratic means project managers essentially make decisions by themselves using their own information and judgment. The autocratic project management style is more appropriate for simple, fairly routine tasks where feedback from the team members is not important. An autocratic approach is effective when you need to make quick decisions, and are not concerned with consulting and gaining consensus with the team. On the negative side, an autocratic approach may lead to demoralizing the team members, since they contribute no meaningful input into the decision-making process. Creative and intelligent team members may become frustrated when their input is not considered – this approach could actually encourage them to leave the project team. Autocratic decision-making can lead to poor decisions since the project manager might base decisions on insufficient outside information, and the team are not necessarily committed to the decision either.

- Democratic – Democratic project managers actively seek input from team, members before making a decision. This should lead to better decisions as the decisions will be based on a broad spectrum of views and opinions. The concept of shared leadership is fundamental for project management leadership and team building because it requires participation and involvement of all the team members. The project manager must delegate some authority and empower the team and, in so doing, the project manager becomes more of a team member and the team members assume more of a leadership role as they become a self directed team. This encourages the team to participate in problem solving and decision-making and accept the responsibility for achieving the project's goals. This will not only enhance the team's commitment, but also give them a strong feeling of ownership.

- Issue Instructions

The final step in the decision-making process is to make a decision and issue instructions. The implementation of the instructions has all the elements of a project and should be planned, monitored and controlled as a project. The project manager needs feedback on the performance of the decision because if the problem is not resolved, further corrective action may be required.

DECISION-MAKING PITFALLS

Some of the potential mistakes that can compromise decision outcomes include:

- The decision criteria are set too generally; the goals and expectations are not sufficiently clear, specific or are too open-ended.
- The decision criteria are ambivalent; the expectations contain internal confusions and conflicts.
- Too much is wanted at one time or the expectations are too complicated.
- The options are too similar.
- There are not enough options generated.
- There are too many alternatives which mean there is no real winner.
- Connections between the decision criteria and the options are not clear.
- Ideas are considered as requirements or demands treated like possibilities.

SELF ASSESSMENT EXERCISES AND ACTIVITIES

1. The decision-making continuum identifies six different ways to make decisions. Discuss how you would use each method in your projects.
2. Illustrate the problem solving and decision-making processes in your project.
3. Describe the decision-making pitfalls of your project.

CHAPTER FIVE

ORGANIZATIONAL BREAKDOWN STRUCTURES

Chapter Five

ORGANIZATIONAL BREAKDOWN STRUCTURES

Learning Outcomes:

Having worked through this chapter, the student should be able to:

- Understand the type of OBS that can be used to manage projects
- Understand the project managers leadership role for managing projects within each type of OBS

READINGS

You should read about the topic that you intend to study in this chapter, together with its accompanying section(s) in the prescribed textbook.

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Schwalbe, K. 2008 Introduction to Project Management. Cengage Learning. Boston, Massachusetts.

INTRODUCTION

The purpose of an OBS is to identify relationships and lines of communication (reporting) between the project participants, together with defining their roles (duties), responsibilities, authority and competency. Lines of communication may be defined as formal or informal links between two or more people, departments, companies, suppliers, contractors or stakeholders. Reporting is the gathering and presentation of project information.

PROJECT ORGANISATION STRUCTURE CONTINUUM

Within the organization structures used to manage projects (as reflected in Figure 5.1), there are a number of variants reflecting the distribution of power and authority between the project manager and the functional managers. A matrix is considered weak when the power lies with the functional manager (as in the co-ordination matrix), and strong when the power lies with the project manager (as in the secondment matrix). The overlay matrix is also called the balanced matrix because the project manager and the functional manager are at the same level of seniority. It is also the most common matrix type. The different types of organization structures are shown in Figure 5.1 as a continuum from functional to pure project:

- Functional OBS
- Co-ordination matrix (weak matrix) -
- Overlay matrix (strong matrix)
- Secondment matrix (strong matrix)
- Pure project OBS

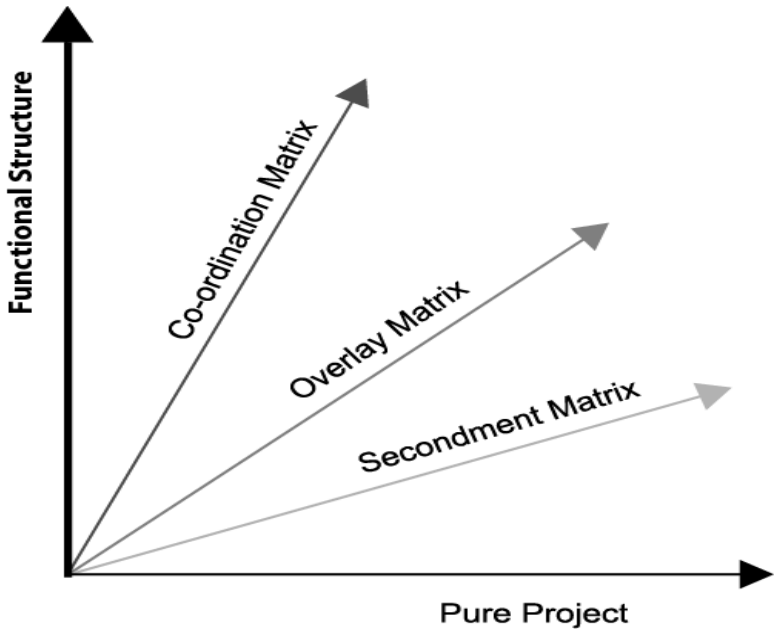

Figure 5.1: Project Organisation Structure Continuum
(Source: Burke and Barron 2007:81)

FUNCTIONAL ORGANISATIONAL BREAKDOWN STRUCTURE

The most pervasive organizational structure is the basic hierarchical structure. The functional OBS groups people by specialization. The principle behind the functional structure is that it is easier to manage specialists if they are grouped together and supervised by an individual with similar skills and experiences. This centralizes similar resources, giving economies of scale and providing mutual support by physical proximity. It clearly defines line and staff divisions of responsibility and authority. This structure is ideal for projects within a department, and projects where the work of each department can be performed separately.

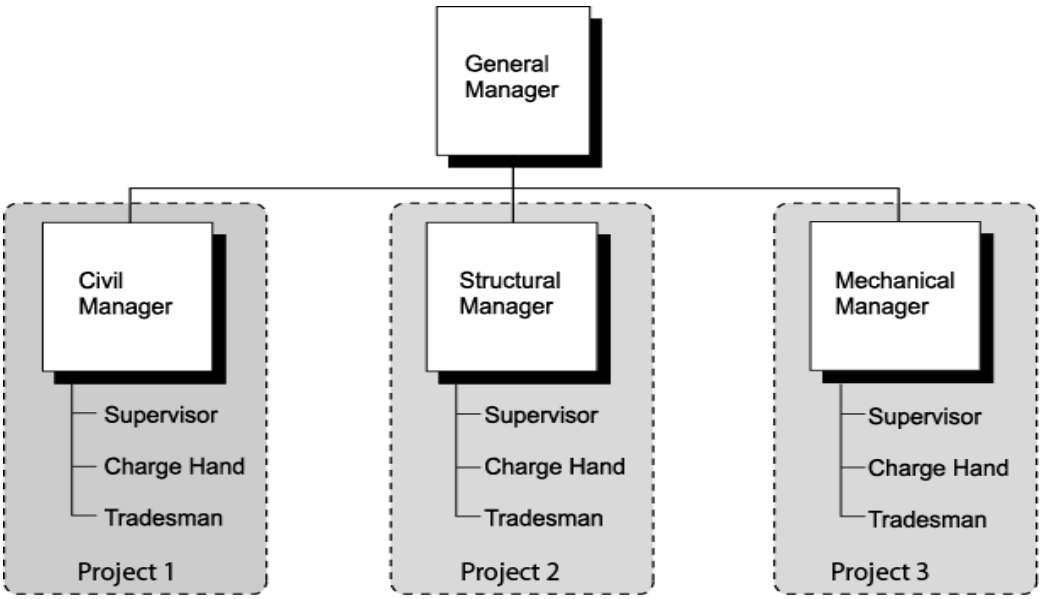

Figure 5.2: Functional OBS

(Source: Burke and Barron 2007: 82)

FUNCTIONAL OBS LEADERSHIP

In the leadership role, when managing projects within a functional department, the project manager should consider the following:

- The project charter
- Asking for advice
- Working together
- Building bridges
- Competence
- Project culture

The functional organizational structure offers excellent facilities within its department, but if the scope of the work calls for multi-disciplined, multi-department, multi-division, multi-company and multi-national interaction, then the functional OBS is an unsuitable structure. To address this problem, the matrix OBS offers an interaction of both functional and project interests.

THE MATRIX ORGANISATION BREAKDOWN STRUCTURE

The three different types of matrix structures are shown in Figure 5.1.

- Co-ordination matrix (weak matrix)
- Overlay matrix (strong matrix)
- Secondment matrix (strong matrix)

The matrix structure is considered by many practitioners to be the natural project OBS as it formalizes the informal links. The matrix structure is a temporary structure superimposed on the existing functional structure. When the project is complete the matrix OBS is removed and the functional OBS remains intact.

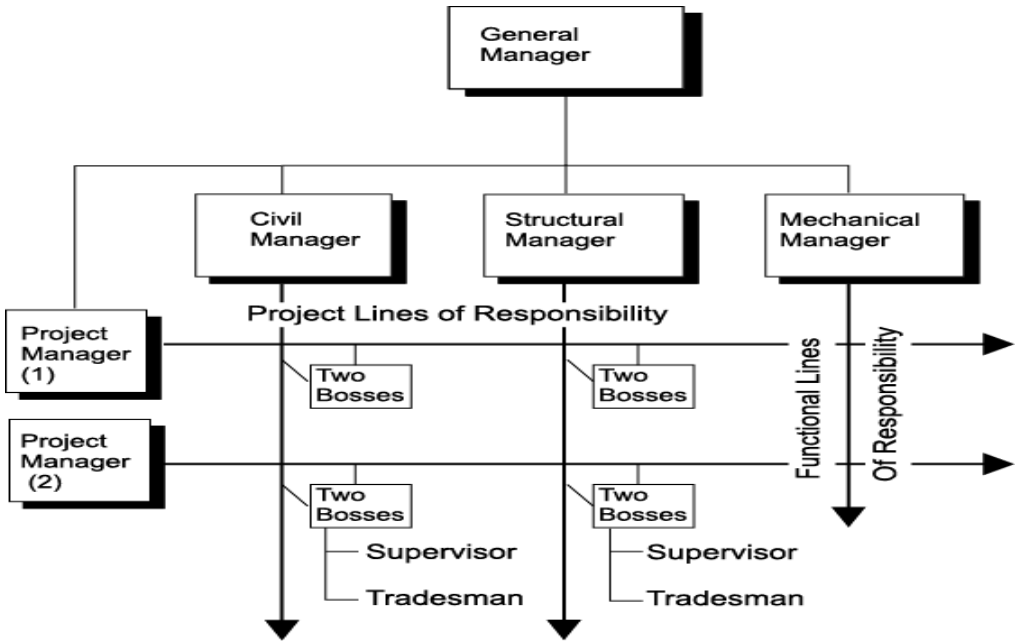

Figure 5.3: Matrix OBS

(Source: Burke and Barron 2007:90)

MATRIX OBS LEADERSHIP

In the leadership role when managing projects within a matrix OBS, the project manager should be aware of the following:

- The project charter
- The balance of power
- Being flexible
- Cooperation
- Negotiation
- Trade-offs
- Leadership style
- Interfaces with the functional departments
- Specialization
- Complexity
- Project roles
- The cohesiveness of the team
- Communication
- Conflict
- The 'us and them' syndrome
- Competition
- Empowerment
- Matrix friction
- Termination anxiety
- Team needs
- Teamwork
- Senior management support
- Domineering managers

PURE PROJECT ORGANISATION BREAKDOWN STRUCTURE

In the pure project OBS all the power lies with the project manager.

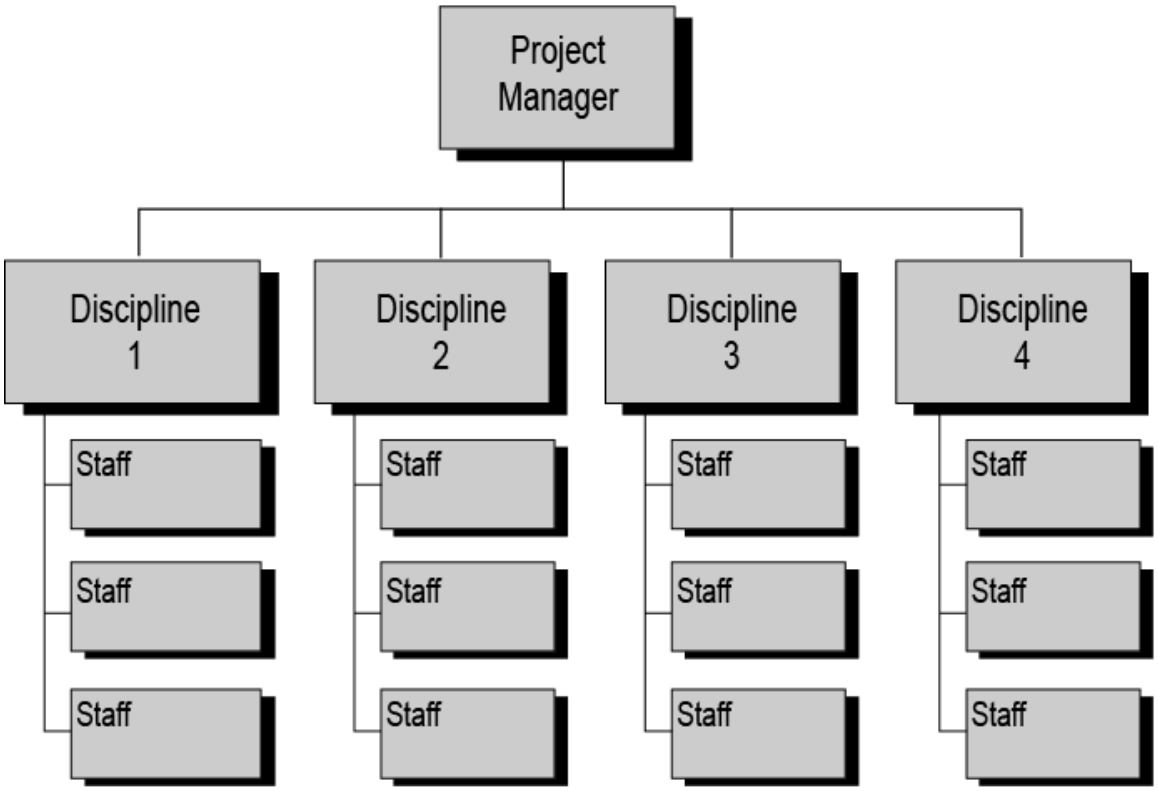

Figure 5.4: Pure Project OBS

(Source: Burke and Barron 2007: 111)

PURE PROJECT OBS LEADERSHIP

In the leadership role when managing projects within a pure project OBS, the project manger should consider the following:

- The project charter
- Quality
- Recruitment
- OBS Costs
- Loyalty
- Phase out
- Termination.

The pure project establishes a unity of command for the project and promotes effective formal communication channels between the project manager and the project team and other stakeholders.

ORGANISATIONAL STRUCTURE SELECTION

Selecting the right organizational structure is essentially a balancing act between addressing the client's needs, the project needs (scope), the team needs, the stakeholder needs and just as importantly, the individual's needs. On some projects, the client may request or instruct the contractor to use a certain type of project management.

Selecting an organization structure to manage a project depends on a number of dependent and independent factors:

- The scope of the project
- The size of the project
- The duration of the project
- The risks involved in the project
- The culture of the company
- The resources, manpower, budget and cashflow

Research has shown that the level of success increases as the power moves from the functional managers to the project manager.

SELF ASSESSMENT EXERCISES/ACTIVITIES

1. Identify a number of functional departments in your company and discuss what types of projects they run and how they are managed.
2. Discuss how your functional departments manage multi-disciplined projects particularly how they are coordinated.
3. People who have never worked on projects before might find the environment ambiguous. Discuss how you would ease these people into the project environment.
4. Discuss how your company manages projects that span two or three departments.
5. You have been appointed as the project manager to produce a marketing DVD for your company. The DVD should include every department's scope of work. Where possible use the company's resources (labour and equipment). Discuss how you would manage this project using the matrix OBS approach.
6. The pure project OBS is set up solely to manage a project. Give examples and discuss the considerations.
7. Discuss how your company decides which project organization structure to use. Also comment on whether your company uses a number of different arrangements, or is it a case of one cap fits all?

CHAPTER SIX

JOB DESCRIPTIONS

Chapter Six

JOB DESCRIPTIONS

Learning Outcomes:

Having worked through this chapter, the student should be able to:

- Understand how the integration of the OBS and the WBS produces the job descriptions
- Understand how to develop a project charter
- Understand how to develop a job description.

READINGS

You should read about the topic that you intend to study in this chapter, together with its accompanying section(s) in the prescribed textbook.

Prescribed Reading:

Burke, R. and Barron, S. 2007. Project Management Leadership. Burke Publishing. South Africa.

Recommended Reading:

Schwalbe, K. 2008 Introduction to Project Management. Cengage Learning. Boston, Massachusetts.

INTRODUCTION

The organizational breakdown structures (OBS) and the work breakdown structures (WBS) can be integrated at the operation level into job descriptions.

OBS/WBS INTEGRATION

Figure 6.1 shows the OBS as a cascade of disciplines, skills and resource types and how the WBS subdivides the scope of work into manageable work packages and tasks or job cards. Where these two structures intersect there is an information bubble linking the work package with the person who is responsible for carrying out the work package, and the bubble shows the detail of the scope of work.

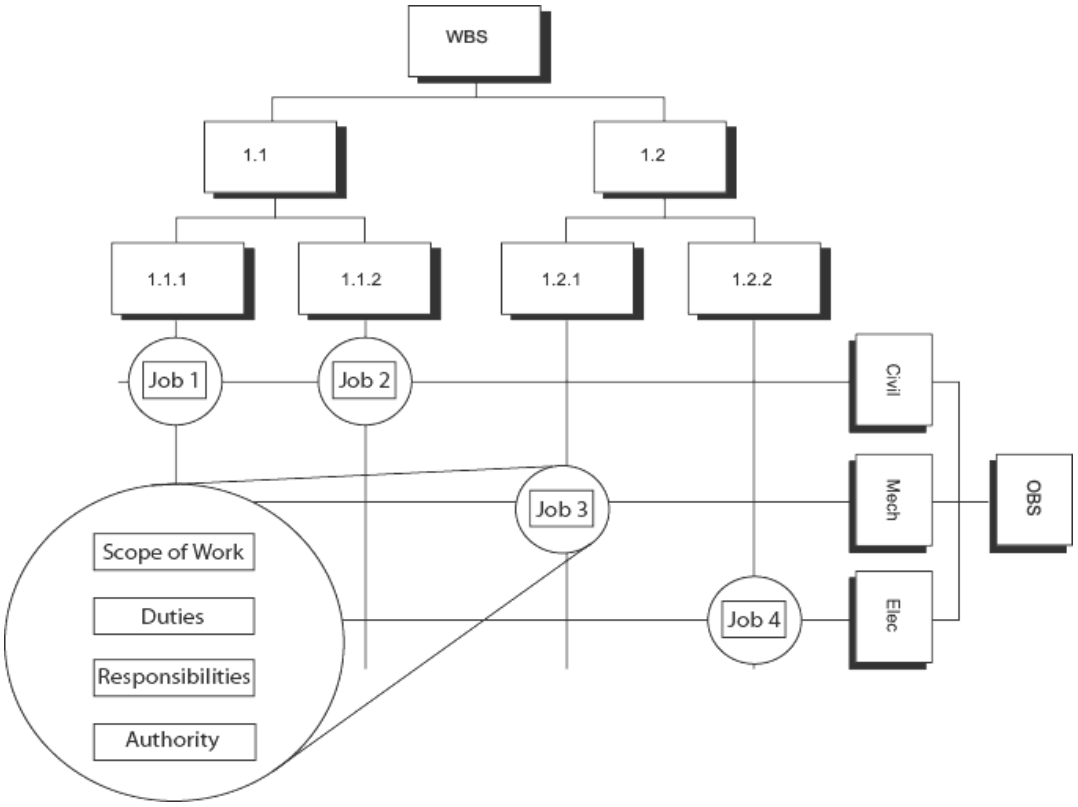

Figure 6.1: Job Descriptions (OBS/WBS Interface)
(Source: Burke and Barron 2007: 119)

DEFINITIONS (PMBOK)

- Position description – an explanation of a team member's roles and responsibilities
- Human resource planning – identifying and documenting project roles and responsibilities and reporting relationships as well as creating the staffing management plan
- Organisational role – the roles performed by individuals or groups in a project. Both roles and responsibilities within a project must be defined to address the transient and unique nature of projects and to ensure that clear accountabilities are assigned.
- Project role – the portion of the project for which a person is accountable.
- Responsibility – the work that a project team member is expected to perform in order to complete the project's activities.

RESPONSIBILITY GANTT CHART

Although the OBS/WBS diagram is an excellent presentation there is only room to show a few activities and a few positions. A better presentation is the development of the GANTT chart and the responsibility assignment matrix (RAM) as both link the scope of the work with the company, department or person who is responsible for performing the work. According to the PMBOK, the RAM is a structure that relates the project OBS to the WBS to help ensure that each component of the project's scope of work is assigned to a responsible person.

The responsibility column can be further developed into a RACI chart where:
R=responsible (for doing the work)
A-accountable (for the completion of the work)
C=consult (opinions sought)
I=inform (keep up to date)

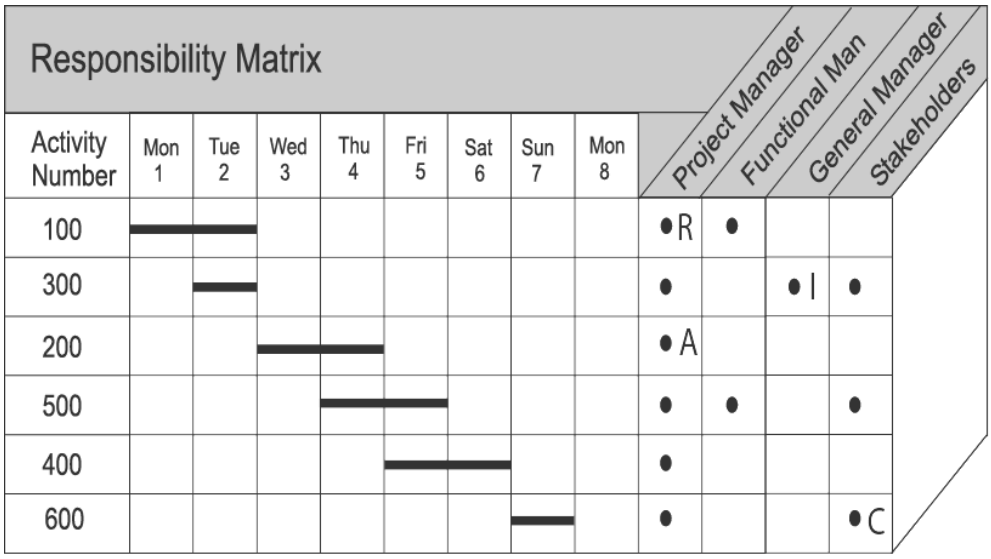

Figure 6.2: RAM

(Source: Burke and Barron 2007: 123)

PROJECT CHARTER

According to the PMBOK (2004 cited in Burke and Barron 2007: 124), a project charter is a document issued by the project initiator or sponsor that formally authorizes the existence of a project and provides the project manager with the authority to apply organizational resources to project activities.

Project Charter
July 16, 2007

Project Title: Just-In-Time Training Project
Project Start Date: July 1, 2007 **Projected Finish Date:** June 30, 2008

Budget Information: The firm has allocated $1,000,000 for this project. Approximately half of these costs will be for internal labor, whereas the other half will be for outsourced labor and training programs.

Project Manager: Kristin Maur, (610) 752-4896, kristin_maur@globalconstruction.com

Project Objectives: Develop a new training program that provides just-in-time training to employees on key topics, including supplier management, negotiating skills, project management, and software applications (spreadsheets and Web development). Reduce the training cost per employee by 10 percent, or $100 per employee per year. Develop an approach for measuring productivity improvements from this approach to training on an annual basis.

Approach:

- Terminate all internal training courses except the Six Sigma training after new courses are developed.
- Communicate to all employees the plans to improve internal training and let them know that tuition reimbursement will continue as is.
- Work closely with internal managers and employees to determine the best approaches for providing training in supplier management, negotiating skills, project management, and software applications.
- Research existing training, and work with outside experts to develop several alternatives for providing each training topic.
- Develop and implement new training.
- Take advantage of new training approaches and technologies, and encourage employees to take some training during nonworking hours.
- Encourage experts within the company to mentor other workers on current job duties.
- Determine a way to measure the effectiveness of the training and its impact on productivity on an annual basis.

Roles and Responsibilities:

Name and Signature	*Role*	*Position*	*Contact Information*
Mike Sundby	Project champion	VP of HR	mike_sundby@globalconstruction.com
Lucy Camarena	Project sponsor	Training director	lucy_camarena@globalconstruction.com
Kristin Maur	Project manager	Project manager	kristin_maur@globalconstruction.com
Julia Portman	Steering committee member	VP of IT	julia_portman@globalconstruction.com

Figure 6.3: Project Charter

(Source: Schwalbe 2008: 90)

THE PROJECT MANAGER'S JOB DECRIPTION

The project manager's job description may be developed as follows; reporting to the CEO the project manager is delegated with responsibility and authority to carry out the following:

- Select the team
- Establish the project management office (PMO)
- Design the project management information system (PMIS)
- Estimate and tender
- Network
- Stakeholders
- Client relationships
- Correspondence

The first part of the job description focuses on how the project will be managed and work tenders. After the project has been awarded, the project manager's job then focuses on the planning, organizing, leading and controlling of the project. The following are important points:

- The baseline plan
- Contracts
- Integration and coordination
- Issuing of instructions
- Project meetings
- Procurement
- Resources
- Leading the project team
- Managing interfaces
- Controlling the project's progress
- Non-conformance reports (NCR's)
- Quality management
- Scope changes
- Baseline revisions
- Invoicing
- Reports

- Alerting senior management to potential problems
- Company standards
- Commission
- Manuals
- Training
- Closeout report

SELECTING THE PROJECT MANAGER

The project's size, type and location will influence the selection of the type of project manager. On a small project the project manager may be expected to do everything, but as the project increases in size and complexity, the project manager will have to manage the project through a project team, a project management office (PMO) and a fully integrated planning and control system.

One view is that the project manager should be an expert in the field of the project. The following points support the argument that the project manager should be a technical expert:

- Technical decisions
- Judgment
- Team selection
- Feasibility study
- Respect
- Lead technical - coordinating matrix
- Knowledge

Another view is that the project manager should be a generalist. The following points support this argument:

- Corporate ladder – leading and managing the project team assumes more importance rather than technical issues
- Multi-disciplined project – wide range of technical skills which may not reside in one person
- A technical expert as a leader can suppress innovation from other team members
- Non-technical skills are required – leadership, human resource management etc.

SELF ASSESSMENT EXERCISES/ACTIVITIES

1. Discuss how your company links the scope of work with the organization structure. Use the OBS/WBS interface and the RAM to explain the links.
2. Discuss how your company uses a project charter to outline the purpose of the project and how the project will be managed.
3. Discuss how your company develops the project manager's job description.

CHAPTER SEVEN

GROUPS AND TEAMS

Chapter Seven

GROUPS AND TEAMS

Learning Outcomes:

Having worked through this chapter, the student should be able to:

- Explain the principles of groups and teams
- Develop team performance

READINGS

You should read about the topic that you intend to study in this chapter, together with its accompanying section(s) in the prescribed textbook.

Prescribed Reading:

Burke, R. and Barron, S. 2007. Project Management Leadership. Burke Publishing. South Africa.

Recommended Reading:

Schwalbe, K. 2008 Introduction to Project Management. Cengage Learning. Boston, Massachusetts.

INTRODUCTION

The term project teams and project groups are often used interchangeably to describe a number of people who have complementary skills and who work to achieve a common goal, but in the project context that is where the similarity ends. The important distinction between a team and a group is how the people are managed and how they interact together, because they may well be doing exactly the same work.

True teamwork implies participation and empowerment to give the team sufficient authority and autonomy to make their own decisions on a day-to- day basis. This helps make the team members feel motivated, responsible and accountable for their work. Group work implies that the project manager is the key person with a number of followers. All communication passes through the project manager, and the project manager makes all the decisions – this restricts group problem solving and decision-making and effectively kills creativity. Without the team member interaction, there is no cross-flow of information and therefore no team synergy.

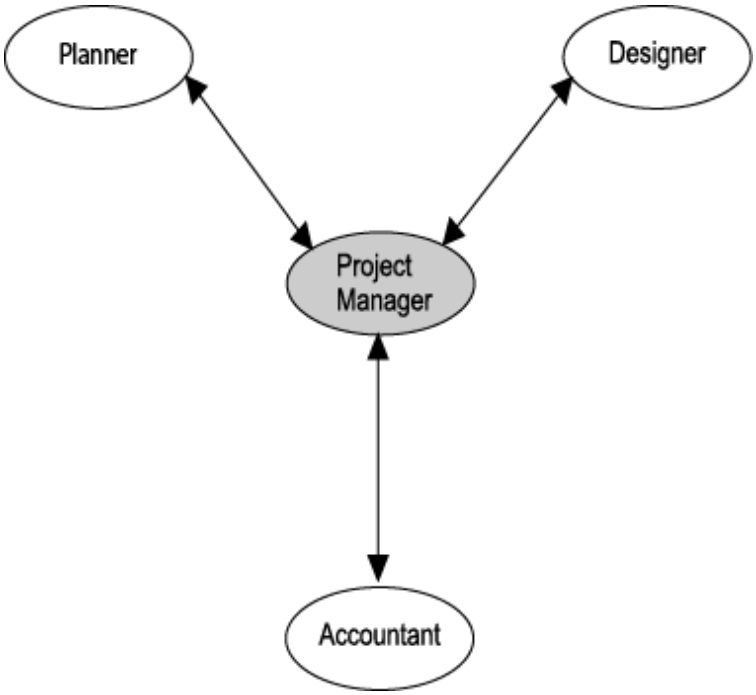

Figure 7.1: Group Interaction with the Project Manager
(Source: Burke and Barron 2007:157)

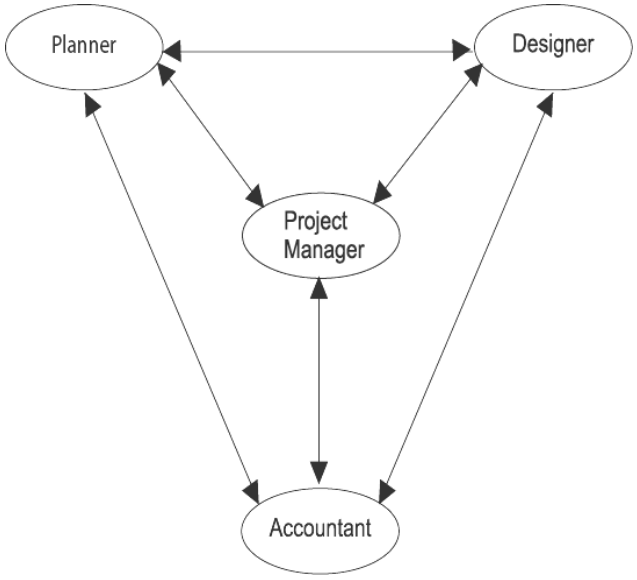

Figure 7.2: Team Interaction with the Project Manager
(Source: Burke and Barron 2007: 157)

MOVING FROM GROUPS TO BEING A PERFORMING TEAM

The team performance curve illustrates how well any small group of people performs depending on their approach:

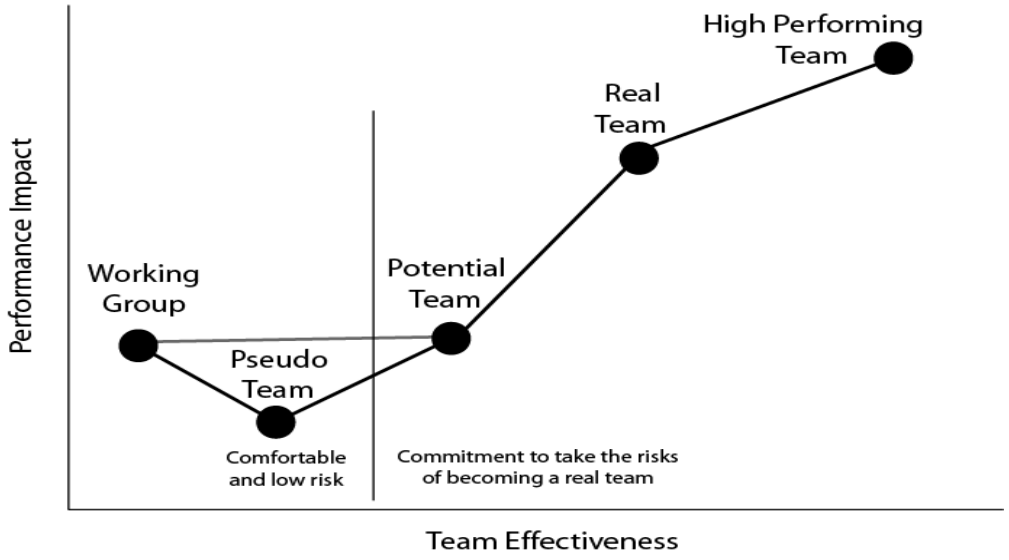

Figure 7.3: The Team Performance Curve
(Source: Katzenbach and Smith cited in Burke and Barron 2007: 160)

- Working group – Working groups are usually created by an external mechanism for a specific purpose or task. Once the task is complete, the group can be disbanded. The working group provides a comfortable and low risk environment where there is no need for an individual to take responsibility beyond their assigned accountability for delivery of the assigned task.
- Pseudo teams – Many groups that call themselves teams but are not prepared to take the risks or make personal commitments to the team. These groups are at best pseudo-teams. In pseudo-teams, the sum of the whole is less than the potential of the individual parts (Katzenbach and Smith cited in Burke and Barron 2007:161)
- Potential teams – A potential team realizes there is a significant need to work as a real team and makes the commitment to really try to improve its performance. Typically, the potential team needs more clarity about its purpose and goals and more discipline in establishing a common approach. The potential team has not yet achieved collective accountability.
- Real teams – A real team is usually a number of people who have complementary skills and each individual exhibits the same level of commitment to a common purpose and a shared and agreed working approach for which they are mutually accountable. Real teams also display characteristics that respond positively to adversity.
- High performing teams – A high performing team is a real team that has members who are also deeply committed to each other's personal growth and success. Such commitment enables this team to significantly outperform other teams and all reasonable expectations of its membership.

HOW CAN WE ACHIEVE SIGNIFICANT PERFORMANCE RESULTS?

Katzenbach and Smith (1993 cited in Burke and Barron 2007:164) provide a series of suggestions for how teams can develop their performance.

- Themes and identity – Teams often adopt a theme or mission that establishes or conveys meaning about their purpose and identity. It is important that the themes have richness in their meaning to the team
- Enthusiasm an energy level – Teams both work and play hard and with enthusiasm, they put in extra time(without being asked) in order to achieve their goals, and to outsiders, the energy and enthusiasm within the team are easily recognized.
- Event-driven histories – Teams develop stories about their successes and failures that begin to define how they perceive themselves and their performance. Events are generally unplanned and have a galvanizing effect, especially building on effective responses to failures as well as to successes. These stories help propel team performance.
- Personal commitment – When there is strong commitment to one another's development and success, there is always enrichment of the team's aspirations and sense of purpose. This trait is most prevalent in a high performing team and cannot be dictated from outside the team.
- Performance results – Effective teams need clearly established measures of performance that set expectations. These measures are the drivers for the team and indicate how their effectiveness can be assessed.

"Real teams almost always outperform similarly situated and challenges individuals acting as individuals. High-performance teams, in addition, outperform all reasonable expectations for the group, including those of the team members themselves" (Katzenbach and Smith, 1993 cited in Burke and Barron 2007:164).

SELF ASSESSMENT EXERCISES/ACTIVITIES

1. Think of a group or team that you have been involved with, possibly in the workplace, in a sports team, or as a member of a club. For each of your experiences, do you think it was a group or a team? What is the reason for your choice?

CHAPTER EIGHT

LEADERSHIP-TRAITS, THEORIES AND STYLES

Chapter Eight

LEADERSHIP-TRAITS, THEORIES AND STYLES

Learning Outcomes:

Having worked through this chapter, the student should be able to:

- Understand the theory underpinning leadership traits
- Know appropriate leadership styles
- Understand what the project manager's portfolio of skills should be

READINGS

You should read about the topic that you intend to study in this chapter, together with its accompanying section(s) in the prescribed textbook.

Prescribed Reading:

Burke, R. and Barron, S. 2007. Project Management Leadership. Burke Publishing. South Africa.

Recommended Reading:

Schwalbe, K. 2008 Introduction to Project Management. Cengage Learning. Boston, Massachusetts.

INTRODUCTION

The project management leadership is not an end in itself, but rather its whole purpose is to make the other managerial skills happen. It is the project manager's leadership responsibility to:

- Lead the generation of entrepreneurial and innovative ideas, spot opportunities and respond to competition.
- Lead the technical design and development of the product and incorporate new technology.
- Oversee the project management planning and control process
- Negotiate for project resources and inspire the project team.

According to PMBOK (2004 cited in Burke and Barron 2007: 223), leadership involves developing a vision and strategy and motivating people to achieve that vision and strategy.

LEADERSHIP TRAITS

The leadership traits theory proposes that 'leaders are born not made', meaning that leaders with genetically 'inbred superiority' will naturally emerge as leaders because of their personal qualities, behavior and characteristics. Although this theory has been challenged and proved false, it serves to provide useful pointers to a number of leadership characteristics and styles which help to quantify and clarify what project leadership is. If people are not born with 'superior qualities', then they must develop leadership qualities during their up-bringing and their work experiences which enables them to lead and manage people later in life. Leadership traits and skills include:

- Visionary
- Opportunist
- Inspiring
- Empowering
- Charismatic
- Determined
- Passionate
- Intuitive
- Problem solving
- Decision-making

- Competent
- Courageous
- A good communicator
- Trustworthy

PROJECT VISION AND INSPIRATION

The project's vision or mission statement should be a short, succinct, inspiring and unambiguous statement of what the project intends to achieve. The project manager has the primary responsibility of formulating, communicating and enthusiastically presenting the vision and sharing it with all team members. It is important to achieve a shared vision to ensure that everyone is pulling in the same direction. A lack of a shared vision may cause disagreements and misunderstandings later on in the project. A shared vision can be developed through brainstorming sessions that encourage the team to think collectively. This empowers the team to take control over their own actions and their work environment. But a vision by itself is not enough to inspire and motivate the team. Accompanying the vision must be a perceived inter-dependent need. Team members must appreciate that the vision will not be achievable without their combined talents functioning interactively as a team.

PROJECT STRATEGY

The project strategy is like a road map which shows a destination and how to get there. In the project context, the vision or mission statement is the destination and the project plan is the road map. It is the project manager's responsibility to ensure that the project plan is properly understood by all the team members and that they all know what is expected of them individually and collectively as a team. The project plan is usually a collection of documents which roll-up to form the project's baseline plan. Having a project plan and communicating it to those involved in the project is one of the cornerstones of effective project management leadership. The main weakness in leadership has been found to be failing to focus the team on the project's objectives. People will perform much better if they are inspired, motivated, directed and supported by good leadership.

EMPOWERMENT

Empowerment is the process of giving team members more say about how they control their work environment and more control over how they carry out their work. Once the project manager establishes the project's vision and strategy, the next step is to empower and encourage the project team to decide how to achieve these targets. For example, the project manager may give the team the scope of work, milestones and budgets, then leave it to the team to decide how they can perform the work (build –method), who does the work (resource allocation) and when they do the work (scheduling). But the challenge is that the team must finish the work within the preset milestones, budget and quality constraints.

The practice of empowering the project team has increasingly become more important as the workforce have become better educated; more experienced and have greater societal expectations. This has encouraged project managers to move away from the command and control approach of the old industrial days.

In empowering teams the following should be taken into account:

- Sharing information
- Self-directed teams
- Managerial duties of team

Some of the benefits of empowerment include:

- Motivation
- Self-confidence
- Resilience
- Loyalty
- Ownership
- Decision-making
- Team work
- Contribution
- Team pride

Empowerment is a clear shift away from 'Theory X' (team members who need to be watched and controlled and who will abuse any freedom they are given) to 'Theory Y' (team members who are responsible and welcome autonomy, will rise to the occasion and if trusted will become trustworthy).

Control Freaks

The opposite of empowerment is the control freak manager who micro-manages everything the project team members do. As the project manger is the single point of responsibility it is a natural tendency for some project managers to want to control everything – they are after all going to be held responsible. Symptoms of a control freak project manager include:

- Delegating- they feel uncomfortable delegating
- Responsibility- they need to control how an objective is achieved
- Take-over- they frequently take over critical aspects of a project
- Decision-making- they change a team members decision because they know better
- Trust – they do not trust the team to get it right
- Progress- they need constant progress updates
- Negotiation- their way is always the best way
- Meetings- they do most of the talking
- Mistakes- they fear that staff will make mistakes

Control freaks old-school command and control style erodes the team member's self – esteem. The following points can help a control freak to change:

- Acknowledge that they are control freaks
- Questions – instead of issuing instructions – they should ask questions and listen
- Opportunity – they needs to see an employee's mistake as an opportunity for the team member to learn how to perform the task correctly next time.
- Project plan – they need to agree on a project plan with the team – then step back and let the project team get on with it. The management by exception (MBE) reporting method should be used to be informed if anything serious is amiss, however they should always be there to guide and coach if required.

COLLABORATION

Collaboration may be defined as the process of two or more parties working together to achieve common objectives. In the project context, collaboration would be the project manager working with the team members and other stakeholders to achieve the project's objectives. Benefits of collaboration include:

- Effective teamwork
- Synergy
- Teams sensing the whole picture and being accountable for the whole project
- Increased communication
- Increased listening
- Increased negotiation to achieve win-win situations

Managing collaboration requires special project management skills – less emphasis on individual achievements, more emphasis on teamwork. Collaboration requires appropriate pay structures designed to reward all the team members rather than any one member.

TRUST AND RESPECT

Trust and respect cannot be assigned to a project manager as a right of position; it has to be earned from the team members before they will be fully committed to follow the project manager. Trust and respect are the foundation of leadership. To this can be added honesty, integrity, moral courage, justice, fairness, ethics and dependability. Integrity implies someone who is honest, sincere and adheres to a code of ethics. An ethical project manager is honest, sincere and able to negotiate with the team, contractors, suppliers and stakeholders to achieve the best and fairest deal for all parties.

LEADERSHIP STYLES

The leadership style is found to be reliant upon a number of issues:

- The personality of the leader
- The maturity of followers
- The wider needs of the environment

Binary View - McGregor's Theory X, Theory Y

McGregor (1960 cited in Burke and Barron 2007: 239) proposed two fundamental approaches to managing people:

- Theory X –Authoritarian Management Style: This style assumes that the average person will do their best to avoid work and responsibility and therefore must be directed and forced to work.
- Theory Y- Participative Management Style: This style assumes that people enjoy work and will take responsibility by applying and directing themselves to further the aims of their project.

McGregor's contention was that Theory Y represented a more accurate profile of human nature. He suggested that the essential task of management was to create opportunities, release human potential, remove obstacles, encourage growth and provide guidance. He referred to this as management by objectives (MBO). McGregor's model is considered to be too simplistic for today's effective leader.

Action Centered Leadership

The model focuses on leadership action and suggests that the leader should focus on three responsibilities: Task, Team and Individual, acting according to the demands of each.

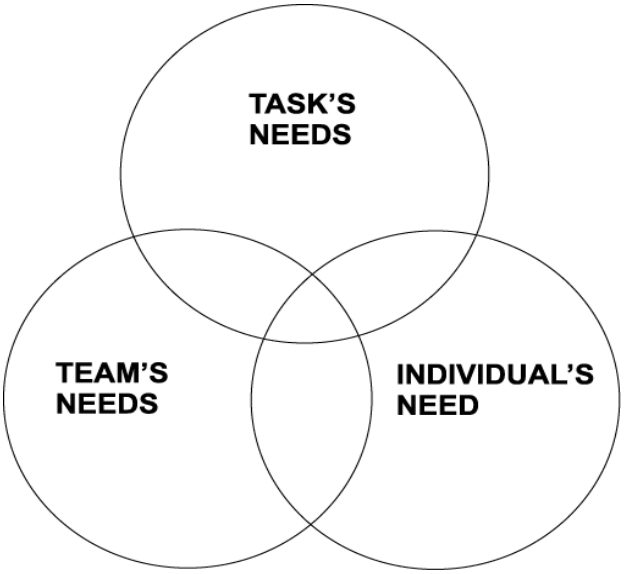

Figure 8.1: Action Centered Leadership
(Source: Burke and Barron 2007: 240)

This model indicates that while the leader should focus on all three aspects, there can be a focus on each aspect at different times in order to deal with specific needs.

SITUATIONAL LEADERSHIP

This suggests that different styles are better in different situations and that effective leaders must be flexible enough to adapt their style depending on the working maturity of their followers. Blanchard and Hersey (1972 cited in Burke and Barron 2007: 242) characterized the situational leadership style in terms of the amount of direction and support that the leader provides to their followers.

- Directing or 'Telling' Leadership
- Coaching or Selling Leadership
- Supporting Leadership
- Delegating Leadership

These four leadership styles suggest that leaders should put greater or less focus on the task in question and/or the relationship between the leader and the follower, depending o the development level of the follower.

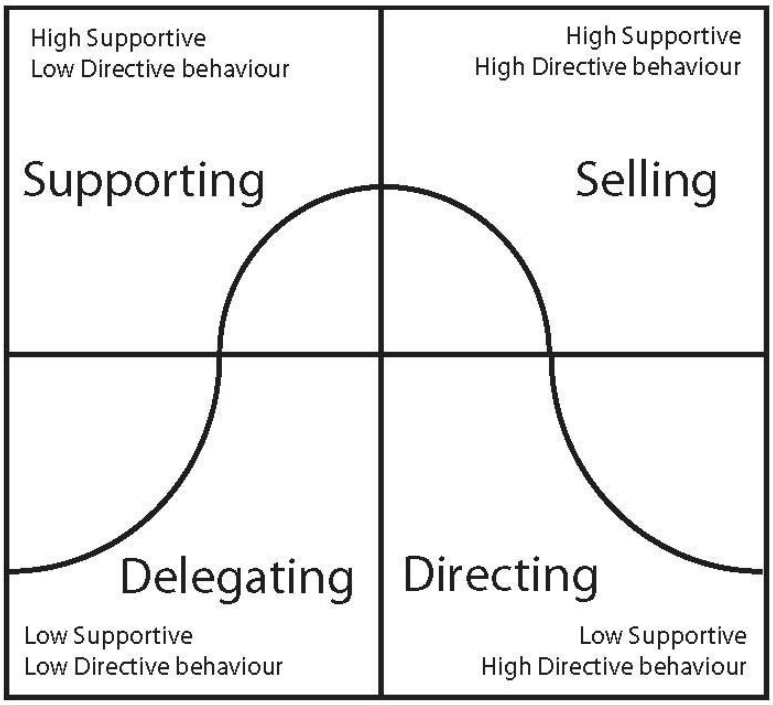

Figure 8.2: Situational Leadership
(Source: Burke and Barron 2007: 242)

EMOTIONAL INTELLIGENCE LEADERSHIP (EI) STYLES

Daniel Goleman (1998 cited in Burke and Barron 2007: 248), described six leadership styles that have some overlapping concepts with the Situational Leadership Model.

- Visionary
- Coaching
- Affiliative
- Democratic
- Commanding
- Pacesetting

He also asserted that leaders who have mastered four or more styles – especially the authoritative, democratic, affiliative and coaching styles – have the best climate and business performance.

LEADERSHIP VERSUS MANAGEMENT

Leaders and managers are frequently portrayed as different types of people – often at opposite ends of a skills continuum. A leader is portrayed as someone who inspires the team members to achieve, while a manager is portrayed as someone who is more concerned with planning and controlling the team members. In reality, an effective manager of projects needs both project leadership skills and project management skills.

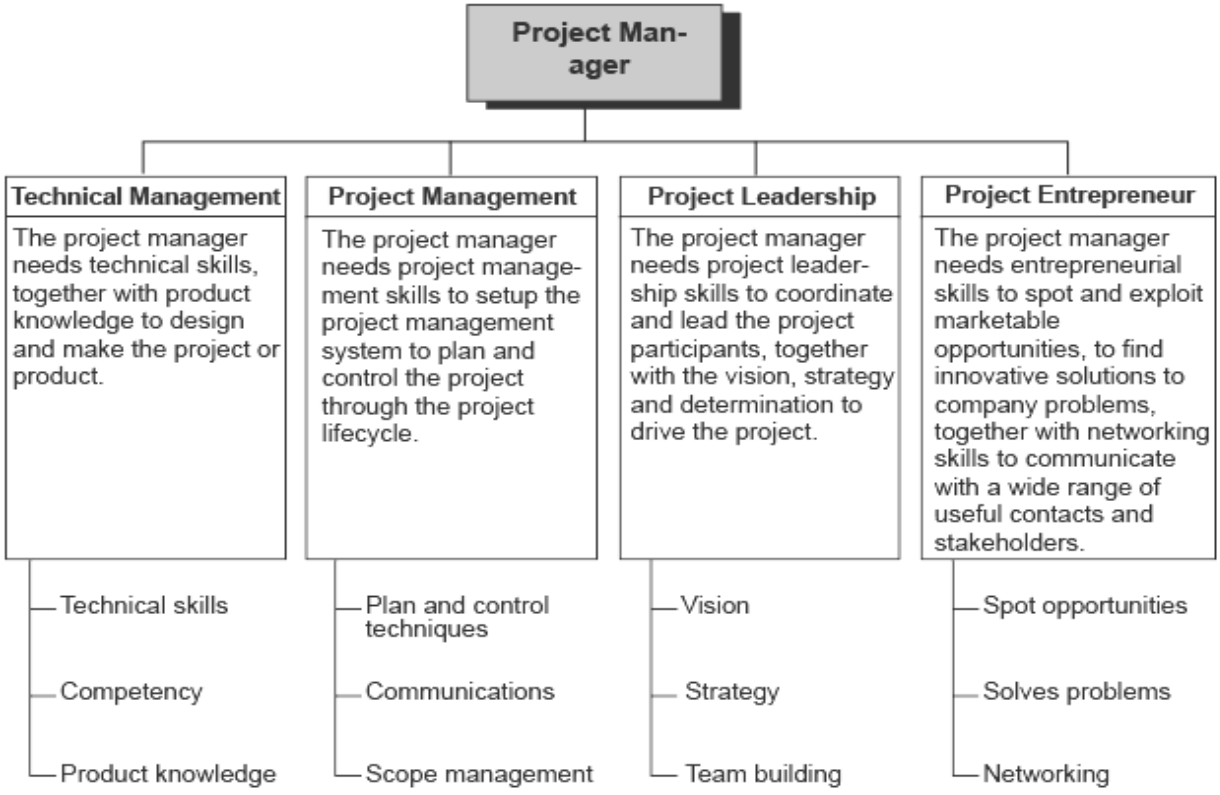

Figure 8.3: Project Manager's Portfolio of Skills
(Source: Burke and Barron 2007: 261)

Instead of asking the question – Should the project manager be a leader or a manager? – The question should be – What portfolio of skills does the project manager need? The answer to this question should be – The project manager must have a portfolio of skills which include both leadership and management, together with technical skills and entrepreneurial skills.

SELF ASSESSMENT EXERCISES/ACTIVITIES

1. List your leadership traits and the leadership traits of your CEO.
2. Discuss how you empower your team members to manage their own scope of work.
3. On a project that you are familiar with, discuss how the control freak command and control leadership style erodes the team members' self-esteem and productivity.
4. How do you think your personal style is illuminated by McGregor's polarized approach?
5. Consider whether your approach includes all three aspects: task, team and individual. Think of examples when you have addressed each one.
6. Describe how you apply Situational Leadership to your projects.
7. Describe your portfolio of project management skills.

CHAPTER NINE

MOTIVATION

Chapter Nine

MOTIVATION

Learning Outcomes:

Having worked through this chapter, the student should be able to:

- Understand how motivation theory applies to management
- Link motivation to leadership style

READINGS

You should read about the topic that you intend to study in this chapter, together with its accompanying section(s) in the prescribed textbook.

Prescribed Reading:

Burke, R. and Barron, S. 2007. Project Management Leadership. Burke Publishing. South Africa.

Recommended Reading:

Schwalbe, K. 2008 Introduction to Project Management. Cengage Learning. Boston, Massachusetts.

INTRODUCTION

Motivation is an inner force that causes or induces us to do something. What motivates one person may not necessarily motivate another. What motivates a person in one set of circumstances may not motivate a person in another set of circumstances. The project manager's task is to influence the situation in such a way as to encourage the team members to inspire and motivate themselves to achieve the project's goals.

MASLOW'S HIERARCHY OF NEEDS

The cornerstone of motivation theory is Maslow's hierarchy of needs (1954 cited in Burke and Barron 2007: 284), which makes the assumption that people work in order to satisfy various needs. The hierarchy illustrates a priority of needs. Maslow indicated that one is always striving to achieve the higher order needs, but that this can only be achieved once the lower order needs have been satisfied.

Figure 9.1: Maslow's Hierarchy of Needs
(Source: Burke and Barron 2007: 284)

The hierarchy of needs has an important impact on project management thinking because it provides a powerful instrument for predicting the outcome of response by individuals within the project team.

MOTIVATION CYCLE

The motivation cycle outlines the dynamic and changeable nature of motivation.

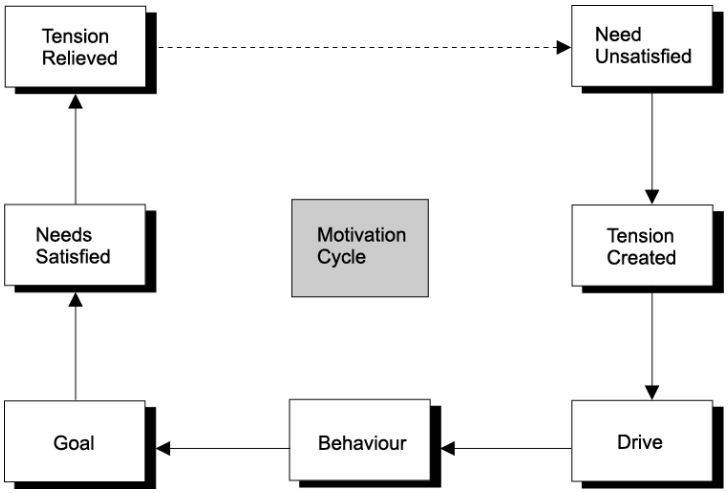

Figure 9.2: The Motivation Cycle

(Source: Burke and Barron 2007: 287)

In the project context, team members may be underperforming on the weekly earned value curve. This will motivate members to increase their performance so that in the next reporting period the earned value curve will show improved performance.

HERZBERG'S MOTIVATION AND HYGEINE THEORY

Herzberg's (1959 cited in Burke and Barron 2007: 288) work suggests that though certain rewards such as money and status may not be directly motivating to all, the lack of them can be demotivating. The term motivation indicates factors which increase a person's commitment to the job, while hygiene factors indicate factors which cause a sense of grievance leading to job dissatisfaction and hence a reduction of motivation and commitment.

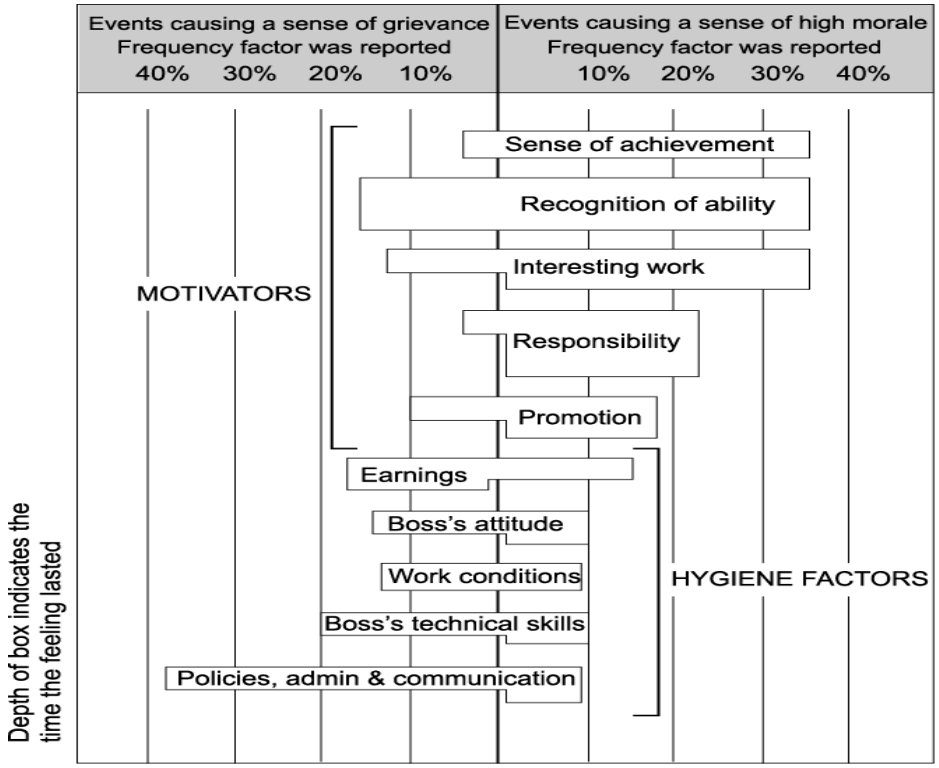

Figure 9.3: Herzberg's Motivation and Hygiene Theory
(Source: Burke and Barron 2007: 288)

MOTIVATION AND LEADERSHIP STYLE

The idea of motivation suggests that leading people is not a commanding role – commanding team members does not necessarily motivate them. It depends upon facilitation, influence and requires concern for people, helping them to achieve their goals and ambitions within their value and belief system.

Seven Rules of Motivation (for project managers)

- Set intermediate goals and work to achieve them.
- Finish what you start.
- Socalize with others of similar interest
- Learn how to learn
- Harmonize natural talent with interest that motivates
- Increase knowledge of subjects that inspire.
- Take risks

SELF ASSESSMENT EXERCISES/ACTIVITIES

1. Discuss how your commitment and your team member's commitment can vary during the project.
2. Identify Herzberg's motivation factors and discuss how they relate to you.
3. Using Herzberg's motivation and hygiene factors discuss why salaries should be kept confidential.

CHAPTER TEN

DELEGATION

Chapter Ten

DELEGATION

Learning Outcomes:

Having worked through this chapter, the student should be able to:

- Understand what delegation is and how to delegate
- Know what tasks can be delegated
- Identify some problems arising from poor delegation

READINGS

You should read about the topic that you intend to study in this chapter, together with its accompanying section(s) in the prescribed textbook.

Prescribed Reading:

Burke, R. and Barron, S. 2007. Project Management Leadership. Burke Publishing. South Africa.

Recommended Reading:

Schwalbe, K. 2008 Introduction to Project Management. Cengage Learning. Boston, Massachusetts.

INTRODUCTION

The objective of delegation is to get work done by someone else (team member). In the project context, the work is totally assigned to that person, including the authority associated with decision-making and any modifications that come from new information, without having to refer back to the project manager.

REASONS FOR DELEGATING

During a project, the WBS provides a list of all the work needed to complete the project. This provides the source of activities which can be delegated to the project team. Selection of the people to complete each activity will depend upon whether they have the appropriate skills and experience, whether they are available or whether you want them to develop their skills in some aspect of the work. There are two main reasons for delegating work:

- Delegate to take control of your time
- Delegate to grow your people

WHAT CAN BE DELEGATED?

Before deciding to delegate something, it must be determined whether the task is suitable for delegating or not. The WBS work packages and the RAM can be looked at and each activity inspected for suitability of delegation. Some simple questions that can indicate appropriateness for delegation include:

- What tasks are easy to explain?
- What tasks can they perform?
- Can associated decisions be delegated?
- Will the task be motivating?
- Expectations of quality?
- Timing?
- Resource loading?

DELEGATION: SIMPLE RULES FOR SUCCESS

- Define the task
- Select the individual or team
- Determine ability and training needs
- State required results and deadlines
- Determine the required resources
- Confirm understanding and get suggestions
- Manage stakeholders, support and communicate
- Provide feedback on results

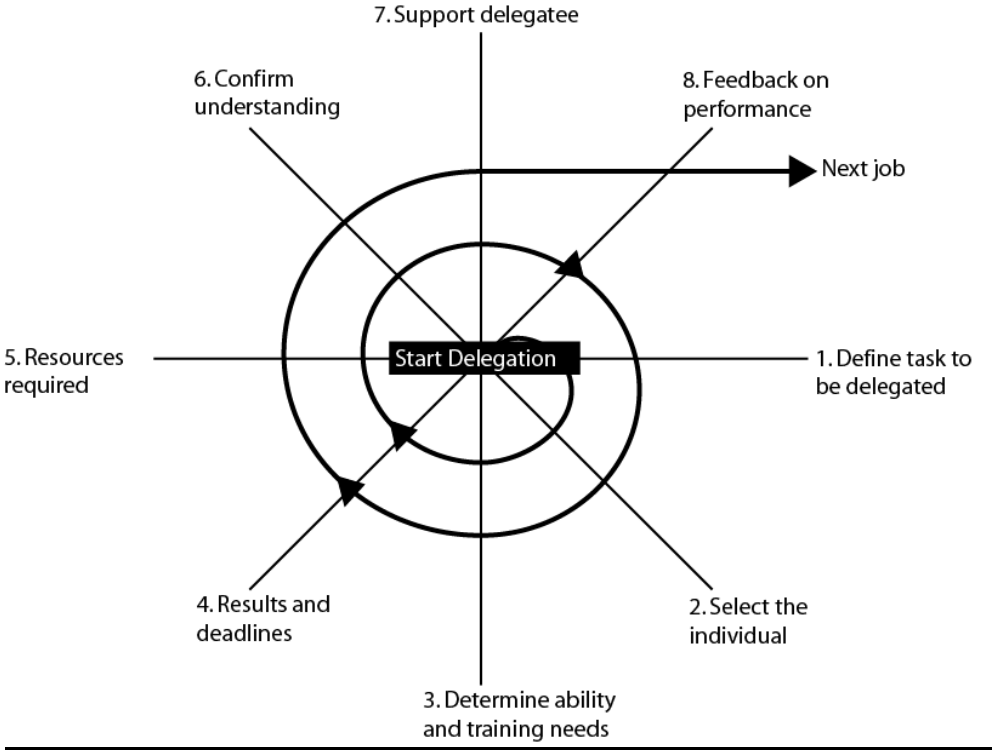

Figure 10.1: The Delegation Spiral

(Source: Burke and Barron 2007: 296)

DELEGATING TECHNIQUES –SMART

SMART: A useful technique for establishing clear objectives is to define them using the SMART acronym. SMART stands for: Specific, Measurable, Achievable, Realistic and Time bound. The acronym is helpful to test of all aims and objectives of a work package capture the necessary information to clearly state the specifications of the work.

PROBLEMS WITH DELEGATION

Delegation can be improperly operated and this can lead to negative outcomes. Some factors to consider include:

- Your involvement
- Your expectations
- Your fear of failure
- Abdication

SELF ASSESSMENT EXERCISES/ACTIVITIES

1. Do you have any experience of delegating work or having work delegated to you? If so, how effective was the delegation experience? Was the work delegated effectively or not? What did you learn from the experience? What do you think the other parties learnt? You should justify your reasons.
2. Convert these loose criteria into SMART objectives. You can insert your own data, such as deadlines, references documents and other information to enhance the 'smartness' of the objective:

2.1 To increase sales.

2.2 To distribute the report to all parties.

2.3 To satisfy the customer requirement.

2.4 To improve customer relations by providing high quality service.

2.5 To improve call-out response and reduce maintenance costs.

CHAPTER ELEVEN

NEGOTIATION

Chapter Eleven

NEGOTIATION

Learning Outcomes:

Having worked through this chapter, the student should be able to:

- Understand the difference between different negotiation strategies
- Develop a negotiation tactic plan of action
- Understand the dispute process

READINGS

You should read about the topic that you intend to study in this chapter, together with its accompanying section(s) in the prescribed textbook.

Prescribed Reading:

Burke, R. and Barron, S. 2007. Project Management Leadership. Burke Publishing. South Africa.

Recommended Reading:

Schwalbe, K. 2008 Introduction to Project Management. Cengage Learning. Boston, Massachusetts.

INTRODUCTION

Negotiation is the method used to reach an agreement by compromise, which is open to discussion or modification. Negotiation is the process of trying to get a better deal for the project than the project manager would get without negotiation.

NEGOTIATION STRATEGIES

The three basic negotiation strategies are:

- Win-lose strategy – This strategy is a competitive adversarial bargaining approach where each party is searching for the other party's weakness and desires to capitalize on any weakness discovered. The consequence of this approach is that there is little or no sharing of information with the other party and consequently, no attempt is made to understand the other party's needs and expectations. There is also very little trust between the parties, which essentially kills effective two way communication and goodwill. This strategy does not encourage teamwork or collaboration with functional managers which are two of the key leadership objectives.
- Win-win strategy – This strategy is a collaborative approach where each party is trying to achieve the best deal for both parties – a mutually agreeable solution. Information is openly shared between parties in order to improve their understanding of each other's position. For this strategy to succeed there has to be a demonstrable climate of trust and honesty between the parties that allows an open exchange of views and expectations. The win-win strategy is essential when the functional managers' input and commitment are crucial to achieving the desired outcomes for the project now and in the future.
- Lose-lose strategy – This strategy basically says that ' if I lose , I will make sure that you lose'. The implementation of this spiteful approach creates unnecessary enemies that could come back to haunt you in future negotiations. It is far better for long term business relations to ensure that each party leaves the negotiation table having won something.

NEGOTIATION TACTICS

The following negotiation tactics outline a number of useful approaches which should improve the project manager's chances of getting a better deal:

- Prepare
- Develop a battle plan
- Exaggerate your position to weaken the other party's argument
- Organise frequent meetings
- Recognise that opinions are often temporary
- Solve easy differences first
- Give concessions on minor issues
- Force the issue

BARGAINING

Bargaining is the process of giving up something to gain something – preferably giving up a little to gain a lot. To bargain effectively, you need to exaggerate your position and understate the other party's position – this gives you room to 'negotiate'. The settlement range is the area of mutually agreeable solutions. In the settlement range, both parties would rather compromise from their initial position, than stop the deal.

DISPUTE RESOLUTION

If the differences with another party cannot be resolved by negotiation, there are a number of dispute resolution processes to consider:

- Arbitration
- Mediation
- Conciliation

SELF ASSESSMENT EXERCISES/ACTIVITIES

1. Give examples from your projects where you have used the three negotiating strategies; win-lose, win-win, lose-lose.
2. Discuss how you have used collaboration to negotiate a better deal for resources from the functional managers.
3. Discuss how you would resolve a dispute with a functional manager while negotiating for their resources.

CHAPTER TWELVE

COMMUNICATION

Chapter Twelve

COMMUNICATION

Learning Outcomes:

Having worked through this chapter, the student should be able to:

- Understand how to transmit and receive messages and information
- Understand how lines of communication link the project team and the other stakeholders.

READINGS

You should read about the topic that you intend to study in this chapter, together with its accompanying section(s) in the prescribed textbook.

Prescribed Reading:

Burke, R. and Barron, S. 2007. Project Management Leadership. Burke Publishing. South Africa.

Recommended Reading:

Schwalbe, K. 2008 Introduction to Project Management. Cengage Learning. Boston, Massachusetts.

INTRODUCTION

Effective communication is one of the project manager's key leadership skills. Project communication is the ability to transfer information from one person to another. The ability to communicate well, both verbally and in writing, is the foundation of effective project management leadership. Communication enables the project manager to develop interpersonal relationships; inspire team members, handle conflict, negotiate with stakeholders, chair meetings and make presentations. According to the PMBOK (1994 cited in Burke and Barron 2007: 341), project communications management is the process required to ensure proper collection and dissemination of project information. It consists of communication planning, information distribution, project meetings, progress reporting and administrative disclosure.

COMMUNICATION THEORY

The purpose of a project communication system is to transfer information from one person or team member to another. Communication is essentially the interpersonal process of sending and receiving messages and information. The key components of the communications process are shown in Figure 12.1. They include the sender who encode and sends (transmits) the message, and the receiver who decodes and interprets the message. The receiver then feeds back a response to the sender and closes the loop.

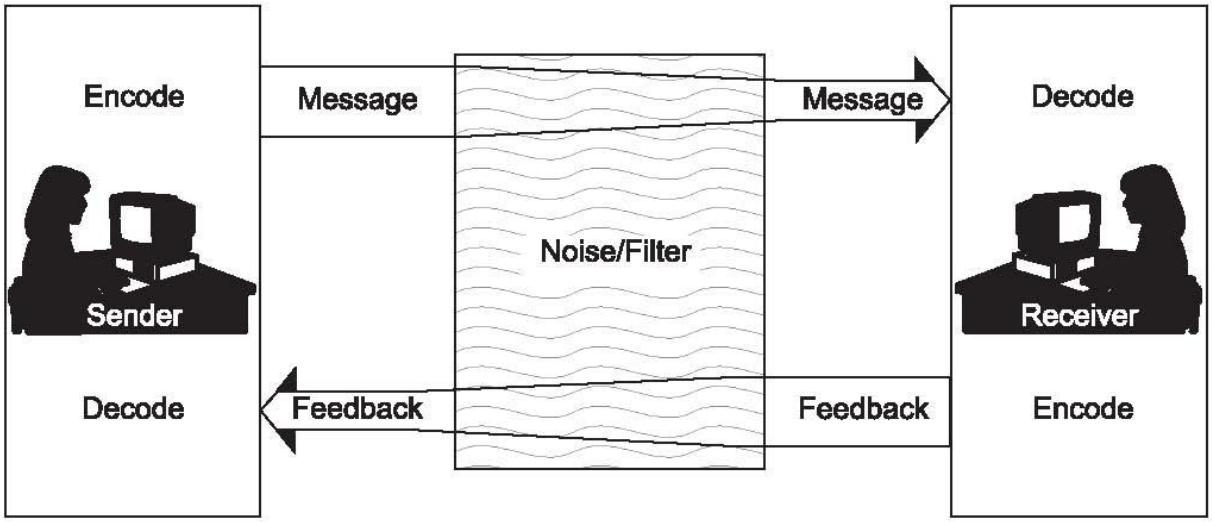

Figure 12.1: The Communication Process
(Source: Burke and Barron 2007: 342)

COMMUNICATIONS PLANNING

Communications planning links the project manager to the project team and other stakeholders. The project manager and the project management office are at the heart of the project's information and control system. It is the project manager's responsibility to not only develop the project's OBS but also to develop the project's lines of communication and ensure that the right people are receiving the right information at the right time. The communications plan should outline the following:

- Who? – Lines of communication between sender and receiver showing responsibility and authority.
- What?- Scope of communication, content and format
- How? – Email, telephone, meeting
- When?- Schedule of meetings
- Feedback – Confirms message received and understood – document control, transmittals
- Filing – Filing, retrieval, storing, back-up, disaster recovery

LINES OF COMMUNICATION

A line of communication may be defined as a formal or informal link between two or more people, departments, companies, suppliers, contractors or stakeholders. The lines of communication tend to follow the project's OBS, which not only outlines the project manager's position, but also implies responsibility, authority and who reports to whom.

COMMUNICATION CHANNELS

As a project team grows the number of channels of communication increases by the formula n((n-1)/2), where n = the number of people. Accordingly, a team of 5 will have 10 communication channels and a team of 20 will have 190 communication channels. For a team of 20 members to achieve full inter-member communication it will take a significant amount of time and the team's efficiency is bound to suffer.

MEETINGS

Project meetings are the project manager's principle forum to manage the project and communicate with the team members and stakeholders. There are five basic reasons for holding a project meeting:

- Information sharing
- Problem solving
- Decision-making
- Planning
- Progress evaluation, monitoring reviewing and forecasting.

The minutes of a meeting are a permanent certified record of what was said and agreed by the team members. Minutes should be taken for all meetings and produced as soon possible after the meeting and communicated to the key people as per the communications plan.

TEAMWORK

Communication is probably the single most important factor establishing cohesion amongst team members, because good communication is the thread binding the team members together to create a cohesive bond. It is only through communication that each team member gets to know the other team members and vice versa. Important themes are:

- Team building
- Conflict resolution
- Competencies
- Team roles
- Shared values
- Task
- Progress
- Contribution
- Recognition
- Support

Effective communication enables the team to work together and perform the project efficiently.

SELF ASSESSMENT EXERCISES/ACTIVITIES

1. Draw up a lines of communication document for your project, determining who receives what and when.
2. Consider your project and calculate how many channels of communication there are within your team and within your project environment.
3. Almost every aspect of your project requires some form of communication. Identify areas where information was misunderstood and the consequences thereof to your project.

ADDITIONAL READING

The full-text of the following articles can be accessed from the EMERALD database through the library portal in the MYMANCOSA website.

ARTICLE ONE

Chui-Ha, N. and Walker, D. 2008. A study of project management leadership styles across lifecycle stages of an IT project in Hong Kong. International Journal of Managing Projects in Business. 1(3).404-427.

Abstract:

Purpose – The purpose of this paper is to provide a discussion of the way that teams and leaders interact over the life cycle stages of a project and how trust and confidence plays a vital part in this intimate relationship. Key issues relevant to this discussion are the nature of projects, the nature of trust and commitment and leadership style.

Design/methodology/approach – A case study was undertaken of an information and communication technology project delivered by an information technology (IT) company to a Hong Kong public sector organisation. The study extended over the whole of the project and data was gathered on how the leadership styles of individuals in "leader" positions of a project affected project management process success and failure from a critical historical event perspective. The study was considered over four stages: project initiation and design; development; testing and cut over; and finally project acceptance.

Findings – This paper highlights personnel changes in the leadership team. Issues relating to the leadership team of the public sector organisation and IT company are then explored, analysed and discussed. The source and use of power from the perspective of project delivery team leaders and the public sector organisation are explored to analyse how the adopted leadership style influenced the degree of trust and commitment exhibited by participants at each stage. Results suggest that team members should be considered as key project stakeholders and building their trust and confidence in the project leadership group is vital.

Practical implications – The paper explores cultural national issues that affect leadership style that are particularly relevant in a Confucian cultural context. While findings from one study cannot be more generally applied they do help to build our understanding of processes at work and what

critical incidents influence the way that these unfold – in this case, the way that leadership style affected the organisational form for example.

Originality/value – Each case study is unique. This study provides particularly rich insights into the project and its characteristics across each stage of the project and so it contributes to the body of casework that helps explain the implications of how history, culture and context shapes the emergence of a particular leadership and followership style.

ARTICLE TWO

Clarke, A.P. 2009. Leadership, beyond project management. Industrial and Commercial Training. 41(4) 187-194

Abstract:

Purpose – The purpose of this paper is to raise awareness of the need to understand the differences between management and leadership within the project environment.

Design/methodology/approach – First stage research involved data analysis from forum, workshops, group to one, one to one interviews. Second stage research involves a five-year PhD study undertaken by the author.

Findings – The paper highlights the need not only to understand the difference between project management and leadership, but also to use this differentiation in the identification, assessment and development of project services providers and as an integral part of organisational and people development for all companies involved in sponsoring, supporting or delivering projects.

Practical implications – The premise is that the emphasis needs to be on project leadership to achieve a successful project

Originality/value – The paper includes research within a specific industry based on identification of a market niche.

ARTICLE THREE

Jaques,P., Garger,J. and Thomas,M. 2008. Assessing leader behaviors in project managers. Management Research News.31(1)4-11.

Abstract:

Purpose – The purpose of this research was to explore the leadership style of graduate project management students vs other MBA students.

Design/methodology/approach – Graduate project management and MBA students attending a regional comprehensive university in USA returned surveys that assess their leadership style emphasis of concern for task or concern for people.

Findings – Project management students rate themselves significantly higher on the concern for people leadership style and were found to have a balance between the concern for task and concern for people leadership style vs. MBA students.

Practical implications – Individuals exhibiting a concern for people leadership style and those with a balance between concern for task and concern for people leadership styles are good candidates for project management positions as well as training/education in project management.

Originality/value – The paper shows that the selection and training of project managers based on behavioral tendencies can relate to project success.

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Cleland, D.I 1988. The cultural ambience of project – another look. Project management journal, vol no. 3, pp. 49-55.

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Turner, J.R & Muller, R 2005. The project manager's leadership style as a success factor on projects: a literature review. Project Management journal, Vol. no.1, pp. 51 – 56.