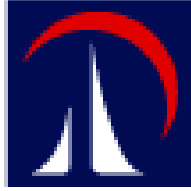


الجامعة  
البريطانية في  
دبي



The  
British University  
in Dubai

## **A Study of Project Managers' Competence Standards in the UAE**

دراسة حول معايير كفاءة مدراء المشاريع في دولة الامارات العربية  
المتحدة

**By**

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## **Abstract:**

This research seeks to determine how the emotional (EQ), managerial (MQ) and intelligent (IQ) competences impact the management process of the various levels of project managers. The study focused upon three levels of project managers: new, traditional and the management of a group of multiple projects (MGMP) project managers. The roles and responsibilities of all three project managers were explained according to Schermerhorn's (2010) four managerial functions: planning, organizing, controlling and leading. A direct relationship was created between Adair's (2002) contextual elements (Quality, Knowledge, Functions) of leadership and Crawford's (2007) competence components specified in Dulewicz and Higgs's (2005) EQ, MQ and IQ fourteen competences. To test this correlation, qualitative (interviews) and quantitative (survey) techniques were used to collect information from various levels of Bank X project managers. The combination of techniques enabled the researcher to verify that the various elements of the project manager leadership competencies do impact project performance. Following this verification a clear set of recommendations to Bank X project managers were explained along with suggestions for future research.

## الخلاصة:

هذا البحث يسعى لتحديد أثر الدور الذي يلعبه كل من الذكاء العاطفي, الكفاءة بالاختصاص الاداري, و حاصل الذكاء على العملية الادارية على مختلف مستويات مدراء المشاريع. الدراسة تركز على ثلاثة مستويات من مديري المشاريع: المدير الجديد, مدير المشروع التقليدي, و المدير المسؤول عن ادارة مجموعة من المشاريع المتعددة. الأدوار والمسؤوليات لجميع مديري المشاريع الثلاثة موضحة وفقا للوظائف الإدارية الأربع لشيرميرهورن (2010) وهم: التخطيط, التنظيم, السيطرة و القيادة. تم انشاء علاقة مباشرة بين العناصر القيادية (الجوده, المعرفة و الوظيفة) لأدير (2002) و مكونات الكفاءه لدى كروفرد (2007) المحددة في بحث ديولويج و هيجز (2005) الذي يصف أربعة عشر كفاءة تضم الذكاء العاطفي, الكفاءة بالاختصاص الاداري, و حاصل الذكاء. لاختبار هذه العلاقة تم جمع المعلومات عن طريق الاستبيانات و المقابلات بالعديد من مديري مشاريع بنك اكس من مستويات مختلفة. استخدام تلك التقنيات أمكن الباحث من التحقق بأن العناصر القيادية المختلفة لمدراء المشاريع تأثر على أداء المشروع. وبعد التحقق, تم شرح مجموعة واضحة من التوصيات الى مختلف مدراء المشاريع في بنك اكس وبالإضافة الى عدة اقتراحات للبحوث المستقبلية.

**I dedicate this Work to**

**My Father who I Hope is Proud of me from where He Is**

**May Your Soul Rest in Peace Dad**

**&**

**My Grandma who without her motivation, support and love I wouldn't be**

**here today..Thank You Grandma for Everything**

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## **List of Abbreviations:**

<b>GAPPS:</b>	Global Alliance for Project Performance Standards.
<b>ICB:</b>	IPMA-Competence Baseline
<b>IPMA:</b>	International Project Management Association
<b>MPM:</b>	Multiple Project Management
<b>MGMP PM:</b>	Management of a Group of Multiple Projects Project Manager
<b>MGMP:</b>	Management of a Group of Multiple Projects
<b>MGMP1:</b>	Management of a Group of Multiple Projects Project Manager 1
<b>MGMP2:</b>	Management of a Group of Multiple Projects Project Manager 2
<b>MGMP3 :</b>	Management of a Group of Multiple Projects Project Manager 3
<b>PM:</b>	Project Manager
<b>PMO:</b>	Project Management Office
<b>PPM:</b>	Project Portfolio Management
<b>SPM:</b>	Single Project Manager
<b>TNT:</b>	Turnaround Time
<b>TPM:</b>	Traditional Project Manager
<b>TPM1:</b>	Traditional Project Manager 1
<b>TPM2:</b>	Traditional Project Manger 2

## **Chapter 1: The Introduction**

### **1.1 Background**

Within the last decade a paradigm shift transpired within the project management academic research fields. Studies that used to focus on traditional project management have now shifted to multiple project management (MPM) organizational environments. MPM provide organizations the efficient management improvements they need in terms of cost, time, performance, customer satisfaction and resource usage (Patanakul and Milosevic, 2009). For example, MPM can provide organizations the ability to condense time by linking projects as explained by Ireland (1997) and PMI (2005).

To properly benefit from MPM, organizations need to attend to their project managers, who play a critical role in the success of any project. This has been illustrated in a number of studies like Patanakul and Milosevic (2006), Souder and Jenssen (1999) and Cooper and Kleinschmidt (1994). The typical MPM organizational environment is comprised of four levels of project manager (PM). Tuilet (1996) explains that each of those PMs has his own attitude, thinking style and capabilities that make it hard on organizations to choose the appropriate PM. In a MPM environment management decisions become more critical and difficult to make since the risk of choosing the wrong PM for the management of a specific MPM unit is higher.

### **1.2 Research Problem:**

Organizations in the United Arab Emirates (UAE) face complex challenges in sustaining productive environments due to the high diversity of nationalities, rapid

technological changes and the fierce global market competitiveness. To sustain productivity and form stability, organizations are required to adjust to market changes by implementing new innovative processes like developing MPM organizational environments (Trice and Beyer, 1991). However, the lack of appropriate competent project managers who possess certain qualifications and competency standards to meet the job requirements within every MPM level is lacking.

One of the critical success factors that affect project performance is the project manager competencies according to Locke (1984), and Belassi and Tukel (1996). Organizations may not be able to obtain the full benefits of a well executed MPM environment mainly due to the lack of competent project managers who do not rely on linear thinking in complex work situations (Pisapia et al, 2005). This will eventually lead to the dilemma of sustaining market changes and achieving the long and short organizational objectives of both the UAE project based governmental and private sectorized organizations (Pisapia et al, 2005).

In today's project based organizations, failure rates among projects are high and project managers are experiencing vast amounts of stress, overwork and lack of control as Pisapia et al (2005) explain. Therefore, identification of project managers who possess the proper competencies to fit the proper job as Turner et al (2009) explained is challenging. Competent project managers with certain categorized characteristics that are compatible with the type of work the MPM project manager level is required to achieve should be retained and trained by organizations (Buttrick, 2009).

### **1.3 Aims and Objectives:**

The aim of this research is to illustrate that a better understanding of the differences between the various levels of MPM project managers in terms of competencies, skills and attitudes will help organizations appoint suitable project managers to the appropriate managerial position. The following research question intends to help achieve this aim.

Research Questions: How do the competencies of various project managers impact the management of projects in a multi-project organizational environment?

To properly answer this question the following list of objectives will cover various variables in relation to project managers and their competencies.

#### Research Objectives:

1. Explore the roles of the new, single and multiple project managers.
2. Demonstrate the roles of each of the new, traditional and MGMP project managers in terms of their responsibilities in the four (Planning, leading, organizing, controlling) functional managerial processes.
3. Compare and contrast between the management process functions of new, single and multiple project managers in a MPM environment.
4. Investigate Adair main leadership attributes of the leadership approaches (Quality Knowledge and Functions) in relation to the three types of MPM project manager.
5. Illustrate the PM leadership competencies (intellectual, emotional, managerial, and social capabilities) that may impact project performance.

## **Chapter 2: The Various Project Managers of an MPM Environment**

### **2.1 Background**

Kinicki and Kreitner (2008) classify organizations success into four common factors: coordination of effort, a shared goal, division of labors and a hierarchy of authority. The hierarchy of authority is also known as the chain of command, which is a control mechanism organizations use in order to make sure that the right people do the right things at the right time (Kinicki and Kreitner, 2008). The hierarchy of authority aims to establish accountability. Accountability is an employee requirement to a good performance (Schermerhorn, 2010). Through this control mechanism, organizations try to guarantee the achievement of goals. However, due to the poor organizational management and lack of proper managers, this mechanism failed to achieve its goal (Tuillet, 1996).

The unity of command principle specifically state that each employee should report to one manager only. However, due to the development structures of project organizations, the 'dual boss' phenomenon started to exist (Shtub et al, 2005). For example, in a typical matrix organization structure, workers report to functional managers while performing specific tasks for their project managers as Shtub et al (2005) explained. In this case employees are reporting to two managers at the same time which may eventually lead to a conflict of interest (Shtub et al, 2005).

Furthermore, managers are supposed to be objective and fairly appraise their employees by either rewarding or punishing them (Kinicki and Kreitner, 2008). Due to

such performance appraisals, it is clear that every employee in the organization is affected by how well his manager carries out this role. The same

Moreover, Avots (1969) theoretical study explained that one of the main critical project failure reasons is the inappropriate choice of project managers assigned to projects. Projects are seen as a temporary venture undertaken to create a distinctive product or service as defined by The Project Management Institute (2004). In organizations not all managers are entitled with the PM title and position; some are given temporary assignments only. In this research, any individual who is liable for the management of a project or an assignment is considered a PM (GAPPS, 2007).

## **2.2 Project Managers Job Evolvement:**

From the twentieth century till our present day, project management is still known as the profession that manages people and processes (Gardiner (2005) and McNamara (n.d). Bernard (1938) defined the role of a chief executive into two functions; managerial known as the cognitive function and emotional known as the cathectic function. The managerial function of executives entail concerns for processes like guiding, directing and constraining while the emotional function involves the emotional and motivational aspects of relationships e.g. setting goals and establishing commitments (Bernard, 1938).

Throughout time managers responsibilities stayed the same, what old managers used to deal with in terms of men, machines; material and money are still shared by today's project managers but under modern terminologies (Emmott, 2001). Turner (2000) summed up the project managers responsibilities as the management of people,



resources and the product delivery since the product work is usually done by subordinates.

Nonetheless, although time did not change manager's responsibilities, it did change the business organizations responsibility. The old, small and simple business organizations shifted to large, complex and competitive firms (Hosmer, 1991). This organizational paradigm shift led to management changes that directly affected the organizational activities, making organizations more dependent on their social capital like managers, executives, technicians, etc. (Hosmer,1991).

Organizations success depends on the project business success according to Brown et al (1994). One of the factors that impact the project business success is the decision of who will manage the project. Project assignment is a process usually undertaken by management in order to select who will be assigned to a particular project (Patanakul and Milosevic, 2006).In order to help management choose the appropriate managers, organizations social capital should present a range of managers with various capabilities, skills and competence levels. This way management will be able to choose a manager who will most likely match the project requirements (Patanakul and Milosevic, 2006).

GAPPS framework categorizes projects, based on their managerial complexities using the Crawford-Ishikura Factor Table for Evaluating Roles (CIFTER) as their tool. The aim of GAPPS (2010) framework is to demonstrate how not all of the managers who are capable of handling easy, less complex projects are also capable of managing the harder and more complex projects. Therefore, it is not only important to differentiate

between the skills, capabilities and project manager competencies but also the management requirements of projects.

### 2.3 The Duty of the Project Managers

The increased use of projects has prompted organizations to use the project management office (PMO) (Thiry and Deguire, 2007). With time, the organizational use of PMO has supported the development of project organization structures e.g. project oriented and matrix structures according to Jamieson and Morris (2004) and Hodgson (2002). One of the common figures that describe today's organization structures in relation to projects, is the Multiple Project Management (MPM) system. Figure 1 depicts the MPM system that identifies several levels of project managers according to Patanakul and Milosevic (2009) study.

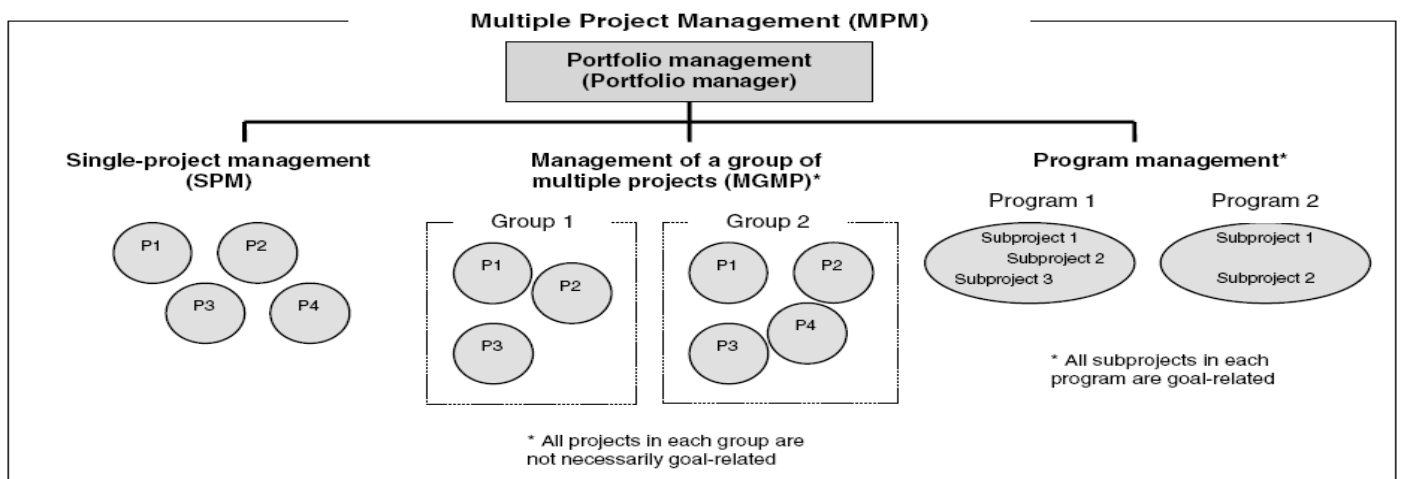


Figure 1: Patanakul and Milosevic (2009) MPM System

According to figure 1, strategically large projects are usually managed by single traditional fulltime project managers (Patanakul and Milosevic, 2008). Unlike the

program managers who lead a group of commonly dependent shared goal projects in order to deliver a single product or service (PMI, 2005). Payne (1995) described program projects as a mix of different, independent projects that require managers with various skill sets. Multiple-project managers are defined as the single managers who simultaneously lead smaller and tactical natured projects (Wysocki et al, 2002). Whereas the portfolio managers are seen as the higher managers, who manage the accumulation of all projects in the multiple project management environment as explained by Pennypacker and Dye (2002).

According to GAPPS (2010) program typology that was developed based on Pellegrinelli (IJPM, 2005 cited in GAPPS 2010) study and Stretton (2007 cited in GAPPS, 2010) unpublished work. The MGMP division described in Figure 1 is known as a multi-project program (GAPPS, 2010). For a better explanation, Table 1 is an extract of the program typology; it demonstrates the various types of programs and program managers that can be found within a multiple project management environment according to GAPPS (2010) study.

Program Characteristic	Type of Program			
	Strategic Program	Operational Program	Multi-project Program	Mega-project
General Purpose	Deliver assets and benefits that are directly linked to attaining the sponsoring organization's desired future state	Deliver assets and benefits that are critical to the sponsoring organization's day-to-day operations	Achieve synergies from projects with common traits such as shared resources, similar clients, or product technology	Deliver a specific asset to the sponsoring organization
Key Differentiating Feature	Link to a specific business goal or strategic initiative	Relative interdependence of constituent projects	Relative independence of constituent projects	Significantly larger than the sponsoring organization's typical projects
Reason for Grouping Projects	Early results influence decisions about later projects	Minimize negative impact on ongoing operations	Benefits expected from synergy	So much larger than the organization's typical projects

Table 1: Extract of the GAPPS (2010) Program Typology

The MPM work environment constitute of several different managerial project managers. Who each has his has his own thinking style; ability; knowledge and experience but they all aim to achieve their organization goals (Tuilett; 1996). However, Patanakul and Milosevic (2009) Figure 1 fails to identify one of the important emerging managers in organizations: the new managers. Priestland and Hanig (2005) named new managers as First level leaders. According to Priestland and Hanig (2005) first level leaders play an identifiable role in translating a company's strategy into results. For example, in the BP group first level leaders, oversee operations at retail outlets and manage the work crews of more than 10 people from various departments (Priestland and Hanig, 2005).

The first level leaders or the new managers are usually the young, smart, confident, and forward thinking employees who are usually the fast individual achievers in organizations (Walker, 2002). Within a short period of time they get promoted into their first managerial positions based on their technical competencies while some of them are thrown into the position based on their qualifications (Crawford, 2006).The new managers are the future managers of large projects thus, small sized projects are seen as their training ground (Payne and Turner, 1998). However, Patanakul and Milosevic (2008) and (2009) studies seems to ignore their importance in regards to the MPM work environment.

Therefore, a more developed version of Patanakul and Milosevic (2009) MPM environment framework is proposed to illustrate all four categorizes of project managers.

# Multiple Project Management

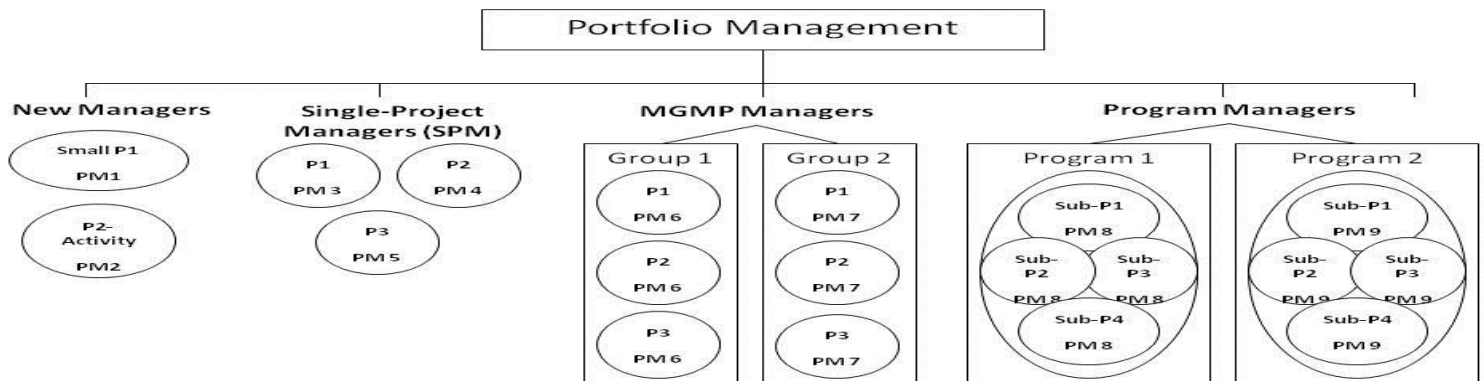


Figure 2: The MPM Framework of Patanakul and Milosevic (2009) Modified to show the Role of New Managers

The research of this study will focus only on the new managers, the single-project managers (SPM) and the managers of a group of multiple projects (MGMP) who are also known as multiple project managers. The reason why program managers have been excluded from this study is because there isn't only one type of program manager but several programs and project managers according to GAPPS (2010) program typology. Therefore, it would be a difficult to cover all program managers within this research scope.

The following chapters of this research will map the managerial roles of the various managers of the MPM framework system in terms of their roles, responsibilities, capabilities, skills and competencies. Emphasizing the required description of every manager will some-how establish the expected requirements of the various unit projects. In this study, the project requirements of every unit in the MPM framework will

revolve around the general, basic requirements only. For example, the interdependencies among projects, the expected size of the projects, the estimated duration and the level of technological uncertainties in projects (Patanakul and Milosevic, 2006).

There are two main reasons behind why the focus of this study is only on the basic general project requirements.

**One:** The general listed requirements do not only distinguish projects but are also considered as the factors that differentiate the MPM framework units. No matter what those basic, general requirements differentiate whether it was the MPM units, projects or both. Those requirements play a role in modifying certain aspects of the managerial responsibilities. Further detailed explanation and demonstration will be discussed in the upcoming chapters

**Two:** Managers within an organizational project context are the main research focus of this study. For that reason, it is more important to cover the problems people may face within the MPM organizational framework in order to show the connection. The general project requirements are illustrated only to demonstrate the need and acknowledge the roles for various project managers. Schafer (2002) explains that poor management is a direct result of poor managers, to control this failure managerial assessment should be used. These assessments will help organizations to attribute the responsibility to either the situational or personal factors (Schafer, 2002). The attribution theory aims to relate theories to the way how individuals assess their success and failures (internal) in addition to how they assign accountability to the outcomes of others

(external) according to Martinko (1995). This some-how can be linked to the project manager's competencies. The ICB (2006) define competency as the "set of knowledge, personal attitudes, skills and relevant experience needed to be successful in a certain functions". Therefore, competencies suggest a direct link on how people form their views, acts and how they relate to responsibilities internally and externally. This will further explained in the upcoming chapters in relation to the MPM framework units' organizational structure.

### Chapter 3: The Project Managers Managerial Functions

In organizations, management mainly consist of a group of decision makers especially executives and managers whose sole purpose is making decisions (McNamara, n.d). Various styles are adopted by each management, since every organizational environment has different situational demands that need to be addressed (Blomquist and Müller, 2006). Therefore, those environments can range from a simple, reliable, well understood to complex, poorly understood environments (Blomquist and Müller, 2006).

The management process is divided into four general functions Planning, Organizing, Controlling and Leading according to McNamara (n.d), Gardiner (2005) and Schermerhorn (2010). Any manager is entailed with the work associated to those four functions illustrated in Figure 3 but in various degrees. A brief description would be given regarding each function.

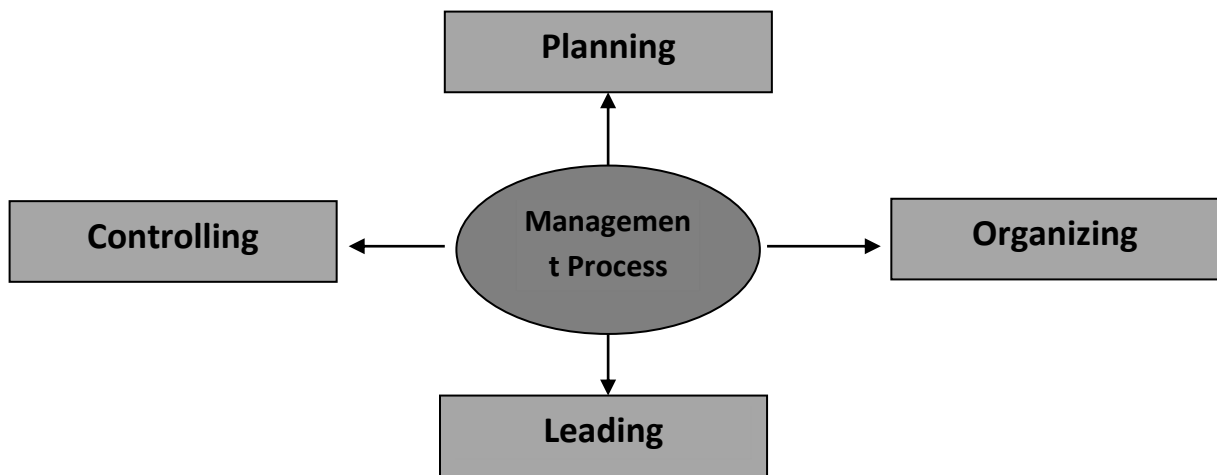


Figure 3: Schermerhorn (2010) Management Process Functions



Then according to the MPM environment framework, a comparison would be made with the new, traditional and MGMP managers who all are tasked with the work associated with those four functions but in various degrees. The reason why this distinction is important is because not all managers should have the same degree of functional responsibilities.

For example, employees face transformational experiences in becoming leaders and managers for the first time (Walker, 2002). Hill (2007) explains that many first time managers are disoriented and overwhelmed by confusion due to their role misconceptions. This is supported by many organizations who assume that first time PM Managers will learn to adjust into their managerial responsibilities with time (Walker, 2002). Wilson (1987) explains that managers learn their management skills and responsibilities through trials and errors leading to the loss of organizations financial costs. Therefore, the functions responsibilities of the management process of first time project managers should not be equivalent to the traditional or MGMP project managers.

Most of the research about first time project managers mainly focuses on one management process function: Leading. This may be because organizations assume that just like any other traditional manager; new managers are capable of planning, organizing and controlling projects. This clarifies the necessity of differentiating the management process of functional responsibilities of first time managers with the other two managers.

Furthermore, traditional project managers are usually given the default title of a project manager. This title applies to anyone who happens to be in charge of a project of whatever size and type according to Wideman (n.d cited in Gardiner (2005). Most of those managers are usually aware of their main role responsibility which is to achieve project objectives according to the planned time, cost and the established stakeholder performance (Wideman n.d, cited in Gardiner (2005). This awareness could either be the result of the accumulated work experience or the to the project manager educational background.

On the other hand, multiple project managers are leaders who lead multiple teams to attain various projects objectives at the same time according to Patanakul and Milosevic (2009) and Elonen and Artto; (2003). However, a lack of research reference was made whether it was appropriate to categorize multiple project managers who lead only one team on various numbers of projects also as MGMP managers. If so, does this MGMP manager relates to the same role responsibilities of planning, organizing and controlling of the traditional manger since he is leading one team only or to the MGMP managers since his main role is to attain the objectives of the various projects. This lack of research in certain aspects related to MGMP managers may form an obstacle in determining the general role of those managers in relation to the four main functions. Therefore, assumptions will be made when necessary. The following chapter will illustrate the differences between the responsibility roles of each of the managers in relation to the four functions.

## **Chapter 4: The Role of the Various Project managers as Planners**

Projects are initiated to satisfy a market need or a customer demand (Shtub et al, 2005). Achieving the deliverables described in the business case is the main goal of all projects (ICB, 2006). Therefore, before the initiation of any project, managers should plan a feasibility study that outline what needs to be done and how to do it within the time and cost constraints (Gardiner, 2005). This is known as the pre-initiation phase plan, where managers establish all the needs of stakeholders that are known as customer requirements (Baar et al. 2004; Zwikael et al 2007). If the project was found to be feasible and satisfies the technical, business and functional criteria's, a go decision will be made and the project planning activities will be implemented (Gardiner, 2005).

However, in order to successfully manage a project, a full comprehensive project plan should be written by the manager at the beginning of the work (Song and AbouRizk , 2005). The project plan defines the project objectives, the way the project will be implemented and the manager assumed commitments (Howell, 2002). In addition, the plan consider any project contingencies that may happen during the project life cycle like funding problems, technical troubles and work stoppages according to Howell (2002). The project planned documents should consist of three critical detailed sub-plans: activity plan, resource plan and a budget plan (Gardiner, 2005). Each of those plans detail a thorough description that defines who does what, when, how and for how much according to Gardiner (2005) and Laufer and Tucker (1987). A failure to define those elements will lead to significant amendments that will increase project cost and will delay project execution creating a poor project management (Gardiner (2005) and

Song and AbouRizk , (2005)). Therefore, understanding the five planning process stages illustrated in Figure 3 is essential to all project managers.

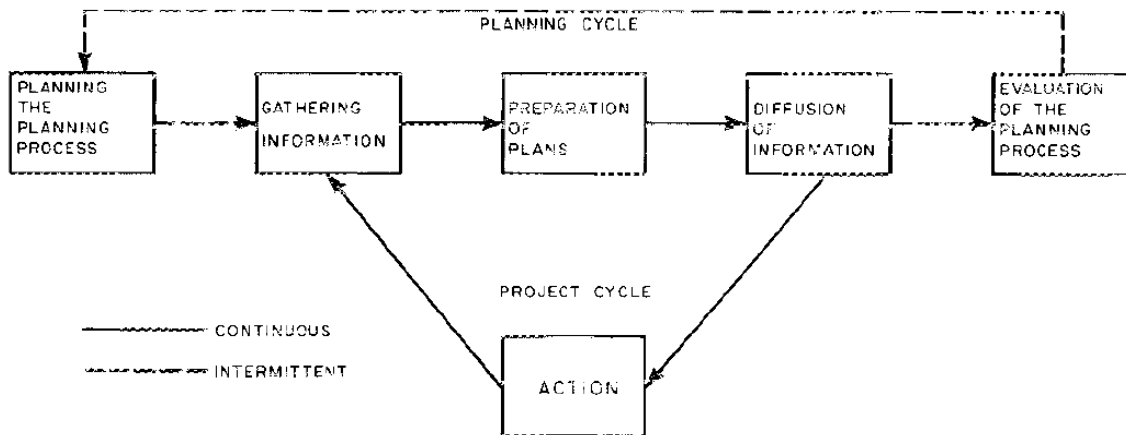


Figure 4: Laufer and Tucker (1987) Planning Cycle Process

Figure 4 illustrate that planning is a continuous and dynamic process that's in constant progress especially while implementing and executing the project (Shtub et al, 2005). Due to the unexpected problems that may happen like scope changes and costumer redirection, planning does not end at the execution phase (Howell, 2002). That is why managers constantly review project performance periodically against the fundamental plan (Shtub et al, 2005).

First time managers are usually given a division responsibility of a large project or smaller project activities (GAPPS, 2007). Since new managers usually fall in planning pitfalls (Belker and Topchick, 2005). According to Belker and Topchick (2005) typically new managers may either focus on planning the big picture while ignoring the details that brings the project together or they may focus on the details losing sight of the overall project objective. This is usually due to their lack of managerial experiences. Walker (2002) explains that 90% of the new manager activities are usually tactical while

the other 10% is strategic. With time as managers get promoted those percentages will flip according to Walker (2002) and strategic planning will determine the success of any manager.

Unlike new managers who are inexperienced, traditional managers are aware that some of their planning responsibilities are: creating a project activities framework, keeping the overall objective clear and understood by all members, and properly coordinating the project activities (Prabhakar, 2003). Planning responsibilities assist managers with the direction of the project execution and the management of the project life cycle and team in relation to the planned scope-time-triangle (Gardiner, 2005).

According to this information, we can assume that the traditional project managers focus on the interdependencies between the various project activities more than the new or MGMP project managers. Furthermore, due to the high strategic nature of projects traditional project manager focus on only one plan and one product deliverable (Patanakul and Milosevic, 2009). So when the manager plans, he plans for one plan that consists of the activities of one project, unlike the planning of the MGMP managers.

MGMP projects are considered small in size and more tactically natured than the single projects according to Patanakul and Milosevic (2009) and Archibald (1975). Therefore, the implementation of so many simultaneous projects at one time may lead projects to overrun their planned execution time, increase malfunction rates and may lead to a lack of information (Cooper et al, 2000) and Cooper et al (1998). In addition,

insufficient balancing of the project planned resources may also lead to a lack of resources (Cooper et al, 2000) and Cooper et al (1998).

Patanakul and Milosevic (2009) research study found that some MGMP project managers lack the competencies of managing more than two projects at one time. One corollary of this is that a consideration of the number of projects each MGMP project managers should be given. Fricke and Shenhar (2000) investigation in manufacturing support environments confirm that the effectiveness of MGMP is dependent on the number of projects the multiple project manager leads. Their study explained that the production maximization of an effective multiple engineering project manager is the management of two to three major projects only (Fricke and Shenhar; 2000). Regulating the number of projects assigned to project managers help constrain their attention on few projects which will help them minimize their switchover project time which is also known as the lost time (Robinstein et al (2001), Ireland (1997) and Pennypacker & Dye (2002)).

Interdependency management is one of the main skills a multiple project manager should possess when it comes to planning. The research done by Dietrich and Lehtonen (2005) illustrate that one of the aspects that correlates significantly with a successful management of strategic intentions in a multi-project context is examining a set of projects as one entity. The Project Portfolio Management is “*a set of business practices that brings the world of projects into tight integration with other business operations*” as defined by Levin (2005). A well established PPM help and support the MGMP managers with the management of the various simultaneous projects through

providing them all the necessary projects information's and supporting their decisions through the use of rational analysis engines (Levine, 2005).

One of the critical MGMP project manager's roles in planning revolves around establishing structural linkage between projects (Dietrich and Lehtonen, 2005). Linking projects is a skill that can help managers bend and connect various projects schedules to match their offered resources through eliminating the redundant variations of workloads and to cutting time cycle durations using multitasking (Adler et al (1996) and Patanakul & Milosevic, (2008). Therefore, linking and identifying the overlaps within projects and between organizational departments while implementing projects independently is an essential factor to the success of multi-project managers (Elonen and Artto, 2003).

## **Chapter 5: The Role of Various Project Managers in Organizing**

Organizing is the process of assigning tasks, allocating resources and directing activities of individuals according to Schermerhorn (2010). Organizing also includes the identification of project tools, processes and templates in addition to reporting and meetings (Gardiner, 2005). Schermerhorn (2010) explain that when managers organize they put plans into actions by bringing together the people and the resources.

The Project management for Development organizations (PM4DEV) (2007) explain that managers responsibility revolve around establishing a temporary organization structure at the beginning of the project. The use of this structure will positively impact the project communication, member commitments and project awareness of what is happening in the project (Gardiner, 2005). This way the project effectiveness will be positively affected (PM4DEV, 2007).

Project organization structure consist of a PM with a team of staff drawn from various organizational departments. Therefore, a clear definition of the roles, responsibilities and who to report to for every single person involved in the project should be demonstrated in the project organization structure according to Gardiner (2005). The Project management for Development organizations (2007) illustrate that the most important element of organization is to distribute and delegate authority to project staff. However, delegating tasks and identifying project roles and responsibilities for project subordinates became a challenging task for managers due to today's present organizational structures e.g. matrix structures.



In addition, the newly promoted managers' lack of experience and knowledge of how to distribute tasks (Hill, 2007). This makes the task of organizing people and distributing tasks more complicated as Hill (2007) explained. For example, the newly appointed manager may fear to overburden his team or he may have personal doubts of being overshadowed (Walker, 2002). This eventually may impact the project progress. Nonetheless, the responsibilities, the close deadlines and the pressure to generate make task delegation essential to new managers.

Delegation is seen as a combination of two tasks organizing and leading, organizing help managers do less work and focus more on managing and leading their subordinates according to Belker and Topchick (2005). However, a subordinate may be delegated an inappropriate task that does not fit h/her abilities simply because the manager did not know what the member excels at as Hoffler and Sliwka (2003) explain. This lack of knowledge will not only impact the subordinate but also the team work progress and the overall project performance. Therefore, project manager's use of leadership skills will help them build effective relationships based on credibility and trust with all their team members (Hill, 2007). This will help project managers to easily identify and delegate the right tasks to the proper team members (Hill, 2007). A failure in this arena would lead to a shortage of resources which will impact the project progress (Hill, 2007). Delegating tasks to employees in a confident way that inspire and energize the team is a necessity every manager should learn according to Hill (2007) and Walker (2002). Otherwise, managers' fear may negatively impact the quality of the allocated tasks (Hoffler and Sliwka, 2003).

Delegating the appropriate tasks to the appropriate members is fundamental to all three project managers. It is a necessity that prevents future problems from escalating. To further illustrate this point, consider the MGMP project manager who is given a limited number of people with different various skills for his several ongoing projects (Certa et al, 2009). In this case MGMP project manager usually deals with resource sharing issues and live with the risk of unsustainable resources (Patanakul and Milosevic, 2009). Due to the constrained resources the manager may assign a subordinate two various tasks on two different projects. This means that the subordinate have to fulfill two different roles and responsibilities for two parallel projects while the other chosen specialists have workload tasks to do on each of the projects (Elonen and Artto, 2003).

The inability to identify the right members for the right task and focusing on few of the experts will lead to a shortage of human resources as Elonen and Artto (2003) empirical study asserted. Nonetheless, having sufficient resources is rare for most multiple project managers due to the small and tactical nature of their projects (Patanakul and Milosevic, 2009). Therefore, the concerns of allocating resources is a challenge all MGMP project managers goes through especially when several parallel projects are accomplished at the same time according to Engwall and Sjogren (2003). In a MPM environment those challenges are usually known as the project interdependency management where managers try to identify and manage the interactions among various projects although they're usually limited (Patanakul and Milosevic, 2008). On the other hand, due to the strategic nature of single projects, senior management pays more attention to the project and gives it a priority as

Patanakul and Milosevic (2008) explained. Therefore, allocating resources is not seen as a critical obstacle that may affect project performances to TPM project managers.

The lack of resources MGMP project managers usually face makes their job harder since they will always find it difficult to swiftly switch, manage the interdependencies and the interactions between projects according to Fricke and Shenhar (2000). On the other hand, Patanakul and Milosevic (2008) explain that multiple project managers multitask more frequently among various multiple project dilemmas. Therefore, it is essential for organizations to create a balance that allows manager to multitask more efficiently. This balance could be gained through the use of proper tools and techniques. The next chapter will better elaborate on some of the project tools an techniques. This balance could also be found in regulating the number of projects every MGMP manager handles as discussed previously. Payne (1995) and Adler et al (1996) both explain the organizations need to address the assigned number of projects each multiple project managers should be given in accordance to the organizational resources. Unlike the traditional project managers whose concerns usually revolve around resources shared between project activities rather than other projects (Patanakul and Milosevic, 2008).

Multiple project managers' capability in swiftly switching between projects according to Fricke and Shenhar (2000) is a competency that every MGMP project manager should posses. Since this competency impact the performance of successfully managing all the projects as a collection through bending and connecting project schedules to match their offered resources and eliminate the redundant variations in workloads of the multiple project managers (Adler et al 1996). However; the single

traditional project manager does not face those same challenges since his focus is directed into one project deliverable only (Patanakul and Milosevic; 2009). Chapter 6 will discuss controlling which is the third required function project managers need to understand, acquire and develop.

## **Chapter 6: The Project Control of the Various Project Managers**

Today project control systems are classified as either one dimensional or multidimensional control systems according to Rozenes et al (2006). The one dimensional control system executes one predefined project control objectives, e.g. scope management and is easier to implement than the multi-dimensional control systems. According to PMI (2004), project scope management is an example of one dimensional control system that controls project procedure definitions since project contents may be altered during project life cycle. Those alterations may be the results of stakeholder's requests, technology improvements and changes in processes (Meredith and Mantel, 2003). On the other hand, a multidimensional system integrates several project control objectives as Rozenes et al (2006) explained. A frequently used multidimensional control system example is earned value analysis (EVA). EVA is a method that integrates time and cost (Shtub et al, 2005).

The actual performance of transforming resources into tangible deliverables rarely transpires in accordance with the actual project plan according to Gardiner (2005) and (Shtub et al 2005). Therefore, project managers are required to make an objective assessment of whether the project is on cost, schedule and meeting the technical required standards according to Howell (2002). As a result, the success of any project is dependent on monitoring achievements, controlling the project progress against the planned progress and realigning operations with plans by taking proper actions (Shtub et al, 2005).

The aim of project control systems is to minimize the difference between the planned and the actual project results using risk management, quality monitoring, and integrated information management systems (Dey, 2000). In a multi-project environment, monitoring operates as an early control mechanism that help managers decide which of the resources they need to shift and for which project (Isakow and Golany, 2003).

Some of the other traditional well known control techniques used to control project time and are frequently used by all project managers are network scheduling and Gantt charts (Rozenes et al, 2006). However, those techniques are not effective in a multi-project management environment. Isakow and Golany (2003) paper describe a constant time in process (CONTIP) control mechanisms used in multi-project environments. CONTIP controls the total processing time required by all the projects that are active in the system, whenever a task of an active project is completed by one of the resources in the system, the remaining processing time requirement is updated (Isakow and Golany, 2003). The complexity of this system reveals the necessity of having experienced MGMP managers who already have been working in the field of management for a number of years. Müller (2009) explains that education provide managers with greater range of means, tools and procedures to control their projects and manage their problems. The upcoming chapters will further discuss the role of education and management knowledge in more details.

Nonetheless, despite the constant developments, traditional project control systems are still found to be lacking because senior management wants a system that would encourage project managers to assume more responsibility for project outcomes

(De Falco and Macchiaroli, 1998). Isakow and Golany (2003) explain that in large multi-project environments it is difficult to obtain quick status or progress reports on individual projects. (Isakow and Golany, 2003).

In addition, senior management want a system that helps project manager's control and directs a large number of various projects at the same time according to the projects technical specifications (Howell, 2002). Therefore, establishing a management control system for a number of simultaneous projects of varying values, durations and technical complexities became a priority to organizations (Howell, 2002).

The program status is a control management system designed to present data on cost, schedule, and technical status for several projects (Howell, 2002). This enables management to make a quick project assessment thus providing project managers a sound basis for determining which projects require special attention and which does not (Howell, 2002). This assessment will also provide the project board and manager's information towards making the right decisions of whether or not to continue the project (Gardiner, 2005) and (Howell, 2002). Those decisions are usually done with reference to how satisfied the board is in terms of fulfilling the three feasibility study criteria's: technical, business and functional (Gardiner, 2005).

Furthermore, the use of control mechanisms allows a flow of information between teams. This is seen as a feedback mechanism that helps manager's cope with project

uncertainty through variation identifications and problems anticipation (Shtub et al, 2005). Managers usually establish the information flow feedback by how frequent the team meets to review progress and solve problems (Gardiner, 2005). Team meetings are seen as an early identification method that controls immediate risks and uncertainty and allow projects to successfully deliver the product/ service within planned cost and on-time (Datta and Mukherjee, 2001).

New managers usually face challenges in establishing proper team meetings since they may be tempted to get overly involved in the work of the members who they are supposed to supervise (Belker and Topchick, 2005). For example, if one of the members is doing the old job of the new manager, the manager may consider this task as a priority since he knows how to perform it well which may eventually make him focus on the details rather than the big picture (Belker and Topchick, 2005).

On the other hand, although traditional project managers may be more experienced in this arena miscommunication may occur. This may either be due to the lack of feed-backward and feed-forward between the internal team members and the PM or between the PM and stakeholders or it may also happen between the PM and the upper management (Gardiner, 2005). This situation may also happen with the MGMP managers. In meetings, MGMP project managers should have the ability to apply the appropriate amount of managerial authority otherwise a lack of commitment, unclear roles and responsibilities may affect all team



members and create chaos in the MGMP unit may take place (Elonen and Artto, 2003).

Chapter 7 will further discuss this in more details.

## Chapter 7: The Role of Each PMs in Leading Teams

Throughout time, Cleland (1995), Kotter (1990), Yukl (2005 cited in Kaulio, 2008)) and Bennis and Nanus (1985) all developed Bernard (1938) functional management responsibilities into encompassing planning, budgeting, controlling and accomplishing projects. Bernard (1938) emotional function, today is known as leadership, it entails not only factored relationship aspects but also visioning and inspiring people by coordination and motivation (Cleland (1995), Kotter (1990), Yukl (2005 cited in Kaulio, 2008)) and Bennis and Nanus (1985)). Parry (2004) study identified the attributes of both managers and leaders into two single lists as described in Figure 5. GAPPS (2010) explain that the project manager's responsibility does not only entail the management of project routine activities but also the leadership attributes of aligning, motivating and inspiring team members.



Figure 5: Parry (2004) Attributes of Managers and Leaders

Without a good leadership that motivates people to do things right managers will not be able to accomplish the right things (Bennis and Nanus, 1985). Adair (2003) defines leadership as the ability to influence others to attain a common aim by providing direction and the needed motivation that support others in fulfilling their tasks (ICB, 2006). The ICB-IPMA (2006) Competence Baseline Version 3 explains that leadership is important when projects encounter a problem, when change is required or when there is uncertainty about a course of action. As a result, leadership is considered as one of the main attributes of the behavioral competences that formulate the ICB-IPMA (2006) eye of competence as illustrated in figure 6.



Figure 6: IPMA (2006) Eye of Competence

The management decision of assigning a project leader to any project is one of the critical factors that impact the success of any project according to Patanakul and Milosevic (2006) and Meredith and Mantel (2005). As new managers the first challenge they may face is the discovery that the skills, methods and capabilities required for the success of any individual highly vary from the skills and capabilities successful managers possess (Hill, 2007). As individual achievers, managers used to focus more

on their accomplishments and expertise according to Bunker et al (2002). However, as managers their main role revolves around enabling others by creating an effective team through setting and delegating clear roles and responsibilities (Walker, 2002). On the other hand, Neuschel (2005) explain that the main role of the traditional project manager as a leader is to successfully manipulate his team to do the required work. Unlike the MGMP project managers who are required to have proper intense project team leadership skills and capacities in order to successfully manage their various teams (Kaulio, 2008).

Furthermore, over the past seventy years, the schools of leadership evolved over time to satisfy the changing needs of organizational leadership within each era; from the Confucius school (500 B.C.) that entailed relationship, value, processes and moderation to the competency school (2000's) that encompass all earlier schools (Müller and Turner, 2006/Book). Müller and Turner (2006) illustrate the schools of leadership in Table 2.

School	Period	Main idea	Example authors
Confucius	500 B.C.	Relationships ( <i>jen</i> ) Values ( <i>xiao</i> ) Process ( <i>li</i> ) Moderation ( <i>zhang rong</i> )	Chen (1990)
Aristotle	300 B.C.	Relationships ( <i>pathos</i> ) Values ( <i>ethos</i> ) Process ( <i>logos</i> )	Collinson (1998); Covey (1992)
Barnard	1938	Relationships versus process	Barnard (1938)
Trait	1930s–1940s	Effective leaders show common traits Leaders born not made	Kirkpatrick and Locke (1992)
Behavior or style	1940s–1950s	Effective leaders adopt certain styles or behaviors Leadership skills can be developed	Adair (1983); Blake and Mouton (1978); Tannenbaum and Schmidt (1958)
Contingency	1960s–1970s	What makes an effective leader depends on the situation	Fiedler (1967); House (1971); Robbins (1997)
Visionary or charismatic	1980s–1990s	Two styles: Transformational: concern for relationships Transactional: concern for process	Bass (1990)
Emotional intelligence	2000s	Emotional intelligence has a greater impact on performance than intellect	Goleman, Boyatzis, and McKee (2002)
Competency	2000s	Effective leaders exhibit certain competencies, including traits, behaviors, and styles Three groups of competencies: emotions, intellect, and process Different profiles of competency better in different situations	Dulewicz and Higgs (2003)

Table 2: Müller and Turner (2006) leadership Schools

With time researchers found that aligning the personal characteristics of managers to the requirements of the position will help managers perform better (Mumford et al 2000). Müller and Turner (2010a) demonstrate how profiling can be used to identify the attributes of leaders. Adair (2002) illustrate how important it is for management to review and consider the three main aspects that compose leadership while choosing their project managers. These aspects are: 1) Quality 2) Knowledge 3) Functionality. In the next sections each of those three aspects of leadership in relation to the leadership schools will be discussed.

### **7.1 Quality:**

Leadership quality is defined as the intrinsic traits or characteristics that tend to identify leaders (Adair, 2005). Adair (2002) explain that the aim of this approach is to identify the traits managers must have in order to become good leaders. Those traits can either be gained by practice, experience or they may be inherited according to Adair (2003). The quality approach of Adair is linked to the trait leadership theory where lists of traits are linked with leadership (Bolden et al, 2003). According to the literature the trait leadership theory and the quality approach both quantifies the main critical leadership qualities. Throughout his studies Adair found that the most important quality all managers should have in order to become good leaders is the expected or required trait in your working organization group. For example, the military soldier's anchored quality is courage (Adair, 2002). Possessing this feature makes it easier for leaders to gain the trust and respect of their team members (Adair, 2005). Table 3 summarizes the seven generic leadership traits that are illustrated in all Adair studies (1997), (2002) and (2005).

<b>Generic Leadership Quality Traits</b>	
<b>The Traits</b>	<b>General Description</b>
<b>Enthusiasm</b>	A general characteristic of good leaders, who gets people excited over a common mission
<b>Integrity</b>	The quality that generates trust through honesty
<b>Toughness</b>	Known as demanding leaders who set high standards for their subordinates
<b>Fairness</b>	Treats everyone equally and appraise team members objectively
<b>Warmth</b>	Enjoying the work your doing and caring for the people your working with
<b>Humanity</b>	Is the feature of the best leaders that is willing to listen and lacks egocentrism
<b>Confidence</b>	Self confidence is an important feature without it no respect or command could be given

Table 3: Adair (1997) Seven Main Generic Leadership Traits

As opposed to Adair generic leadership traits, Baveals (1960 cited in Mckenna, 2006) define his leadership traits as the promptness of making decisions, risk taking, coolness under stress and intuition. Nonetheless, throughout the years, the characteristics of admired leaders questionnaire that was answered by seventy-five thousand people from all over the world illustrate, the four main traits that over 60% of people agree upon are: honesty, forward-looking, inspiration and competency [relevant experience and sound judgment] (Kouzes and Posner, 2007).

The differences in the way authors and people perceive the common leadership traits of effective leaders exemplify the fact that traits are not static elements and circumstances dictate the need of a particular bundle of traits (Mckenna 2006). Although, there was one trait many researchers agreed upon as the foundation to loyalty, commitment, energy and productivity this trait is known as credibility (Kouzes

and Posner, 2007). Credibility is the one trait possession all types of project managers should possess in various levels of intensity. New managers may easily lose or gain credibility according to Walker (2002). Patanakul and Milosevic (2008) study demonstrate why multiple project managers should have a high credibility if they wanted to succeed in their jobs. George et al (2007) view high credible project managers as authentic leaders who practice their values and principles under pressure. Those leaders usually do what they say (George et al, 2007). This indirectly link to the required project manager's emotional competencies, the following chapters will discuss this topic in greater details.

## **7.2 Knowledge**

Knowledge is defined as the information that allows managers to do their job better (Emmott, 2001). Therefore, knowledge is considered as the gateway to leadership (Adair, 2002). Leadership is tied to a particular situation and mainly depends upon leaders who have the proper knowledge (Adair, 1997). That is why professional or technical knowledge is seen as a requirement for any person who holds a managerial leadership position (Adair, 2002). According to Socrates cited in (Adair, 2002) this professional or technical knowledge will not permit people to exercise any authority over the leaders since they know what they are doing.

This indirectly links to the situational theory that also depends on the manager situation to decide on what type of leadership style to use for a specific situation they are in (Bolden et al, 2003). The knowledge approach taken by Adair (2005) links situation's to the leader's knowledge and not their leadership styles. Müller (2009) consent with Adair by illustrating the importance of education for all project managers

since it impacts their level of skills and project management knowledge. However, although Patanakul and Milosevic (2006) agree with Adair (1997) on the necessity of having project managers with solid foundation on project management they disagree that every one of the PMs is required to have technical knowledge and expertise. They prefer managers who have the skills to look at the big picture of the technical aspects rather than the details (Patanakul and Milosevic, 2006).

On the other hand, Livingston (1971) does not approve with either Müller (2009) or Adair (2005) perspectives on the necessity of education to project managers. Livingston (1971) explains that academic capabilities do not guarantee individuals ability to learn what they need to know, in terms of how to build a career that involves leading, developing or working with people. The authors various different point of view's in this filed illustrate the importance of distinguishing education and experience when discussing knowledge. For example although Patanakul and Milosevic (2006) do not see the acquisition of technical knowledge as a requirement they do consider organizational experience as a necessity especially to MGMP managers.

Patanakul and Milosevic (2008) study explains how important organizational experience is to MGMP managers. This experience should be related to managing projects for their organization (Patanakul and Milosevic, 2008). However, although it is important to be working for the same organization the ICB-IPMA Competence Baseline Version 3 (2006) explain that doing the same type of projects for many years doesn't help managers gain much experience. Therefore, the gained knowledge experience should have been acquired from different situations in which managers worked with number of active concurrent projects of different sizes and types (ICB, 2006).



Nonetheless, education and training cannot replace the individual need of having an adequate level of experience that is necessary no matter what type of manager he is (ICB, 2006). Especially since any project manager or leader who wants to have a successful career must demonstrate the ability to think and act strategically according to Walker (2002). However, in the case of new managers, they learn things the hard way, since they may be experts in their own restricted area they must understand that they have to learn about their company's entire operation (Belker and Topchik, 2005). Therefore, they have to broaden their knowledge through educational programs and readings (Belker and Topchik, 2005). On the other hand, traditional project managers should already possess some external certification that contributes to their credibility as project managers (Müller 2009). The ICB (2006) booklet demonstrates the International Project Management Association (IPMA) form of a universal certification system that intends to certify project management employees with an accepted four-level-Certification (4-L-C). The accepted (4-L-C) classifies managers into four different categories:

- The IPMA Level A are The Certified Project Directors
- The IPMA Level B are The Certified Senior Project Managers
- The IPMA Level C are The Certified Project Manager
- The IPMA Level D are The Certified Project Management Associate

To summarize this section, Table 4 illustrates a link between the three project managers of this study to the classified (4-L-C) project personals. Table 4 also draws a summary of each of the project manager's experience and knowledge based on the IPMA-ICB (2006) classifications.

Type of Managers	Knowledge	
	Education	Experience
<b>New Managers (A)</b>	Have Broad Project Management knowledge	Worked as project team member and many may have worked in some fields as specialists
<b>Traditional Project Managers (B and C)</b>	Have adequate knowledge and knows how to use project management processes, tools and methods	Have at least 3 years of PM experience and responsible for leadership of sub-projects or large complex one
<b>MGMP Managers (D)</b>	Have the ability to develop and implement project management requires, processes and methods.	Have at least five years of experience in multi-project environments

Table 4: Knowledge summary of all the three PM's based on ICB (2006)

### 7.3 Functional

The functional approach revolves around what managers should do in order to lead a team well (Adair, 2002). Adair (1997) explain that after working together for some time, groups of three to six members develop a group personality, dynamic and interactive group needs. Those needs are classified into three main areas elaborated in Figure 7. Those three needs revolve around the relationship management's concept Goleman et al (2002) discussed in his book. Further details will be provided in the coming segments.

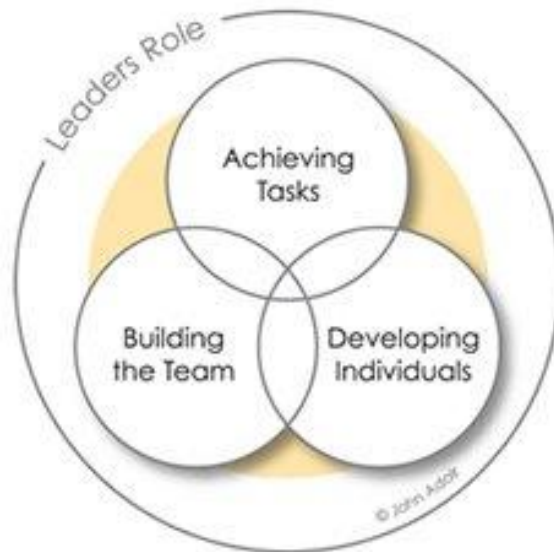


Figure 7: Adair (2002) Three Main Areas of Group Needs

The first of the three main areas that illustrate the group needs in this diagram is the group need of achieving the common task objective (Adair, 2005). While the second circle demonstrate the need of the group to maintain their unity as a team according to Adair (1997). But the third unit exemplifies the needs individuals bring with them by virtue of human beings (Adair, 2002). The meeting of those three group needs connect using leadership functions like planning and controlling (Adair, 2005). The main aim of Figure 6 is to demonstrate how good leaders are supposed to be in order to work significantly well with their teams while satisfying their team members individual needs in order to achieve the assigned common task as Adair (2002) explain. The following section will give a better demonstration about all three group needs in relation to the three project managers.

### 7.3.1 Achieving A Common Task:

The basic PM responsibilities is to deliver the end product in accordance to the stakeholders requirements, on-time and within budget (Gaddis, 1959). To achieve those

responsibilities managers should use leadership as a mean to inspire and move people towards a common goal (Goleman et al, 2002). Inspirational leaders excite people over a common mission and convince them how attainable this vision is (Goleman et al, 2002). This way project managers offer a sense of purpose to their people beyond the day to day tasks. (Goleman et al, 2002).

Managers that are influential enough to make their team members achieve one common task are the managers who possess a mix of attributes based on their attitudes (Emmott, 2001). Those attributes are built over a period of time based on the project manager's experience, trainings, self mentoring and development programs (Emmott, 2001). With time those attributes will help form the attitude that drives the ambition for both the PM and his team members to accomplish the job (Emmott, 2001). However, the literature states that new managers lack the attitude due to their lack of attributes which may eventually lead their focus astray when managing any project (Walker 2002). For example, new managers focus on the project activities rather than the overall project goal because activities are accomplished faster and easier than goals (Walker 2002).

Unlike new managers, the traditional project manager's problem in achieving a common team task lies in the way the manager leads his team members on individual basis and not as a unit especially when it comes to task allocations, employee selection and awarding rewards (Mckenna, 2006). On the other hand, the MGMP project manager faces a total different challenge when it comes to team task accomplishments, since he is not leading one team to one common task but several teams on various different common tasks. Therefore, the staff of the various projects may get

overwhelmed and the work may not get accomplished due to the lack of MGMP managerial leadership skills, influence and attitudes in handling such situations (Levine, 2005). Levine (2005) also explains that this may also be the result of work overload which will eventually lead to work burnout and lack of commitment.

### **7.3.2 Building Teams:**

According to Belker and Topchick (2005) the success of projects is not only dependent on the project manager alone since he's not an expert in all of the fields. People who are working under the PM supervision may know more about particular topics than he does, therefore, it is no longer appropriate to tell people what they need to do (Blker and Topchick, 2005). Project managers should support and guide their employees by building effective teams that urge their members to be good team players (Kinicki and Kreitner, 2008). Building effective teams will improve the internal work group functions that strive for better cooperation, improved communication and fewer dysfunctional conflicts (Kinicki and Kreitner, 2008).

Building successful teams is a crucial challenge for new manager's, since their leadership and administrative capabilities can either be brought to life or destroyed as Gaddis (1959) explained. Due to their lack of experiences in leading teams, new managers usually become insecure and self focused which makes them loose their control on the support that should be given to the team. This lack of leadership will inevitably, break the trust within the group and alienate the staff members which will lead to productivity loss (Walker, 2002).

However, if teams were successfully built, managers will be able to establish and preserve a sense of a momentum throughout all the project stages according to Gaddis (1959). In addition, Maxwell (2007) state that successful built teams means successful relationships and stronger connections between individuals where followers will more likely want to help the leader (Maxwell,2007). To achieve this level of success in building teams project managers should be given a long period of time to exercise h/her team building abilities in order to create stronger and more committed team (Patanakul and Milosevic; 2009). Traditional project managers are usually given such long period of times since their projects are highly strategic and require more focus and time on delivering the single product or service (Patanakul and Milosevic, 2008). Unlike the MGMP project managers who are usually given shorter period of time to form, lead and build more than one team simultaneously (Patanakul and Milosevic, 2008). Therefore, MGMP project managers are not only supposed to know how to build team relationships but they should also be able to successfully use intense and dynamic team building capabilities (Patanakul and Milosivic, 2009).

As leadership tasks become complex, relationship skills become increasingly crucial (Goleman et al, 2002). Particularly in the MGMP project managers' case where managers need to manage the different team members who may be working on several simultaneous projects occurring at the same time (Kaulio, 2008). According to Kuprenas et al (2000) MGMP managers may manage and build successful teams relationships if trust and credibility is asserted. Therefore, MGMP project managers could use their experience in terms of the number of years the manager worked for the same organization and his accomplishments during those years as a mean to gain their trust

and credibility (Patanakul and Milosevic, 2008). That is why work experience is more appreciated than education in this unit of the MPM environment.

### **7.3.3 Developing Individuals:**

Project managers should fulfill two major leadership requirements 1- their job and 2- present new leaders for tomorrow (Neuschel, 2005). This explains the importance of having managers who possess strong active interests in teaching, training and developing their employees (Gaddis, 1959). Developing and encouraging people at work will enable them to do their job well (Topping, 2002). This eventually will help managers succeed in delivering their end products on time and within budget (Topping, 2002).

According to Goleman et al (2002) managers may use traditional incentives like monetary rewards and recognitions to urge people to do their work well. However, those external motivators do not get people to perform their absolute best (Goleman et al, 2002). If project managers learned how to use motivation as an incentive to help their members develop mentally by changing their feelings and attitudes towards their tasks work will be accomplished much faster (Goleman et al, 2002).

New managers always face a problem in making a distinction between authority and motivation. The positional power of new managers is usually used to get people to do things not because they want to but because they have to (Belker and Topchick, 2005). Motivation is what new managers should do in order to guide the team members into doing what they need to do willingly in order to get the job done (Belker and Topchick, 2005). In order for leaders to satisfy the needs of their team members they

should learn how to: motivate their subordinates properly and convince their pessimistic and cynical members to support a certain working method (Kaulio, 2008). Otherwise, obstacles may form between leaders and their subordinates that may result in team conflicts that will not only impact the group dynamics but will also affect the leaders lead in addition to the overall project progression (Kaulio, 2008).

This is not only the case of the new and the traditional project managers. MGMP project managers face more intense situations since they need not only to clarify and explain to their staff what roles they will be working on the various projects but also convince them why it is important that they come to work every day (Levine, 2005). This clarity about the job allows people more control over the allocation of their time and increase satisfaction about the outcome (Levine, 2005).

Another important way leaders develop their followers is through involving employees in managing processes through delegation and participation (Neuschel, 2005). Decision-making delegations, participative management and leading through other leaders are means project managers may use to increase their power (Neuschel, 2005). At the same time they do help members develop by giving them the chance to get exposed to how decisions are made and implemented (Neuschel, 2005). Authentic leaders usually build strong relationships within their team through using subordinates support in hard times, their advices in uncertain situations and celebrate successes in happy times (George et al, 2007). The authentic leadership style with time builds a strong resonance, common purpose and shared values with the team members (George et al, 2007).



To get into the good graces of a new team, many new managers make the mistake of empowering the teams that are not ready for empowerment (Belker and Topchick, 2005). Therefore, it is important that new managers demonstrate the capability of controlling the boundaries of money, time and choices to their team before allowing them such a powerful authority in decision making (Belker and Topchick, 2005).

On the other hand, traditional project managers' barriers to empowerment are usually created by the managers themselves (Maxwell, 2007). For example, managers fear losing their job, due to this fear they think that if they taught what they know to their employees, they will be considered as dispensable thus they refuse to teach and empower their employees (Maxwell, 2007). Moreover, traditional project manager who dislike and resist change rarely empower people since empowerment encourage people to grow, innovate and change (Maxwell, 2007).

In the case of the MGMP project managers and empowerment little has been discussed in the literature. However, it can be assumed that empowerment to MGMP project managers may play a critical role to the success of the various projects because one single manager cannot properly control all the various projects at the same time without having successful sub-leaders by his side. Chapter 8 will discuss the leadership competence models in relation to Schermerhorn (2010) management process functions.

## Chapter 8: Leadership Competence Models

The managerial functions of leadership by Schermerhorn (2010) illustrated in Figure 3 directly relate to the competences of project managers (Crawford, 2000). Competencies are the measurable patterns of: knowledge, capabilities, behaviors, and skills, which differentiate employee performances (Kelner (2001) and (Rodriguez et al, 2002). Crawford (2000) emphasizes the significance of employee characteristics and attributes on the project success. Since the various competence profiles are appropriate for the different types of projects (Müller and Turner, 2010b). Therefore, the utilization of competencies in organizations can not only provide the appropriate project managers but can also help organizations clarify their workforce standards and expectations through establishing an approach to align individuals to the organizations business strategies (Schoonover et al, 2000).

The identification of the competencies using competency models is needed to meet the current and future staffing needs (Sinnott et al, 2002). Competency models describe a detailed set of success competence factors. Those competence factors may help employees be more effective in their jobs by indentifying the elements they need to develop according to Mansifield (1996) and Wu and Lee (2007). The literature covers several various competency models such as Hellriegel at al (2002), Quinn et al (1996) and the ICB (2006) competency models however according to Wu and Lee (2007) those models are not suitable due to the many competencies used. Due to this finding this research will only demonstrate two different competency models that at one point complement each other and indirectly support the same concise list of competencies.

Crawford (2007) developed a model that described three different competence components in which each component consist of several elements. Figure 8 illustrate Crawford (2007) competence model.

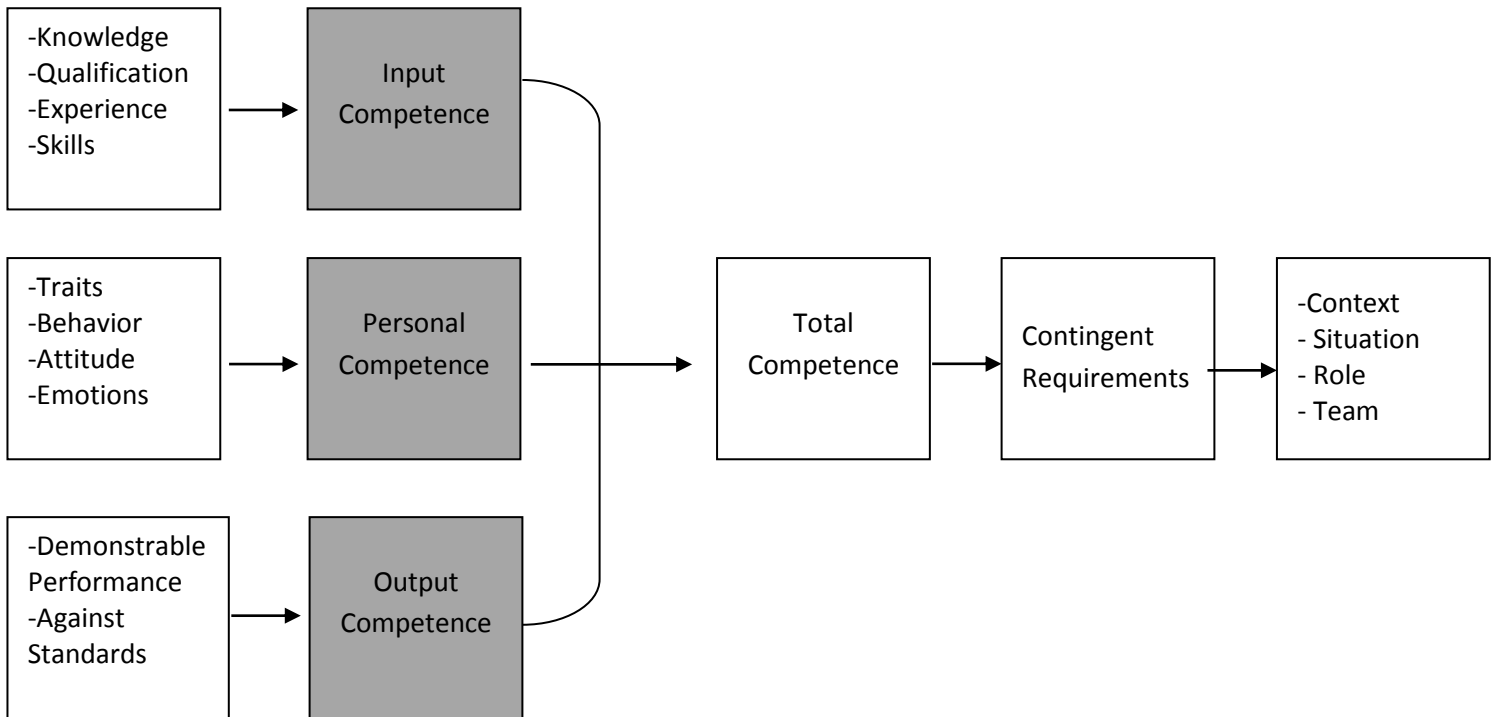


Figure 8: Lynn Crawford (2007) Components of a Competence Figure Cited in Müller and Turner (2010b)

According to figure 8 the competence components are made up of: Input, personal and output competencies. The input competency is composed of the explicit (obtained qualifications) and implicit knowledge (experience skills) according to Müller and Turner (2010b). While the personal competences are made up of the traits, behavior, attitude and emotions people bring with them that directly impact their

performance (Müller and Turner, 2010). According to Müller and Turner (2010b) people are born with a certain profile of personal competencies but then through education, training and personal development, changes are made and their profile is advanced. Output competence is the third component; it's the person ability to perform in accordance with the requirements of the task undertaken. In this case the requirements are linked to the project managerial responsibilities of the various project managers (Müller and Turner, 2010a). Table 5 created by Müller and Turner (2010b) provide a reflection of how the leadership literature reflects on the Crawford (2007) three competence components.

Perspective	Period	Main idea	Example authors	Project context
Historical perspectives	500 BC	Relationships, values, process, moderation	Confucius	
	300 BC	Relationships, values, process	Aristotle	
Traits	1930s–1940s	Effective leaders show common traits Leaders born not made	Kirkpatrick and Locke (1992)	Turner (2009)
Behaviours	1940s–1950s	Effective leaders adopt certain styles or behaviours Leadership skills can be developed	Blake and Mouton (1978) Tannenbaum and Schmidt (1988)	Turner (2009) Frame (2003)
Emotions and attitudes	1990s–2000s	Emotional intelligence has a greater impact on performance than intellect	Goleman et al. (2002)	Lee Kelly and Leong (2004) Dolfi and Andrews (2007) Clarke and Howell (2009)
Outputs	1930s–1990s	Two styles Transformational: concern for relationships Transactional concern for process	Barnard (1938) Bass (1990)	Keegan and den Hartog (2004)
Contingency	1960s–1970s	What makes an effective leader depends on the situation	Fiedler (1967) House (1971)	Turner (2009) Frame (2003)
Integrated model	2000s	Effective leaders exhibit certain competencies, including traits, behaviours and styles Emotions, intellect, process Certain profiles of competency better in different situations	Dulewicz and Higgs (2005)	Turner & Müller (2006)

Table 5: Adapted from Müller and Turner (2010b) Perspectives on Leadership

The competence school embrace all other leadership schools in its content as displayed by Table 5 (Müller and Turner, 2010b). The integrated model which is one of the listed perspectives in Table 5 developed by Dulewicz and Higgs (2005) illustrate the importance of 15 different leadership dimensions grouped under three competences as shown in Table 6. Table 6 link directly to Crawford (2007) competence model variables see Figure 8. For example, the Dulewicz and Higgs (2003) emotional competence (EQ) links to Crawford (2007) personal competence variable since both revolve around the behavior, attitudes and emotions of employees.

Fifteen leadership competencies and three styles of leadership after Dulewicz and Higgs (2003).

Group	Competency	Goal oriented	Involving	Engaging
Intellectual (IQ)	1. Critical analysis & judgment	High	Medium	Medium
	2. Vision and imagination	High	High	Medium
	3. Strategic perspective	High	Medium	Medium
Managerial (MQ)	4. Engaging communication	Medium	Medium	High
	5. Managing resources	High	Medium	Low
	6. Empowering	Low	Medium	High
	7. Developing	Medium	Medium	High
Emotional (EQ)	8. Achieving	High	Medium	Medium
	9. Self-awareness	Medium	High	High
	10. Emotional resilience	High	High	High
	11. Motivation	High	High	High
	12. Sensitivity	Medium	Medium	High
	13. Influence	Medium	High	High
	14. Intuitiveness	Medium	Medium	High
	15. Conscientiousness	High	High	High

Table 6: Dulewicz and Higgs (2003) Integrated Model Competence List

According to Müller and Turner (2010b) research Dulewicz and Higgs (2005) used those fifteen dimensions to identify the three leadership profiles for organizational change projects. However, this study will not focus on Dulewicz and Higgs (2003) all fifteen dimensions nor will it be used to identify leadership profiles for change projects. This study will use Dulewicz and Higgs (2003) leadership components and integrate it with Goleman et al (2002) findings. Since not all of Dulewicz and Higgs (2003) leadership variables show a correlation with the project success of the various projects according to Turner and Müller (2006) study.

Nevertheless, the aim of this chapter is to help identify whether the leadership competence standards of project managers are in balance with their managerial position requirements. To do so, a description of all three competences (IQ, EQ and MQ) should be provided in accordance with Figure 3 managerial functions in relation to all three project managers. The previous chapters of this dissertation have already discussed in details both the IQ and MQ leadership components in relation to all three project managers. While the EQ leadership components of Dulewicz and Higgs (2003) will be integrated with the EQ leadership components which Goleman et al (2002) deem as necessary factors that will affect the overall EQ competence of project managers. The next chapter will further discuss those leadership components in more details.

## **Chapter 9: The Emotional Intelligence Competencies**

### **9.1 Background:**

According to Williams (2005) simple leaders lead by thinking; influencing and achieving mediocre accomplishments, this may eventually cost them their leadership stance. Those simple leaders may rarely initiate the necessary breakthrough they need to do in order to perform well (Williams, 2005). A competent project manager may need the help of his organization to enhance the project success but he should also recognize the importance of using his interpersonal skills to achieve this success (Crawford, 2000). This distinction differentiates the project managers' level of emotional competence according to Crawford (2000).

In today's organizational environment that is full of diversity, hostility and complexity; this is significant because it help influence people's behavior and work outcomes which both are critical to the success of all projects (Suliman and Al-Shaikh 2007). One of the ways which will help managers achieve this success is the possession of Emotional Intelligence (EI). EI help managers make decisions that are established on a combination of self management, relationship skills and behavior awareness (Diggins, 2004). Müller and Turner (2010a) study found that emotional competence (EQ) which is a set of interpersonal and social dimensions of leadership are correlated with project success.

Emotional competency is a learned capability that contributes to work effectiveness according to the Hay Group (1999). Müller and Turner (2010b) built on the work and the studies of Goleman (2001) a framework that illustrates his EI-Based Theory of

Performance illustrated in Table 7. This table shows the four different dimensions listed above the sub-dimensions of Goleman (2001) EI-Based Theory of Performance (Müller and Turner, 2010b).

	Self (Personal Competence)	Other (Social Competence)
Recognition	Self Awareness <ul style="list-style-type: none"> <li>- Emotional Self Awareness</li> <li>- Accurate Self Assessment</li> <li>- Self-Confidence</li> </ul>	Social Awareness <ul style="list-style-type: none"> <li>- Empathy</li> <li>- Service Orientation</li> <li>- Organizational Awareness</li> </ul>
Regulation	Self Management <ul style="list-style-type: none"> <li>- Self Control</li> <li>- Trust Worthiness</li> <li>- Conscientiousness</li> <li>- Adaptability</li> <li>- Achievement Drive</li> <li>- Initiative</li> </ul>	Relationship Management <ul style="list-style-type: none"> <li>- Developing Others</li> <li>- Influence</li> <li>- Communication</li> <li>- Conflict management</li> <li>- Leadership</li> <li>- Change Catalyst</li> <li>- Building Blocks</li> <li>- Teamwork and Collaboration</li> </ul>

Table 7: Framework of Emotional Competences Müller and Turner (2010b)

The Emotional Competence Inventory (ECI) is another competence model developed by the Hay Group (1999) that comprises twenty organized competences divided into four categories as shown in Figure 9. The model is a feedback instrument that combines the seminal work of Goleman (1999) and Boyatzis with the Hay/McBer's group (Hay Group, 1999).





Figure 9: Hay/McBer (1999) Emotional Competence Model

When comparing the Integrated Model emotional Competences List developed by Dulewicz and Higgs (2005) to Goleman (2001) and Hay/McBer (1999) emotional competences frameworks we find that the emotional competences of all three frameworks overlap. The distinction remains in the fact that Dulewicz and Higgs (2005) framework focused on the competences rather than the emotional intelligence (Müller and Turner, 2010). Nonetheless, the variables of the managerial and intellectual competences of Dulewicz and Higgs (2005) framework are found in the other two frameworks (Müller and Turner, 2010b). The following sections will discuss each of Dulewicz and Higgs (2005) emotional competence variables in detail. In addition, I will try to mention any literature that connects those variables to the new, traditional and MGMP project managers.

In 2000, Dulewicz and Higgs wrote an article where they divided the list of their seven emotional competencies into three categories: the driver, the constrainers and the enablers. Some of the seven competencies may overlap with Figure 7 that exhibit Adair's (2002) three main areas of group needs that have already been discussed in chapter 8.

## **9.2 The Enablers:**

### **1. Self-Awareness:**

Self-Awareness begins by an individual acknowledgement of a person's strengths and weaknesses, the things he likes and dislikes (Williams, 2005). It revolves around a person's ability to keep those feelings under control especially in dealing with other people (Müller and Turner, 2006). Goleman (1995) defines it as one's ability to monitor his feelings at any time and any situation. A self-aware leader is a self confident person who is prepared to learn, develop and move forward in life as Williams (2005) explain. They are the employees who turn down a financially tempting job that does not agree with their values (Goleman et al, 2002). They are the leaders whose spiritual private life reflects their thoughtfulness mode they bring to their work life (Goleman et al, 2002).

Self awareness is a competency that comes with time and experience (Bunker et al, 2002). New managers usually lack this competency due to their early promotion that deprives them from learning how to control their emotions in critical times (Bunker et al, 2002). That is why new project managers who lack self awareness may easily lose their temper without even knowing why they did what they did (Goleman et al, 2002). In

addition, self awareness is also critical to the success of the MGMP project managers since they work in a stressful environment where they deal with several various simultaneous project teams at the same time. Therefore, MGMP project managers are required to have a higher dose of self-awareness compared to the new and traditional project managers in order to successfully manage the various project teams. Just like the authentic leader who takes the time to develop his self-awareness through continuous self-searching (George et al, 2007).

In conclusion, self-aware leaders are the leaders who can easily build resonance by tuning into how others feel and act empathetically towards their followers (Müller and Turner, 2010b).

## **2. Interpersonal sensitivity:**

Interpersonal sensitivity is the leader's given consideration to the needs and perceptions of his followers when making decisions (Müller and Turner, 2006). When interacting with others, interpersonal sensitivity closely relate to empathy (Müller and Turner, 2010b). Both concepts aim to demonstrate the importance of having a leader who is aware of his employee's sentiments, needs and concerns in order to maintain the talented employees (Müller and Turner, 2010b). Furthermore, the relationship between interpersonal sensitivity and all high performing and complex project results have been confirmed by Müller and Turner (2010b) research study.

Therefore, a leader who lacks interpersonal sensitivity may negatively impact the project progress especially if the project requires high interactions with others (Witt et al, 2002). Moreover, those insensitive leaders are one of the reasons why capable

employees resign and take the company's knowledge with them (Goleman et al, 2002 and Belker and Topchick, 2005). Usually new managers are considered low on the interpersonal sensitivity scale because they treat their employees as their unreasonable manager used to treat them (Belker and Topchick, 2005). Nonetheless, Müller and Turner (2010b) explain that some leaders are aware of their interpersonal sensitivities by the time they graduate from college. Therefore, we cannot generalize the idea that all new managers have little empathy towards their subordinates. Nevertheless, empathetic leaders are better recognizers of the needs and requirements of their clients and employees and they are more successful in meeting those needs (Goleman et al, 2002).

In a global growing economy, cross cultural awareness and the ability to relate well to customers from different cultures and backgrounds is a prerequisite for today's successful project managers (Toppings, 2005). All project managers are required to respect the differences that exist between people whether it was with their subordinates or their clients (Williams, 2005). These kinds of sensitivities distinguish the highly effective project managers from the normal typical day to day project managers (Dreyfus, 2008). Goleman et al (2002) explains that cross-cultural dialogue can easily lead to either understanding or miscues depending on the leaders' level of personal sensitivity.

In conclusion, a high interpersonal leader may help create a stronger position for his organization to compete effectively (Williams, 2005). He may also cultivate a limbic resonance which Goleman et al (2002) defines as a "symphony of mutual exchange and

internal adaptation” between his subordinates for a more successful and cooperative work environment.

### **3. Influence:**

According to Müller and Turner (2006) influence is defined as the ability to convince others to change their view. Influential leaders listen to their subordinates’ point of view and counter those views using proper justification (Müller and Turner, 2006). In the project management context leader’s influence is seen through their ability to convince their subordinates to achieve the group’s project common tasks on time and within budget. Chapter 7 section 3.1 has already discussed the role of influence on projects and project managers when achieving a common project task.

## **9.3 The Constrainers:**

### **4. Emotional Resilience:**

Emotional Resilience is defined as the leaders’ ability to control and recover h/her emotions while working under pressure or when facing an unpleasant experience (Dulewicz and Higgs, 2004 and Müller and Turner, 2010b). Examples of typical work-related stressors are: poor time management, lack of support and direction from the project manager’s boss or sometimes client requirements and the constantly changing priorities (Topchick and Belker, 2005). In addition, Müller and Turner (2006) explain that personal challenges and criticism are two different means that may also create tension and unneeded emotional stress.

During those inevitable stressful situations, project managers are supposed to demonstrate their ability to maintain their focus by consistently performing well no

matter what situation they are in (Müller and Turner, 2006). According to Müller and Turner (2010b) and Williams (2005) project managers with high emotional resilience dramatically transform a stressful tense situation into an opportunity where new innovative solutions can be created; this progression is what's known as creative tension. In addition, Goleman (2001) also confirms that a leader who can find comfort with uncertainty is a leader who can achieve the desired results of the project.

Saarni (2000) explain that although project managers may be able to cope with stress, organizations should lend the necessary support to those project managers by providing them the subordinate they chose and need. By doing this, organizations are providing the leader an opportunity to develop an effective team that can cope in stressful times (Saarni, 2000). However, sometimes although leaders may have the team they need they may lack the right amount of emotional resilience due to their inexperience. This is the case of new manager, who due to his inexperience is stressful and tense at whatever is given to him especially since he knows that as a new manager he will be judged on whatever project he will be given (Belker and Topchick, 2005). Therefore, emotional resilience is a competency that can be built with time and experience according to (Belker and Topchick, 2005).

## **5. Conscientiousness:**

Conscientiousness is defined by Dulewicz and Higgs (2005, cited in Müller and Turner (2006) as the person who can “*display a clear commitment to a course of action in the face of challenges and to match ‘words and deeds’ in encouraging others to support the chosen direction*”. Conscientious concept is found in the

literature either directly or in combination of other traits (Müller and Turner, 2010b). The literature review chapters of this research have indirectly discussed conscientiousness.

For example, conscientiousness has been indirectly discussed in relation to why an MGMP project manager requires work experience in h/her organization (Patanakul and Milosevic, 2008). Conscientious illustrate the necessity of matching oral words with deeds and in order for subordinates to encourage and support their MGMP project managers they need to be assured of the MGMP capabilities. So to assure their subordinates of their capabilities a brief of the successful projects the project manager lead for his organization should be conveyed. This way when the MGMP managers assure his subordinates of his capabilities to resolve obstacles and successfully leads them to the right path they will follow and provide their full commitment. According to Goleman et al (2002) those with high conscientiousness are perceived as role models by their subordinates.

In conclusion, Müller and Turner (2010b) consider conscientiousness as a competence that all three project managers need for the various required tasks they need to accomplish. For example, conscientiousness helps managers with planning the details of his projects and develops a team with high ethics, moralities and committed to his project (Müller and Turner, 2010b).

## **9.4 The Drivers:**

### **6. Intuitiveness:**

Dulewicz and Higgs (2005, page 112) study defines intuitiveness as the leader who *“arrives at clear decisions and drives their implementation when presented with incomplete, or ambiguous information using both rational and emotional or intuitive perceptions of key issues and implications”*.

High levels of project managers like MGMP project managers usually use their intuition if a lack or no reliable information was found during the early project phases according to Dulewicz and Higgs (2003 cited in Müller and Turner, 2010b). However, Higgs (2004) and Müller and Turner (2010b) research studies both found a negative correlation between project managers performances and intuition.

However, Goleman et al (2002) disagree with both Higgs (2004) and Müller and Turner (2010b) research studies and consider intuition as a requirement that helps project managers perform well. Goleman et al (2002) considers intuition as the capability to go beyond facts and make smart guesses. According to Goleman et al (2003) intuition is the person's gut feeling which is defined as the employee implicit learning that develops with time and life experiences. Therefore, new managers may not have a high degree of intuition due to their young age and lack of experience unlike the traditional and MGMP project managers.

### **7. Motivation:**

Motivation is the drive and energy that motivate leaders to achieve clear results that will have an impact on their jobs (Müller and Turner, 2006/book). Motivation is a



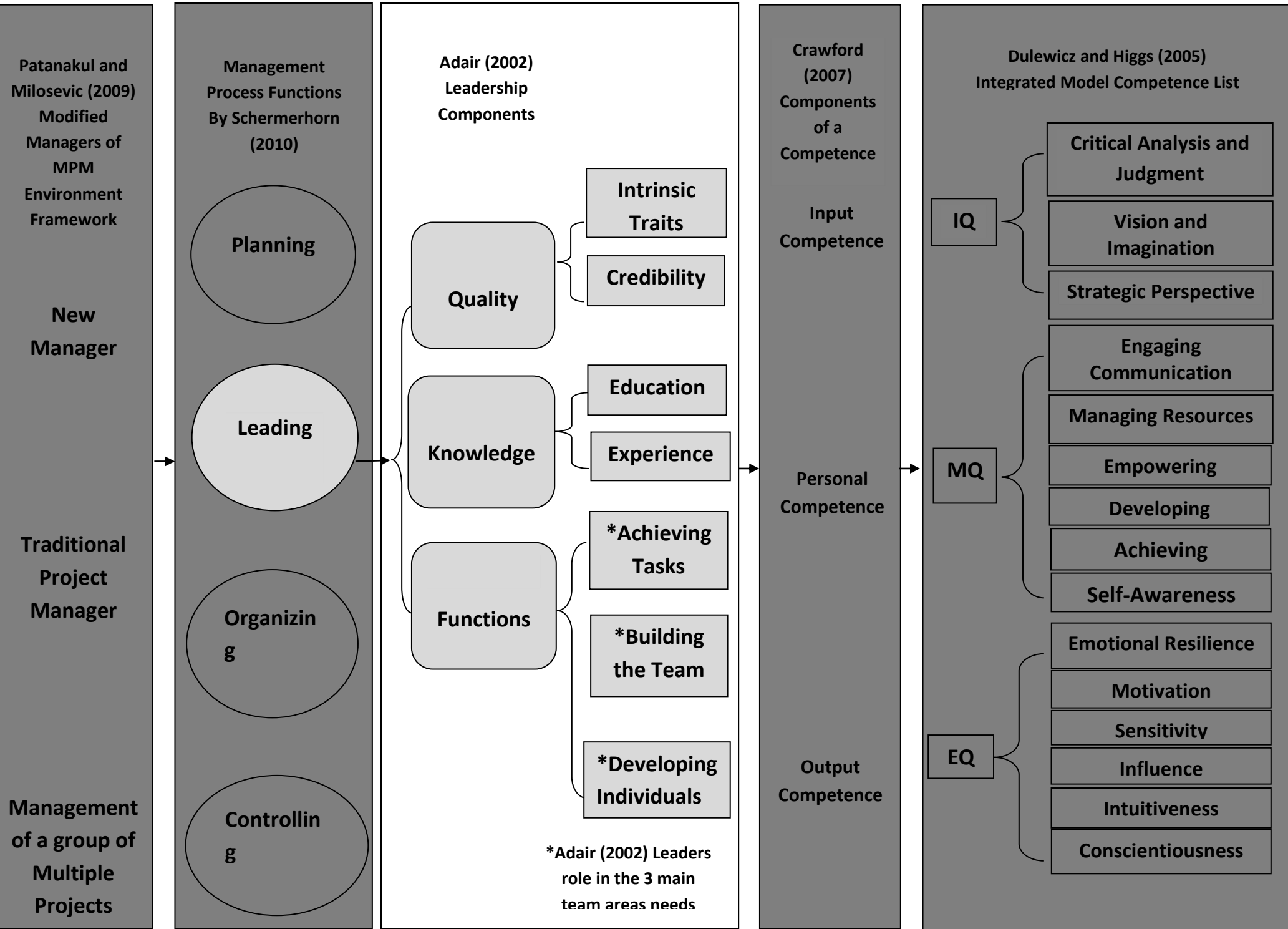
topic that has already been discussed in Chapter 7 as one of the main three manager's leadership roles. This section, demonstrate the role of motivation and how it's considered as an approach leaders may use to help individuals/subordinates develop. In addition, the section also discusses the expected role of each of the three project managers when it comes to motivating their teams.

#### **9.4 Conclusion:**

In conclusion, this chapter discussed the varies emotional competences components that every project managers is required to have according to Dulewicz and Higgs (2003) research study and Goleman et al (2002) book. Those emotional competencies have been related to the three main project managers of this project. Chapter 10 will provide a conceptual framework base that summarizes the whole literature review variables.

## Chapter 10: The Conceptual Framework

In order to answer the project research question: **How do the competencies of varies project managers impact the management of projects in a multi-project organizational environment?** The literature review chapters drew upon many concepts and variables to depict a relationship between the emotional, intelligent and managerial competencies and the roles and responsibilities of the new, traditional and MGMP project managers. According to the main research question of this project, this relationship aims to reveal the impact of those variables on project deliverance. The following conceptual framework created from the literature review will represents the formal framework base that will illustrate the direct or some may call it indirect relationship between the literature variables. This conceptual framework base is depicted in page 64.



## **Chapter 11: The Project Research Methodology**

### **11.1: The Background:**

The main aim of this research is to find whether the competencies of various project managers impact the management of projects in a multi-project organizational environment. In order to successfully answer this research question a combination of both a descriptive and an explanatory study will be employed. A descriptive research in terms of portraying a profile of the current project managers and an explanatory research in terms of understanding the relationship between the various variables as illustrated in the conceptual framework.

In order to successfully answer the project question the implementation of the multiple mixed model that uses both the qualitative and the quantitative data collection techniques have been used. The implementation of the multiple mix model allowed the researcher to use interviews in the explanatory stage while the self and team assessment in the descriptive research (Saunders et al, 2007). The use of a multiple mixed method allowed in in-depth understanding based on both records and various point of views.

Nonetheless, the research faced few obstacles, in terms of generating the needed answers. For example, some project managers had difficulties in understanding project management terminologies so they were not able to properly answer the question. The following sections describe in details the way the research strategy was conducted, the research data analysis and the project limitations.

## **11.2Data Collection:**

The research data of this project were collected from both primary and secondary sources. The accumulated secondary data information of the literature review chapters of this research were based on sources like refereed journals, text books, trade journals and magazine articles. The summary of the collected information from the literature review is exhibited in the conceptual framework design illustrated in page 69. The primary data accumulation was based on the literature review findings. The primary data was used to evaluate the relationship between the common four managerial functions of three different level project managers and its impact on the project progress. Therefore, the data was collected from different levels of project managers and their team members using interviews and assessments in one organization.

## **11.3Research Population:**

This study revolves around the competencies of the new, traditional and MGMP project managers. As a result all managers interviewed should be working in a project based organization. Bank X is considered as a multiple project management environment that deals with projects from different sizes and levels. This study will focus on interviewing three MGMP project managers and two traditional project managers and two new project managers all from Bank X. The reason why three MGMP project managers were interviewed is due to the lack of consistency found between interviewee 1 and 2 therefore, a third interviewee was needed to establish a better understanding of the situation. In addition, every project manager team will be

able to assess their managers' in terms of how they perceive their intelligence, emotional and managerial competences. The number of team members of every project manger varies according to his position and responsibilities. For example, the new manager's team members are found to be 5 to 7 members while the traditional project managers' teams are 10 to 15 members and the MGMP project manager teams are found to have more than 20 members. However, not all members were able to asses their managers since some were sick, on leave or absent.

#### **11.4 Primary Data Collection Strategy:**

To collect primary data for this research a combination of both qualitative and quantitative techniques have been used.

##### *11.4.1 The Qualitative Method:*

Face to face, semi-structured interviews for about 60 to 90 minutes were conducted with various levels of project managers. It was ensured that the data collected from all respondents will be confidential and will be used for research purpose only. The questions asked were a combination of both open and closed questions that requires more than a yes or no answers has been asked. Those questions were concerned with facts related to the project manager's background and the organization which they work for. For example each project manager has been asked the following factual questions:

Occupation \_\_\_\_\_ Educational Background \_\_\_\_\_  
Years of Experience \_\_\_\_\_ No. of years within the Occupation \_\_\_\_\_  
Number of Team members \_\_\_\_\_

Those factual questions helped with classifying the project managers in one of the three project manager's categories: New, Traditional and MGMP project Managers. However, knowledge and opinion questions were also asked to understand the managers point of view in relation to the four various managerial functions: planning, organizing, leading and controlling. Each of those managers had some common questions that were asked to all manager and some different questions that were asked only to the MGMP or new managers in each of the four functional categories. The reason behind this is because according to the literature each of those three managers had different roles and responsibilities within each of the four managerial functions. For example, when managers are asked about the control function:

MGMP project managers were asked: *Does your organization provide you with the necessary control systems that help you control the various project statuses i.e. time. If yes, can you please provide an example and how it impacts the project progress?*

While Traditional project managers where asked: *What are the most challenging obstacles you usually face in those meetings?*

And the New project managers were asked: *How often do you meet with your team? And do you ever get tempted to consider an old task as a priority?*

However, in the leading managerial functions all three project mangers shared the same questions which are:

*As a project manager, in your opinion what are the most important intrinsic traits branch managers' needs to posses to succeed in your environment?*

*If you had to choose one trait that all managers should possess what would this trait be?*

*Define Knowledge and how important is knowledge (education and experience) is to the project managers career.*

Appendix 1 provides the full list of the various questions that were asked to each of the three project managers in the interview. The main reason behind those questions is to have an in-depth understanding of how the three levels of managers conduct their four managerial functions based on their experiences. All interviews were recorded with the respondent's permission to ensure that the exact data has been saved and at hand at all times. In addition, all the recorded interviews has been transcribed.

#### *11.4.2 The Quantitative Method:*

The descriptive research part of this study aims to form emotional, managerial and intelligence profile competencies of the interviewed project managers. Therefore, to properly conclude the interviews, the interviewees were asked to assess their competencies from a scale of 1 to 10, where 1 is the poorest and 10 the strongest. However, in order to ensure that we get reliable scores each of the project managers team members were given the same assessment and were asked to score their manager performance. This will help validate the project manager interviews and self assessment.

The 360-Degree Leadership Appraisal created by Potter and Hooper (1997) is a multi-rater assessment that depends on feed-forward and feed backward information of the manager behavior in the workplace. In this case, the research mainly focus on how the project manager self-assess his competencies and how his team members



asses the project manager same competencies. However, the 360-Degree Leadership Appraisal has been modified to cover all the emotional, intelligent and managerial competencies that have been listed in the conceptual framework illustrated in page 69. Appendix 2 provides a Modified copy of the 360-Degree Leadership Appraisal assessment that was given to each project manager and his team members. Multiple raters who assessed the project manager will help either confirm the validity of the interviews or vice versa depending on the assessment results.

### **11.5 Research Analysis:**

The collected research data is divided into qualitative and quantitative sets of variables. The quantitative data variables are measured in numeric terms e.g. number of team members, number of years of experienced while the qualitative data variables are each of the project managers described opinions.

The project data is divided into nominal and ordinal data. The ordinal data is displayed in bar charts and line graphs using the Excel sheets. While the nominal data variables are categorized into Schermerhorn (2010) four management process functions.

### **11.6 Limitations of the Research Study:**

Various research limitations were found throughout the different project stages:

#### *11.6.1 Literature Review:*

The literature review lacked the necessary academic journals that directly linked competencies to the various project manager levels because researchers considered

both topics separately. One of the limitations of this project is the lack of research studies that directly link both the dependent and independent construct variables. Nonetheless, the author was able to discover the literature that strongly links both constructs like Turner et al (2009) study and based on those few studies the author was able to build upon the topic.

#### *11.6.2 Population Size:*

The chosen population sample of this research study was chosen from one project based organization which is Bank X due to the researcher lack of resources. Nonetheless, the bank branches have been located all over the Emirates. Therefore, the researcher was able to interview employees and project managers not only from Dubai but the seven Emirates.

#### *11.6.3 Sample Size:*

*A. Regarding The Qualitative Research:* The sample size of the qualitative research of this project is limited to seven various levels of project managers. Initially the researcher planned to interview two project managers in each level due to time limitations. However, after conducting the first two interviews, the researcher found it difficult to validate the first two MGMP project managers' data since contradictions were found. Thus a third MGMP project manager had to be interviewed to help understand and validate the answers of his colleagues. Nonetheless, the other interviews went well and the researcher was able to validate and acquire the comprehensive data the study needed.

*B. Regarding The Quantitative Research:* The sample size of the 360 Degree Leadership Feedback system was 56 team members for all 7 project managers. Each of the members assessed h/her leader performance regarding each of the emotional competencies. The 360 degree Leadership Assessment feedback system questionnaires were used. The 360 degree Leadership Assessment feedbacks are usually kept small in numbers, in order to make it feasible to evaluate the managers according to Hooper and Potter (1997). However, during the assessment, new manager 1 was watching over four of her five team members doing the assessment. This had made all four members grant her a score of 10 out of 10 to each question. However, the researcher was sitting with one of the team members, a member who was able to grade her fairly. Due to this research limitation, the researcher decided to only use the scores that were given by one member only and use those scores as the Team average score.

## **Chapter 12: Analyzing and Discussing The Findings**

### **12.1: Introduction:**

The findings, data analysis and the discussion of the new, traditional and MGMP project managers of this research are demonstrated according to the structure of the literature review chapters. Part 1 of the discussion will be divided according to Schermerhorn's (2010) four managerial functions. While Part 2 will discuss the emotional competencies of the various project manager. Given that both the managerial and intelligent competencies of Dulewicz and Higgs (2004) Integrated Model Competence have already been discussed within each of the four managerial functions.

In X bank every project manager have two responsibilities: their day to day operations and managing projects. The focus of this study will illuminate on only how the various levels of X Bank project managers deals with planning, organizing, controlling and leading their projects as explained previously. Then a discussion about each of the emotional competence variables in relation to every project manager will be demonstrated. However, before describing the details of the four managerial functions, the following paragraphs provides general back ground information that readers should know about PM levels in Bank X.

According to the interviews, I found that in Bank X every MGMP project manager has two teams in his branch: sales and service team and a cash team. Both the project manger and his two teams consistently work on different simultaneous projects. However, in the literature review the author argued that MGMP project manager may be working with one team only on various simultaneous projects.

However, according to the findings, this study rejects such assumption. This rejection confirms Patanakul and Milosevic (2009) and Elonen and Artto (2003) definition of an MGMP project manager as a manager who leads more than one team on various simultaneous projects. Meanwhile, the research findings reject Patanakul and Milosevic (2009) description of how MGMP projects are usually considered small and tactical projects. Since in Bank X, MGMP project managers in bank X lead more than one large and complicated project at the same time.

Furthermore, in bank X new managers are given small branches that consist of five to seven team members. This disagrees with GAPPS (2007) statement that new project managers are usually given a small scale project or an activity of a large project as discussed in chapter 5. However, before new managers officially work in their branches, they all go through an intensive 15 days training session. During those sessions they are supposed to learn about the manual of the bank, the bank system and etcetera. However, according to new manager 1 “this is not enough, when you are a new manager you are expected to know everything”. New manager 1 continues “in the first day of work people bring you documents to sign, you might not know what is going on but it is expected that you know what you’re signing.” This confirms Hill (2007) description of how first time managers are disoriented due to their role misconception. On the other hand new manager 2 disagrees and said “this training helped a lot in handling my team and learning more about the bank”.

This section did not discuss any new traditional project managers because nothing distinguish the general bank X TPM from the standard traditional project managers discussed in the literature review.

## **12.2The four managerial functions:**

### 12.2.1 Planning:

Throughout the interviews an inconsistency regarding how each project manager implements the standard planning procedures is found. Gardiner (2005) and Laufer and Tucker (1987) both explain that planning projects entails a thorough answered description of the WH [who, when, why, what and how] questions. However, the interviewed X bank project managers each view and implement project planning process differently. Table 8 briefly describes the standard planning process of each of the seven interviewed project managers. There are many reasons that can be associated with why each of the project managers plan projects differently. It may be due to the various different project manager's leadership styles, managerial positions, project characteristics, education, experience, etc. All those factors help form the way the project manager manages projects.

Nonetheless, all project managers agree that as soon as they are given the project they start the planning phase just as Song and AbouRizk (2005) in the literature stated. However, according to the research findings project timing is different for every PM level. For example, new and traditional project managers are given their projects at the beginning of each calendar year unlike MGPM project managers who are assigned projects by senior management at any time. This may be one of the reasons why MGMP project manager 1 said: "I never think or consider the impact of my projects on the organization strategy" she continues "I focus on how to deliver my projects on time

and within the expected expectations and I don't feel that I have the time to think about how the projects may impact the overall strategy since I have three or four ongoing projects and they need my immediate attention.”

<b>Project Managers</b>	<b>The Project Planning Process</b>
<b>New Manager 1</b>	Brainstorm alone - set a meeting with all branch members to know how they will achieve this plan – then divide the activities and put a schedule on every activity all in the same meeting
<b>New Manager 2</b>	Brainstorm – divide activities- assign activities- assign activities to members
<b>TPM 1</b>	Research more about the project alone – plan the project schedule – Create a list of activities- Then divide the work between the team
<b>TPM 2</b>	Study the market- Understand management expectations - Check people's capabilities I need for the plan to work— set a schedule for each activity - Distribute the plan among the team – Follow Up – update my time frame.
<b>MGMP 1</b>	Brainstorm Alone – Plan Activities with 2 assistant branch managers along with supervisor - Think of who to assign the tasks to – Set a meeting with the whole team – Distribute the Tasks – Follow up
<b>MGMP 2</b>	Individually plan projects according to SWOT analysis, create a list of activities, divide the activities and assign tasks
<b>MGMP 3</b>	Gather my team and let them say how we will plan to achieve the project, then I decide with them how to plan the projects and distribute the activities all at the same time.

Table 8: The standard planning process of each of the seven interviewed PMs

On the other hand, MGMP project manager 2 explains that he always thinks about how planning his projects may impact the long term organization. He states “When I am given more than one project I think of the effects each of those projects

have, is it a short (1-3 months profit) or long (annually- semi-annually) term effect”. “Based on those results I do a branch level execution which means that I either assign a certain team a short term goal to achieve the longer plan or I initially decide on implementing the longer plan so I assign the whole plan to one of my teams” MGMP project Manager 2 stated. According to MGMP 2 short term plan strategically may help the branch or the region for a short period of time unlike the long term plan that will impact the overall project organization.

While MGMP project manager 3 state “I always take advice from my mentor who is my direct manager before I set a meeting with my staff, I meet him to know which plans I should focus on and then I make my decision and deliver the news to team”. “The reason why I attend and always ask my direct manager is because he is older and more experienced than me so he knows more than me on what might impact the overall project strategy more than I do” MGMP project manager 3 stated.

On the other hand, when new manager 1 was asked whether she plans in accordance to the organization long term strategy the answer was yes but the explanation was the opposite. The new manager said “we study the current situation then in according to the situation we do our planning so we daily study our branch reports and this is part of my daily job then accordingly we create a plan for that as I am observing my account numbers for example”. This answer demonstrates a lack of understanding of what is meant by organization strategy and a lack of basic knowledge of what her bank strategy is. These items are crucial for a manager and play a part in not only the manager development but the organization also (Belker and Topchick, 2005). On the other hand new manager 2 bluntly stated that “there is no need to think



about how my projects may impact the organization strategy since the Bank system already states the goal I have to achieve every year". The new manager continues "if I deliver those goals within the required time I am sure I might help positively impact the overall organization strategy".

The traditional project managers 2 agrees with the new manager 1 and adds "the long term plan is usually defined in the organization system as managers we have to check every week and month on the senior operation plans". TPM 1 who also agrees with new manager 2 and TPM 2 add "by achieving through those short plans we help the organizations long term strategy by cutting any direct mistakes in case those plan were planned to be implemented in the long run".

The following modified 360 Degree leadership assessment results show how each of the project managers self assessed themselves from a scale of 1 to 10 in terms of Dulewicz and Higgs (2004) strategic perspective, one of the IQ competencies. The scores each of the project managers gave themselves and the average team scores are demonstrated in Figure 11. Not all the demonstrated scores validates the interview answers for example, the MGMP project manager 1 team and the PM scored an 8 to 8.8 on a scale of ten in the survey. When it had been previously explained that the MGMP project manager 1 did not have the time to think about how h/her projects may impact the organization strategy. The difference between what had been said in the interview and the survey results may be because the PM has worked for 11 years in the bank so they are aware of the general strategic plan of X bank thus she may be thinking about the organization subconsciously when making decisions. On the other hand, TPM 2 who rated himself 6 out of 10 confirms the he's not a leader who would think about

how his projects may impact the overall organization strategy. However, the average team scored for TPM 2 regarding his strategic perspective is 8 thus they do not agree with what the PM thinks.

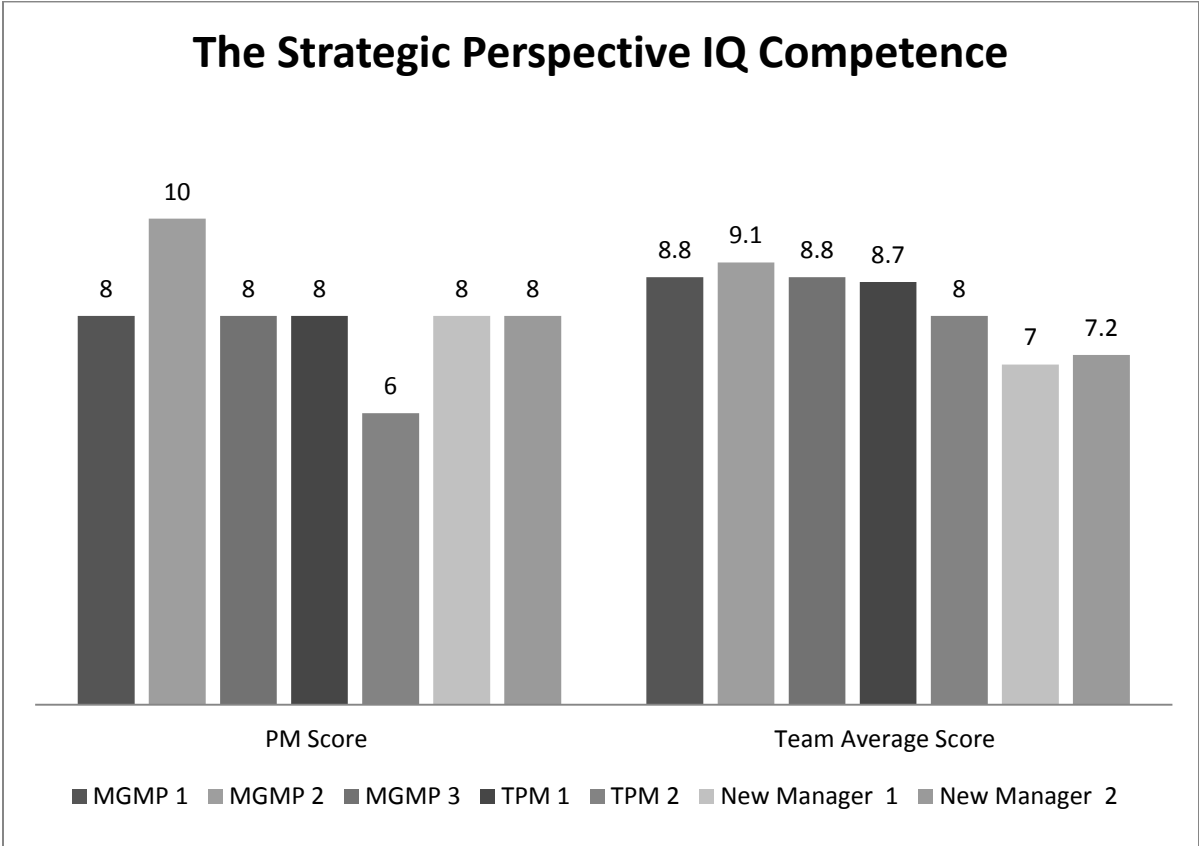


Figure 11: The Strategic Perspective IQ Competence Scores of each Project Managers

Walker (2002) explained that as managers climb the managerial ladder, 90% of their planning should be strategic and only 10% tactical. Therefore, according to Walker (2002) in planning, MGMP project managers are supposed to be strategic planners and the new managers activity planners. The team average scores of the seven project managers demonstrated in Figure 12 graph that agrees with Walker (2002) theory. According to the graph illustrated in Figure 12 MGMP project managers

have the highest scores between all managers and this score slowly drops making new managers fall into the activity planners category.

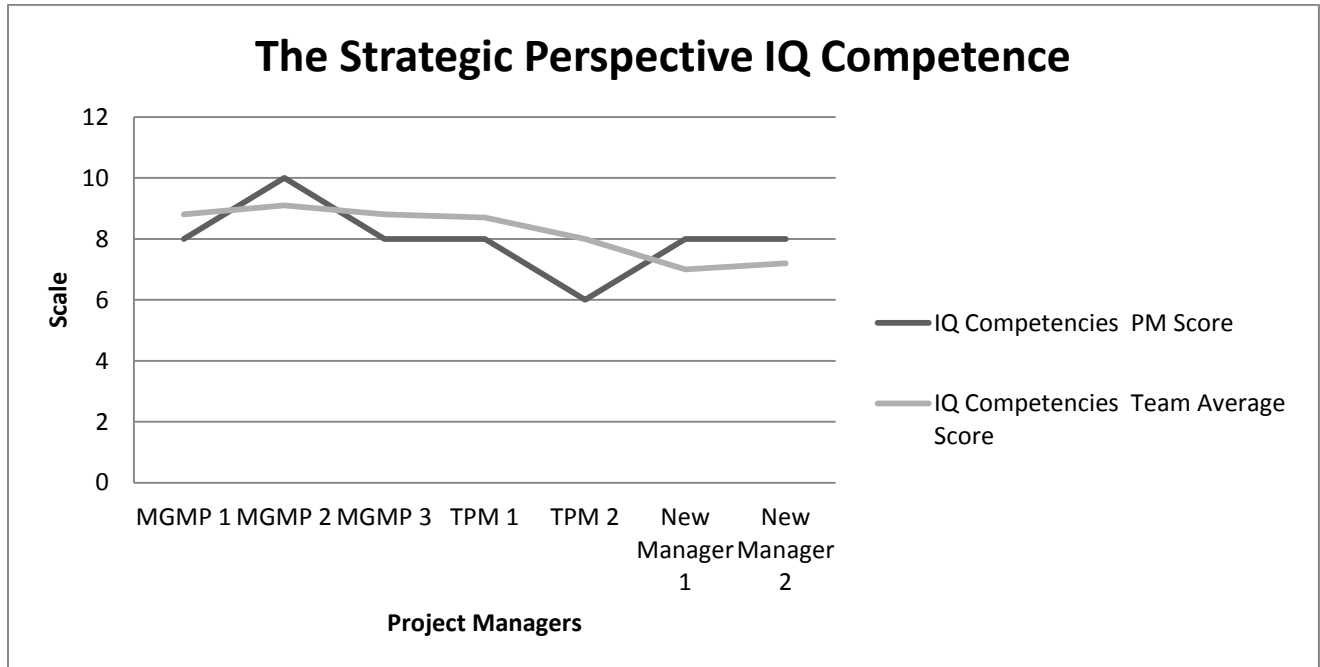


Figure 12: The Strategic Perspective IQ Competence Graph

Furthermore, Belker and Topchick (2005) explained that new managers either focus on the details losing the big picture or vice versa. For example, new manager 1 said “whenever I plan a project I sit and focus on the details of the responsibility of each team member”. While new manager 2 agrees with new manager 1, this may be due to the lack of managerial experience since both have been managers for two years only.

On the other hand although both traditional project managers each have 3 to 4 years of experiences. It is assumed that both traditional project managers are aware that they have to create a framework for the project activities that are understood by all members according to Prabhakar (2005). In the case of the TPM1 this fact has been

stressed throughout the whole interview and especially when he thinks of planning a project. He said “the first step of planning is to create a good team that connects well together” he continues “by making sure that they all understand the overall objective and their required tasks”. While TPM2 adds “making sure that all team members understand project requirements is essential because sometimes a person has to deliver six goals but he doesn’t know all six so I give the others the points he doesn’t know in order to finish as soon as possible”. Nonetheless, at the end of the day as Patanakul and Milosevic (2009) said TPM have one project to deal with unlike MGMP project managers.

According to MGMP1 and MGMP2, two to three projects are the ideal number of projects they should be given in order to deliver on-time since they are also responsible for the operations day to day activities. This agrees with what Fricke and Shenhar (2000) study found regarding the number of projects the engineering project managers should be given in a manufacturing support environments. However, “some of the projects are ongoing and they take more than two years to deliver” therefore “I interfere with HR and ask for more employees” MGMP project manger 1 said. This confirms both Cooper et al (1998) and Cooper et al (2000) findings on how so many simultaneous projects at one time may lead to a lack of resources that may create an obstacle for projects to progress well. MGMP project manager 2 said “this concept of how many projects should be given to managers depends on how good the project manger is” he continues “but to us as senior managers we find it stressful, difficult and we always struggle with the turnaround time (TNT) when we move from one project to the other”. Chapter 5 uses a different acronym for the turnaround time mentioned by

MGMP project manager 2. TNT is known as the switchover project time Robinstein et al (2001), Ireland (1997) and Pennypacker and Dye (2002) all agree that the fewer the number of project PMs are given the less switchover time they use. On the other hand, MGMP3 does not agree with both MGMP1 and MGM 2, he thinks that the 4 to 5 given projects are easy to handle and it all depends on how the project manager handles time.

When planning projects, MGMP project managers should possess certain skills that differentiate them from the traditional and new project managers planning as illustrated in Chapter 4. However, according to all Bank X interviewed MGMP project managers, interdependency management and multitasking are both important but every manager had his own opinion regarding which is the most important between the two skills. According to MGMP project manager 1 “we rarely link projects, all projects are done separately and simultaneously since nothing links them”. MGMP PM 1 elaborates “for example I could have two projects going: one a service project while the other is cash and financial project, I may be working on both projects at the same time but into two different directions”.

On the other hand MGMP project manager 2 chose linking projects over multitasking, although he acknowledges how multitasking helps finish the projects faster and reduce the TNT time. As both Patanakul and Milosevic (2008) and Adler et al (1996) studies illustrated. Nonetheless, “linking projects is like a long term plan, if projects can be connected I try to connect them; because I know that the consequence of project 1 may either positively or negatively impact project 2” said MGMP project manager 2. MGMP project manager 2 further explains this point by describing how he

sets his overall plan for simultaneous projects. “When we preplan we base it on what are the probabilities of positively or negatively affecting the projects, what are the positive and negative outcomes of each of the projects and how they may affect the 2<sup>nd</sup> or the 3<sup>rd</sup> project” stated MGMP PM 2.

However, unlike what MGMP project manager 1 and MGMP project manager 2 said MGMP project manager 3 was a bit confused with what interdependency management (linking project) or multitasking is. Therefore, MGMP project manager 3 said “in bank X linking projects is more important, for example I have reports to do and send emails I do them one by one is that what you mean”. When further explained both terminologies the MGMP project manager still chose linking project but his process explanation was considered a multitasking rather than linking projects.

One of the other questions asked in the survey was ‘how well do you communicate your vision, mission and values effectively to you team?’. This question tries to relate to the second Dulewicz and Higgs (2005) intelligent competences. According to the findings illustrated in Figure 13 we find that 4 of the 7 project managers do not really consider themselves as managers with strong vision and imagination. Nonetheless those managers were scored high by their team members. However, both new managers gave themselves a 10 while their teams rated them a 7 and 7.8. This confirms what Belker and Topcheck (2005) said about how new managers think they possess and implement certain skills when they do not.

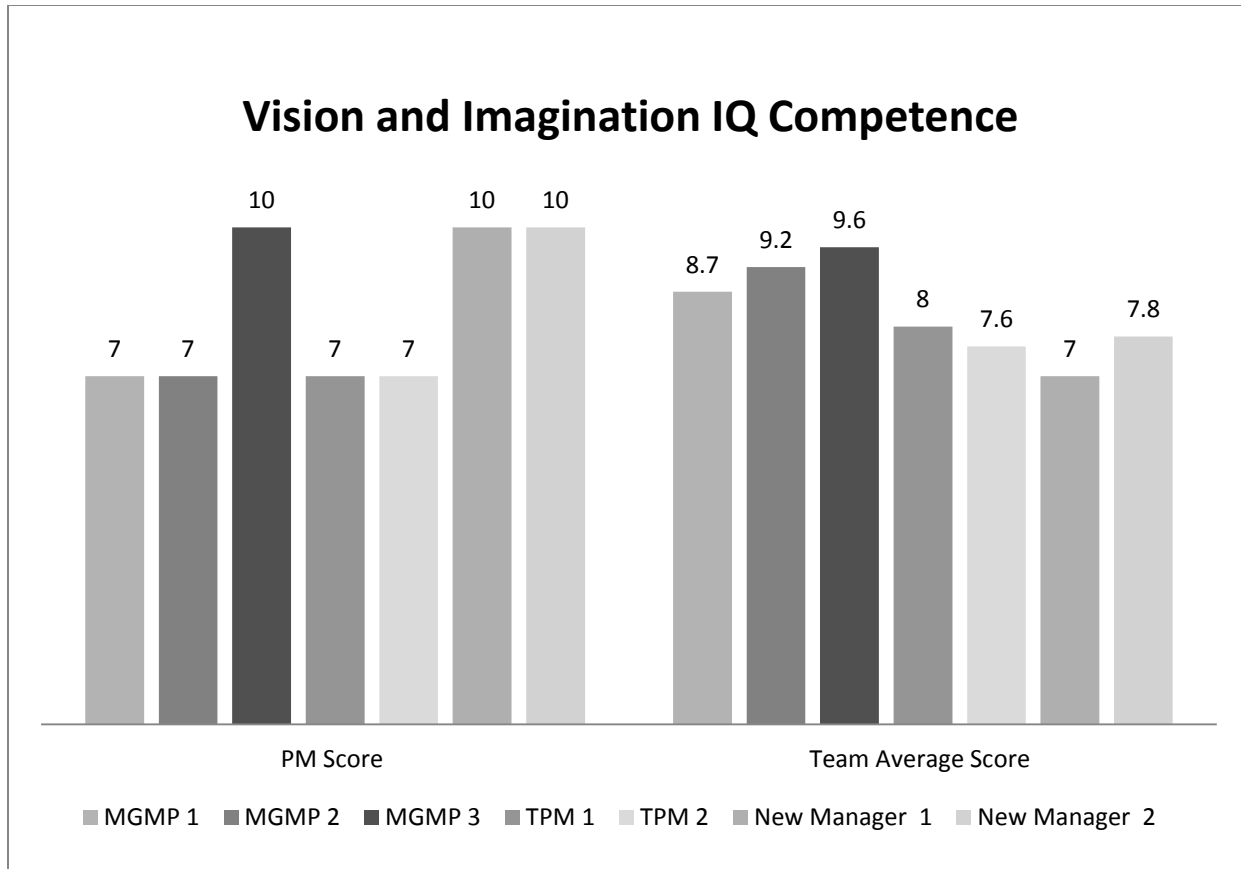


Figure 13: The Vision and Imagination IQ Competence Scores of each PM

The following section discusses the interview and survey results of how project manager usually organize their projects in bank X.

#### 12.2.2 Organizing:

Organizing is the process of assigning tasks, allocating resources and directing individuals according to Schermerhorn (2010). This section will try to cover all three aspects in relation to Bank X project managers.

Bank X project managers all agree that due to the constant market changes, resources keep evolving. As a result the operational side departments may change

which will eventually lead to changes in the policies from time to time. “All PMs should constantly update themselves to what’s happening in the market in terms of what tools are being use, what new innovative ideas large famous banks in the world are using and can those ideas be implemented in Bank X” said MGMP3. However, when thinking of allocating resources, human resources is the main aspect all Bank X project managers concentrate on when allocating resources. “As a bank we are a service oriented organization, therefore, the main resource our bank depends upon to successfully generate business are people” said project manager 2.

While organizing their projects, the traditional project managers face various challenges which they need to overcome to successfully manage and distribute their resources. For example, TPM2 described her challenge as a lack of multicultural awareness. “Each one of my team members has a different character, they come from different backgrounds, different nationalities and I find it difficult to manage and reach to their expectation, and I know that those cultural barriers are affecting my performance” said TPM 2. While TPM1 find the most challenging obstacle while organizing his projects are the negative attitude some of his team members may have. According to TPM1 “I might have someone who might be perfect for the project and he has all the strengths I might need but he has attitude problems with others, in this case I cannot make him a member of my main team” said TPM1. According to what had been said by both TPM1 and TPM2 we find that traditional project managers in Bank X constantly face people problems not technical ones.

The Project Management for Development Organizations (2007) illustrates that delegating tasks in one of the critical elements of project success. When asked on



what bases TPM1 delegate the jobs to his team members he said “when new team members come to the branch they automatically are doing the On Job Training where I as team leader am supposed to identify their strengths, weakness and learn of what they can and cannot do on job training”. TPM1 continues “on job training allows me as a team leader to give the new member a target so he can start meeting costumers and whatever he needs to meet this target, then I leave the member to do his job but at the same time I monitor him from far to see his progress”. “After the week passes I give him the required feedback of what his strengths and weaknesses were and how he can work on them” said TPM1. This is the way how TPM1 learned about all his team members’ strengths and weaknesses.

While TPM2 and new manager 2 both agree that they delegate the jobs to their team member according to their qualifications, and the capability of each one of the team members. However, TPM2 further elaborate how as a manager she can learn more about her members’ strength and weakness by stating “every week we have an employee scenario assessment we do together, what happens is that each one of my team members play a certain role e.g. a teller and at the same time I will have another person who will asses this teller”. “Then both members swap and mark each other, this way they and I will be able to see their new strength and weakness points” said TPM2. This assessment session is done every week until the team members perform well in all areas as TPM2 explained.

On the other hand, new manager 1 delegate employees their jobs based on their job requirements not on their strengths or weaknesses. “When each staff comes to the bank they have a job description, certain responsibilities are assigned to them

according to the bank policy this is known as the job description” said new manager 1. New manager 1 elaborates “in Bank X when you sign a contract for a specific position certain responsibilities come underneath that position, so as a manager I cannot come and tell the lady responsible of the lobby to ask the customer his account because this is not under her job responsibility”.

All MGMP project managers agree that they delegate the tasks to their team members based on their capabilities, experience and knowledge. MGMP3 also delegates his team members the tasks according to their staff evaluation “staff evaluations is where I can see who is the most competent to finish the X task in that certain time and efficiency” said MGMP3. He continues “If I had three members who are capable of doing the task, I may assign one of the members the task (the task maintainer) and let the other two cross check (co-checkers), since those co-checkers may have different point of views which I may find usable”. However, MGMP3 had a different perspective “if I had two team members who were able to do the task I will divide the task between both members” MGMP3 said. Unlike both MGMP2 and MGMP3 project managers, MGMP1 base her task delegation decision based on the project task requirements. “For example, if I had cash project and it requires someone who is fluent in English, fast and really good with the system I will choose a person with those capabilities” said MGMP1. MGMP 1 further elaborates “the next step I do is stop this person from his day to day operation tasks and let him work on the project, the challenge I have in this branch is that we have 4 times the load of a any normal branch workload”.

Eventually due to the high load of costumers MGMP project managers may face a constant lack of human resources affecting their project progress. According to Certa et al (2009) every MGMP project manager is given a limited number of human resources with various skills for his ongoing projects. According to MGMP project manager 1 this is exactly the case in Bank X. “Not long ago, one of my saleswomen took a leave for 15 days and in my branch I only have two saleswomen, and during that time we had to take care of the checkbooks we are talking about more than 400 checks, 100 plus return checks and the day to day checks we receive” said MGMP1. MGMP1 continues “since I had one saleswoman for this job, I asked for backups they told me there was none in all 11 bank branches and I couldn’t allow tellers to do this job because they are unauthorized and experienced to do this task”. “So we do not have anyone who can do this job except an officer who used to do this job 2 years ago so I took the risk of taking him from his day to day business and asked him to do this job while I made one of the tellers fill his spot” MGMP1 said. The way MGMP1 dealt with this problem confirms that identifying and building strong relationships based on the right amount of trust, and credibility can help solve the shortage of human resources obstacle managers may feel at certain times (Hill, 2007).

MGMP2 seems to agree with MGMP1 that there is a constant shortage of human resources and Bank X have manpower planning problem which they need to resolve. “I constantly face in my branch the lack of human resources, I always seem lost to what I should outsource what work I should assign the team and what can I do to maintain a sustainable effective productivity within my current head count” said MGMP2. “The solution to all those problems was found in empowerment, I started

using team rotations in order to help my team members learn the various branch tasks and help me solve this obstacle” said MGMP2. On the other hand MGMP3 does not really face this problem “in my branch projects are easy they are not complicated, I don’t face this problem because I see this as a time management skill problem” said MGMP3.

### 12.2.3 Controlling:

According to the MGMP project managers, Bank X has invested millions in their organization control systems. “Before the launch of any new system we have to go through a pilot system testing of no less than three years, bank X find experienced people who can work with the system, find the defaults, rectify and improve them, then they teach us the senior project managers how to work with the system” said MGMP2. This shows how much Bank X management cares to enable MGMP project managers by providing them the tool which will help provide those managers with sound decisions as Howell (2002) explained.

Nonetheless, those systems according to MGMP project managers are complex and it takes time to properly learn how to them. “As a senior branch manager I have to be at the bank 30 or 45 minutes before the bank officially operates because I have to run all seven control systems X bank uses” said MGMP1. MGMP1 listed those seven control systems, which are: The queue system, system for signature verification, system outlook, system for credit cards, account systems, and attendance online system and the CRM system. All those unique control systems were developed by Bank X. This show how much Bank X is investing in the technical part of the work. All MGMP

project managers agree that those systems help not only control the day to day operations but also they help them handle and control the projects progresses.

. Figure 14 illustrate how project mangers asses themselves in terms of time management and how their teams view how well their project managers manage their time. Figure 14 shows that all Bank X are well time managed. It can be assumed that this is due to all those control systems Bank X implements, since bank managers are all supposed to be more than adapt in technologically controlling not only project time but also their day to day operations.

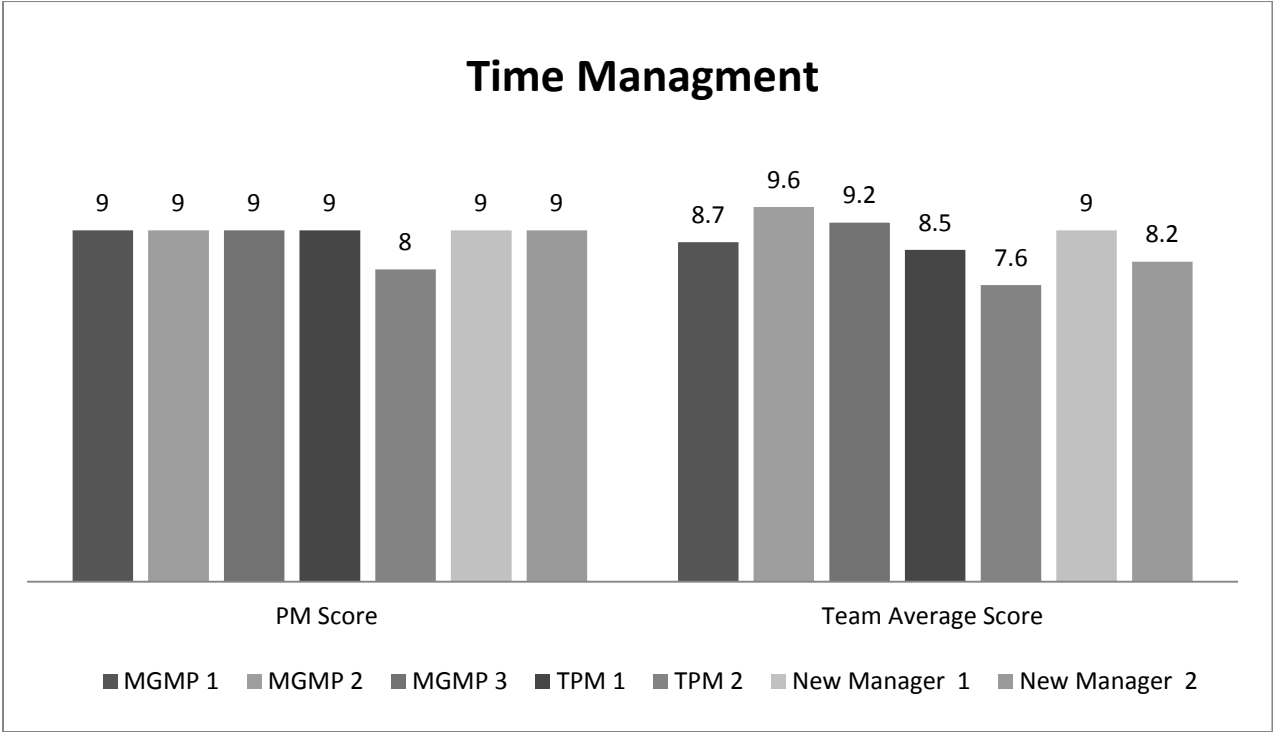


Figure 14: The Time Management Score of Each Project Manager

Team meetings are one of the standard control mechanisms generally used in organizations as Datta and Mukherjee (2001) explained in chapter 6. Thus, One of Bank X policies state that all branch managers have to meet with their teams at least twice a

week. However, when interviewed all project managers gave various answers to how often they usually meet with their teams. For example, MGMP2 said he meets with his teams at least twice a week where they mainly focus on those meetings about the challenges that prevent them from doing their productive targets. On the other hand, MGMP1 meets with both her teams twice a day, while MGMP3 meets his team every morning for 15 minutes and two longer meetings during the week.

The main challenge MGMP project manager 1 usually goes through with her team members is their attitude and lack of motivation. "People are expecting lots of money and you cannot satisfy them especially if you are working in an organization where compensation and benefits are tied at this time, so to be honest its either you (member) continue working for us or leave us there is no third option" said MGMP PM 3. The same challenge is shared by new manager 2 who meets her team members twice a week only. On the other hand, when asked about the most challenging obstacle MGMP3 faces in his meetings his answer was "I have a good team I have good managers so I don't face any problems".

New manager 1 sets two long meetings every week, one at the beginning of the week where she and her team set the plan for this week while the other meeting is usually at the end of the week where they discuss what they accomplished during the week. New manager1 adds "sometimes I set a short meeting for very few minutes with my officers only to track sales since I sometimes don't know what the officers did during the day so this gives me the needed feedback" said new manager 1.

According to Belker and Topchick (2005) new managers usually face challenges in establishing proper team meetings since they may be tempted to get overly involved in other members work. New manager 1 admits that she goes through this problem by saying “I was an officer in another bank and in that bank we used to manually process the loans, the credit cards, etc, while over here everything is centralized”. “Therefore, in here the officers do not do any kind of analysis for credit cards because everything is centralized and I know that doing those types of analysis in my previous work had helped me gain so much experience” new manager 1 continues “that is why as a manager I always work with my officers when they bring me the documents on those things”. This confirms what Belker and Topchick (2005) stated that new managers focus on planning the details rather than the big picture.

Furthermore, according to what the literature review discussed in chapter 6 traditional project managers may be more experienced in this arena although miscommunication may occur in meetings according to Gardiner (2005). TPM1 confirmed what Gardiner (2005) stated by saying “my main challenge in meetings is that there is no team work between my members which eventually may lead to miscommunication”. TPM 1 elaborates “for example, if we have one product, everyone in the team would be given a specific target to achieve in selling this product” TPM 1 continues “in this case miscommunication between members happen after the product had been sold and everyone would say I did this and i did this and I sold for this much”. “This problem escalates in creating conflicts between team members which I don’t have the time to solve” explained TPM1. However, Figure 15 demonstrates how effectively engaging communication is considered between the project managers with their teams

and vice versa. In relation to this case, TPM1 scored himself 7 out of 10 which validate his statement while his team members scored him an 8.2 which says that he is a good communicator according to his team.

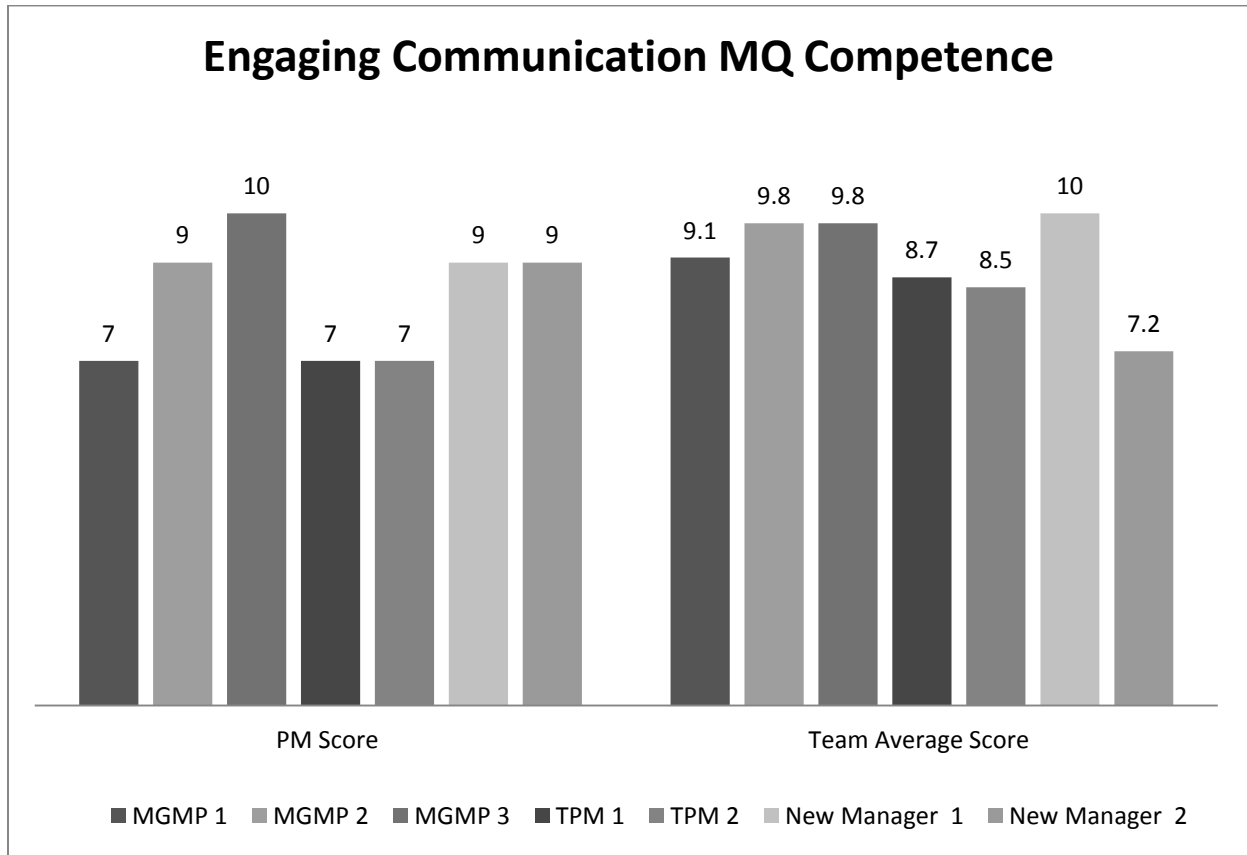


Figure 15: The Engaging Communication MQ Competence Scores of each PM

On the other hand, in her weekly meetings TPM2 does not really know how to motivate her team members. Motivation is one the repetitive problems found in Bank X which MGMP1 also faced. “I find it very difficult to motivate my employees at this time, I don’t feel they are giving all their energy and work as they used to” said TPM2.



## **12.2.4 Leading:**

### **12.2.4.1: Quality**

As leaders in Bank X, each of the interviewed project managers listed the top 3 most important leadership qualities, each branch manger needs to posses to become a good leader and succeed in Bank X. Table 9 illustrates the top 3 most important qualities to each of the seven project managers.

PM	List of Leadership Qualities		
	1st Quality	2nd Quality	3rd Quality
MGMP1	Charisma	Warmth	Knowledge
MGMP2	Effective Decision Maker	Risk Taker	Credibility
MGMP3	Effective Decision Maker	Credibility	Warmth
TPM1	Team Leading Spirit	Follow Up Skills	Advanced Costumer Service Skills
TPM2	Proper Job Delegation	Cultural Awareness	Emotional Resilient
New Manager1	Managerial Skills	Job Knowledge	Costumer Service Skills
New Manager2	Managerial Skills	Empathy	Job Knowledge

Table 9: The top 3 most important qualities to each of the seven project managers

According to Adair (2003) the list of the most important qualities all managers should have in order to become good leaders is the expected or required feature in the working groups. Table 3 in page 35 demonstrates Adair (1997) seven main generic leadership traits all leaders should posses. While according to the interview findings, the leadership traits of bank X that are demonstrated in Table 8 shows that there isn't a set

of standard qualities that all Bank X project managers agree upon. This finding opposes what Adair (1997) Table 3 illustrates and agrees upon McKenna (2006) statement that traits are not static elements and circumstances dictate the need for a particular bundle of traits. The highlighted boxes in Table 8 are seen as the most common qualities that 2 PMs agree upon. Those qualities are:

1. Effective Decision Maker
2. Credibility
3. Advanced Customer Service Skills
4. Job Knowledge
5. Managerial Skills

The interesting thing in this list, is how managerial skills are considered by Bank X project managers as a leadership quality trait when it is not according to Cleland (1995), Kotter (1990), Yukl (2005 cited in Kaulio, 2008)), Bennis and Nanus (1985) and Parry (2005). Moreover, the two project managers who listed managerial skills as leadership quality traits are the new managers. This demonstrates a lack of understanding new managers have regarding the difference between leaders and managers.

Furthermore, when each of those seven project managers were asked to choose only one quality trait that all project managers should possess their answer was not unanimous as illustrated in Table 9. This finding disagrees with what Kouzes and Posner (2007) and Patanakul and Milosevic (2008) studies, stated that all project managers should possess credibility as the one quality trait all project managers should have. Bank X project managers disagree with both Kouzes and Posner (2007) and Patanakul and Milosevic (2008) studies as demonstrated in Table 10.

<b>The One Trait All Managers Should Posses According to PMs</b>	
<b>MGMP 1</b>	<b>Charisma</b>
<b>MGMP 2</b>	<b>Decision Making</b>
<b>MGMP 3</b>	<b>Decision Making</b>
<b>TPM 1</b>	<b>Team Leading Spirit</b>
<b>TPM 2</b>	<b>Managerial Skills</b>
<b>New Manager 1</b>	<b>Managerial Skills</b>
<b>New Manager 2</b>	<b>Credibility</b>

Table 10: Every PM one Trait all Bank X Branch Managers Should Posses

12.2.4.2: Knowledge:

Emmott (2001) defined knowledge as the information that allows project managers to do their job. While each of Bank X project managers' defined knowledge as the following:

- MGMP1 said "It is the Information you need from a person"
- MGMP2 said "Knowledge is defined by experience".
- MGMP3 said "Knowledge as a banker is knowing what is going around in your branch from A to Z".
- TPM1 said "is a continues nonstop learning in the banking environment"
- TPM2 said "is the information you know and understand to do your job well"
- New Manager 1 said "is the daily learning"
- New manager 2 said "is the information you need to do your job well"

MGMP1, TPM2 and New manager 2 all agree with Emmott (2001) knowledge definition while the other bank X project managers gave several different definitions. Socrates (n.d cited in Adair 2003) explains that job knowledge will not permit people exercise any authority over the leaders since they know what they are doing. However, according to

the literature review knowledge is divided into education and experience. Müller (2009) consent with Adair (2003) who clearly state that all project managers should be educated since education impact their level of skills and project management. However, the findings demonstrated in Table 11 shows that education is not a necessity and academic capabilities does not guarantee individuals ability to learn what they need to know as Livingston (1971) explained. For example, Table 11 shows that MGMP1 is a senior branch manager who has a high school degree unlike the traditional project manager 1 who holds a higher educational degree.

<i>Knowledge</i>			
<i>Project Managers</i>	<i>Education</i>	<i>Total No. of Experience Years</i>	<i>No. of Years Within Bank X Occupation</i>
<i>MGMP 1</i>	<i>High School Degree</i>	<i>11 Years</i>	<i>4 Years</i>
<i>MGMP 2</i>	<i>Higher Diploma</i>	<i>8</i>	<i>4 Years</i>
<i>MPMP 3</i>	<i>Bachelor Degree</i>	<i>13 Years</i>	<i>4 years</i>
<i>TPM 1</i>	<i>Bachelor Degree</i>	<i>10 years</i>	<i>3 Years</i>
<i>TPM 2</i>	<i>Higher Diploma</i>	<i>30 Years</i>	<i>4 Years</i>
<i>New Manager 1</i>	<i>Bachelor Degree</i>	<i>17 Years</i>	<i>2 years</i>
<i>New Manager 2</i>	<i>Higher Diploma</i>	<i>5 years</i>	<i>2 Years</i>

Table 11: The Background education and Experience of the Project Managers

Patanakul and Milosevic (2006) explained that although the acquisition of technical and educational degrees is not important organizational experience is a necessity to MGMP project managers. This is exactly the case of MGMP project manager 1 who does not hold a high educational degree but has worked for 11 years in

Bank X as the PM explained. The ICB (2006) explain that education and training cannot replace the need for project managers to have an adequate level of experience no matter what manager he is. This has also been confirmed by new manager 1 who said “for four years I have been studying banking and finance in university but when I started working in a bank environment I found that the my education started all over again”. Traditional Project manager 2 also agrees with new manager 1 by saying “my background is not banking but I have worked for it for 7 years so I will definitely say education without experience does not work”,

In Summary all project managers of bank X choose work experience as the most important factor all managers need to posses to become successful in their careers. Furthermore, Table 4 illustrated in page 39 illustrates how knowledge of all three project managers are summarized according to the ICB (2006). Table 12 is a modified version of Table 4 that relates to Bank X.

<b>Bank X</b>		
<b>Type of Managers</b>	<b>Knowledge</b>	
	<b>Education</b>	<b>Experience</b>
<b>New Managers (1) &amp; (2)</b>	Managers lack the broad understanding of project management as has been discussed	Both Worked in teams in different banks one as an officer and the other as a teller
<b>Traditional Project Managers (1) and (2)</b>	The PM have an adequate knowledge and knows how to use project management processes and systems e.g. the key bank system and mosaic system	Both project managers have been working for no less than three years in their current job leading a single project team
<b>MGMP Managers (1) &amp; (2) &amp; (3)</b>	For example, MGMP1 developed the training course for new managers	All managers have been working for no less than four years in their managerial position as MGMP project managers

Table 12: Bank X Modified Version of Table 4

12.2.4.2: Functionality:

The following section is divided into three main areas of group needs according to Adair (1997).

1: Achieving tasks:

According to several authors one of the main project managers responsibility is to achieve the project deliverable on time and schedule (Gaddis, 1959). According to Goleman et al (2002) to achieve this task project managers should convince, inspire and move people towards a common goal. Therefore, managers should have the ability to influence their team members to achieve a common task. Bank X managers have been asked whether they are able to influence and inspire their team members to achieve their tasks. Figure 16 demonstrate the answers of how the various Bank X project managers asses this competence and how their teams asses them.

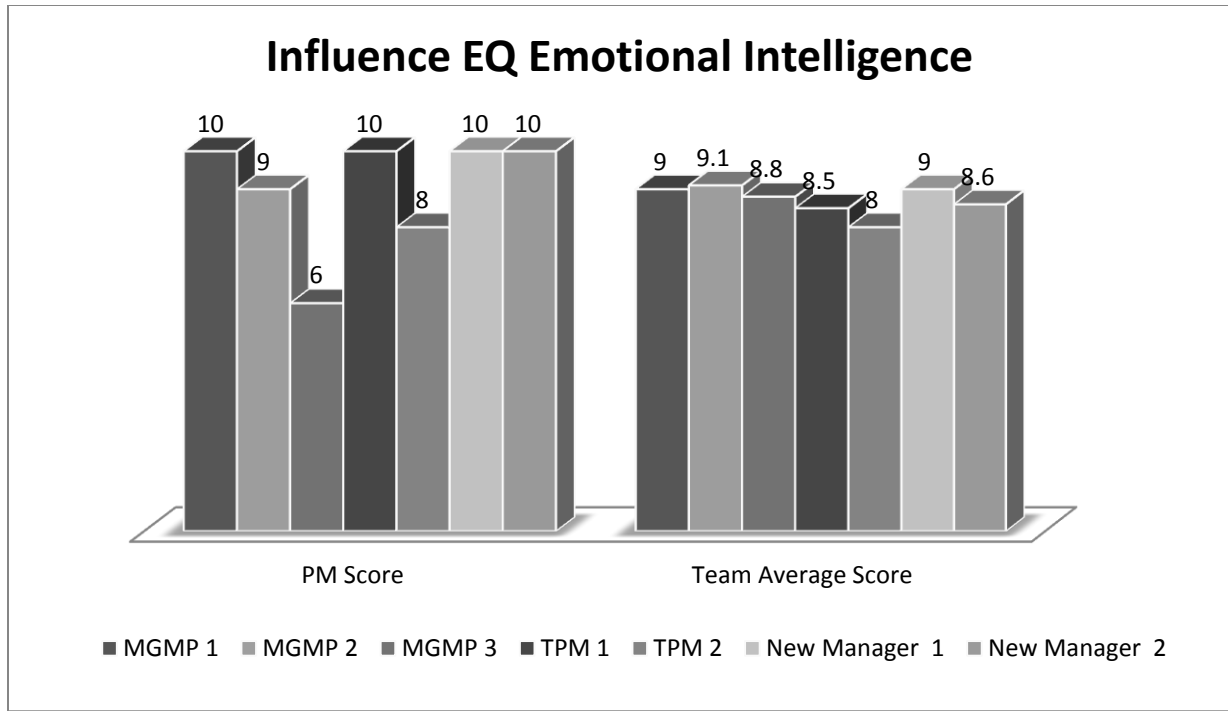


Figure 16: The Influence EQ Emotional Intelligence of Every Project Manager

According to Figure 16 all project managers are capable to inspire and influence their team members MGMP3 gave himself a 6 out of 10 but his team gave him a 8.8 out of 10 thus disagreeing with their manager. The results of this graph validate the scores each project manager got in the achieving MQ competence demonstrated in Figure 17. Walker (2002) explained that due to the lack of attitude, new managers may lack the attributes that may lead their focus astray when managing their projects. However, in Figure 17 new manager 2 gave himself a full mark while his team gave him 7.6 out of 10. This may agree with Walker (2002) concept statement although; new manager 1 results refute Walker (2002) statement by getting both a full mark in both sides.

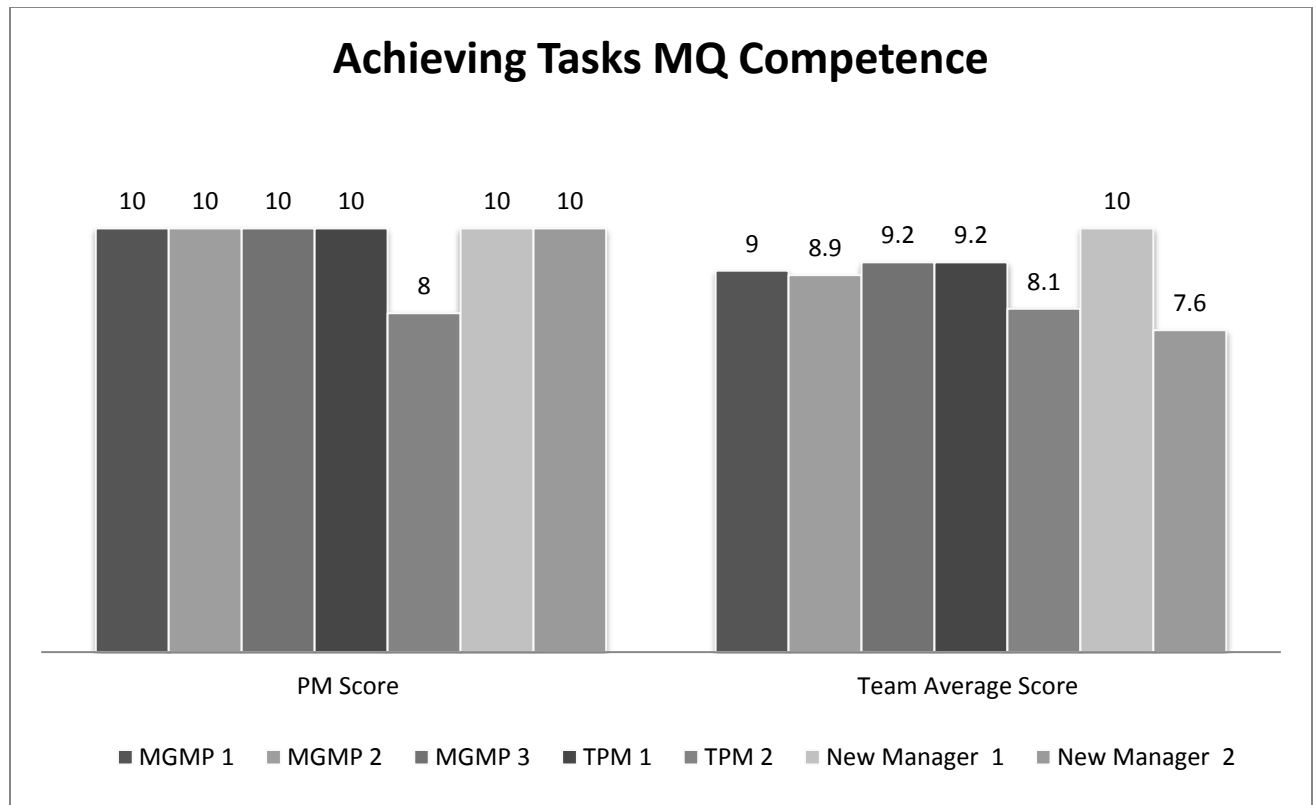


Figure 17: Achieving Tasks MQ Competence of Each Project Manager

## 2. Building the Team:

The literature review section 7.3.2 discussed how all project managers are supposed to support and guide their employees by building effective teams that urge their members to be good team players (Kinicki and Kreitner, 2008). However, as discussed in section 12.2.3, we find that TPM1 is not capable of achieving this aim since his main challenge in his regular meetings is the lack of team spirit between the team members. When TPM1 was interviewed about planning, one of the interesting things he said “good planning also depends on a good team that connects well, where various team members’ strength and weakness complement each other”. Therefore, we



can assume that although TPM1 knows the importance of building teams, he lacks the capability to build one.

Unlike the TPM's, MGMP project managers face a more challenging task when it comes to building teams since they have to build two simultaneous teams as Patanukul and Milosevic (2008) stated. MGMP project manger 3 was asked how he usually manages both teams he said "the way I built and mange one team is totally different than the other, in the sales and service team I am so flexible and lenient with my team members since the bank has so much traffic and this team is constantly working under pressure". MGMP3 continues "while with the cash team I am stricter since this team is the foundation of the branch".

On the other hand, new manager 1 describes leading and building her team as an easy task to accomplish, compared to the technical part of the job. However we find that due to new manager 1 lack of managerial experience as discussed in the previous sections, the PM becomes tempted to consider an old task as a priority which shows her insecurity and self focus. This will eventually make her loose the control on giving the necessary support to her team as Gaddis (1959) explained.

### 3. Developing Individuals:

Presenting leaders for tomorrow is one of the leadership requirements project managers need to fulfill as Nueschel (2005) explained. Therefore, managers who posses strong active interests in teaching, coaching and monitoring their team members are needed (Gaddis, 1959). Managers can use traditional incentives of motivations like monetary rewards to help their members do their work well (Goleman et

a). However, according to bank X project managers: MGMP1 and TPM2 both admit that in this time it's becoming really difficult to motivate people with monetary rewards since Bank X is trying to recover from the recession. Therefore, both seem lost at how they can re-motivate people as they used to. On the other hand, MGMP2 and MGMP3 do not face this problem and feel quite comfortable with the way they are mentally motivating their team members.

Furthermore, empowerment is one of the ways leaders can use to develop individuals. However, when asked about empowerment MGMP1 said "empowerment is a waste of time, power and energy, any member whose input is considered weak will have a weak appraisal" MGMP1 continues "if I saw someone who added value to my team, delivered his target within the 12 months and was supportive I will make sure that he knows I am empowering him through actions more than words through his yearly appraisal feedback". In this case, MGMP1 seems to have a difficulty in differentiating between empowerment and motivation since what the MGMP just stated fits motivation more than empowerment. Furthermore, MGMP1 explained the reasons for her behavior by stating "all those employees have worked for me more than 2 years at their current position so they don't need a reminder of how to do their jobs, from now on my reminder would be warning letters and honest appraisal feedbacks".

Nonetheless, according to the interviews, MGMP1 does empower her staff by giving one of her assistant branch manager the ability to set a plan by herself and execute the project with her guidance. While MGMP project manager 2 said "sometimes I do delegate some of my daily tasks to some of the staff members in order to help them

learn and to make a successor for myself, because eventually I will not stay in this seat forever so I need to have a successor”.

According to what has been discussed in the organizing section 12.2.2, new manager 1 already explained that she would rather not empower her team members but stick to what their job requirements entitles. Unlike new manager 1, new manager2 empower her team members by stating “in our small branch we have 1 teller who is always under stress, so to give this teller one day off I took the approval of higher authority operation department and I trained the lobby local guy in my branch of how to handle the teller area in the official teller day off”. New manger 2 continues “This way the lobby guy will benefit with the information and the job rotation while the teller will be able to relax and do his job better”.

On the other hand, during the interviews with both TPM project managers, nothing they said can help conclude that they empower people subconsciously as other managers did. Therefore, we can assume that both branches of the TPM project mangers lack empowerment. According to Figure 18, both traditional project mangers do agree that they do not empower their team members much although their team members disagree with both the researcher statement and their leaders. TPM1 team gave an average score of 8.1 out of 10 to their leader while TPM2 team gave a score of 8.5 out of 10 as demonstrated in Figure 18. Figure 18 illustrate an interesting finding where both new project managers gave themselves a full mark while their team members gave them a lower grade. This confirms the previous research findings discussed earlier in this chapter that stated how new project managers may think they are empowering all their team members when they actually are not.

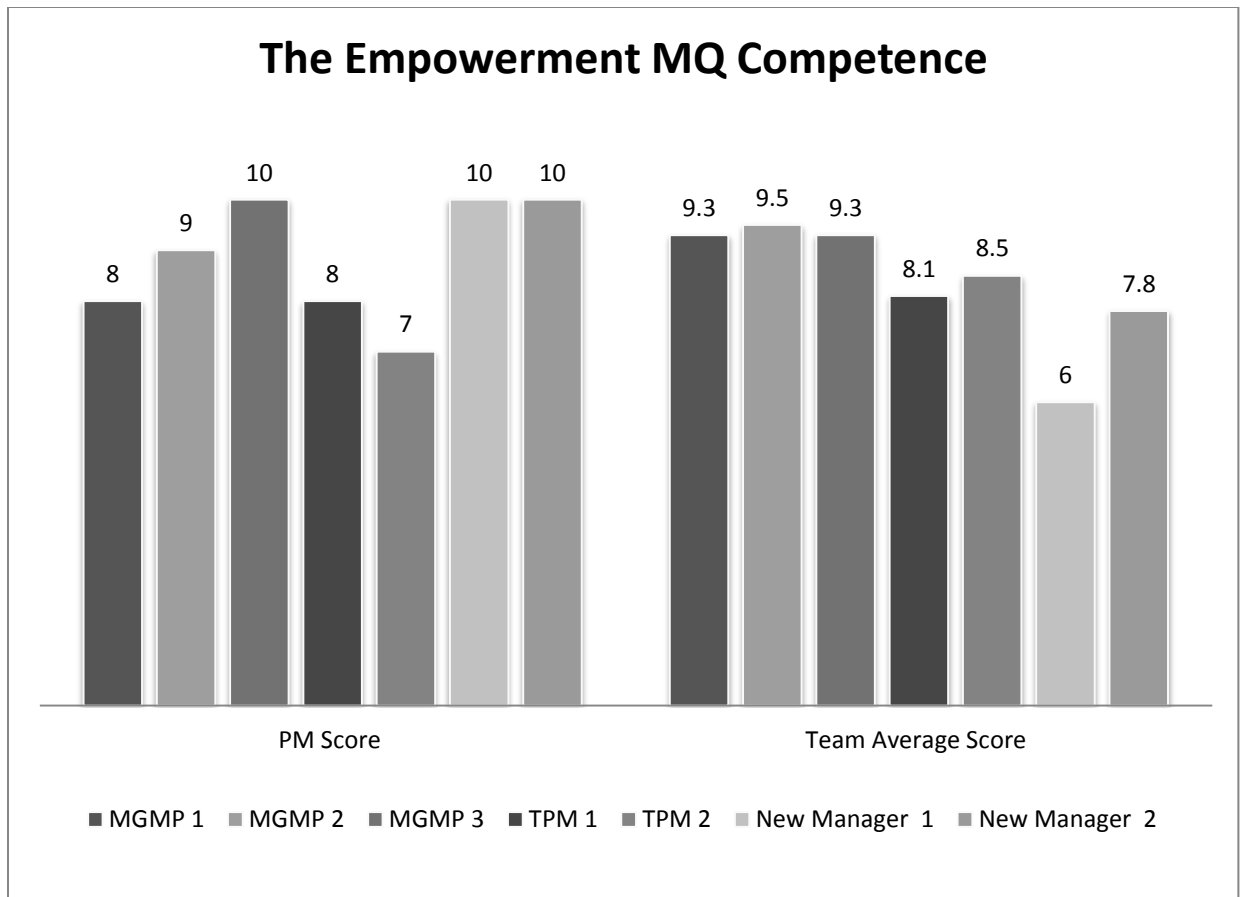


Figure 18: The Empowerment MQ Competence Score for Every Project Manager

To conclude this section, Figure 19 demonstrates the scores of every project manager in the MQ competence: developing individuals. According to Figure 19 both new project managers confirm their assumption demonstrated in Figure 18, that they do develop all individuals so well that they gave themselves a grade of 10 out of 10. Figure 19 also shows how both their team members scored both new managers highly, unlike how they scored them in Figure 18. In this case we can assume that both new project managers do not use empowerment as much as they use other development tools that may help develop their team members. Furthermore, in the traditional project managers' case we find that the scores of Figure 18 are almost in the same range of the scores

demonstrated in Figure 19. This confirms the wrong assumption that X bank traditional project managers may think that they do not really help their team members to develop. However, their teams disagree by scoring each TPM a high score of 8 out of 10.

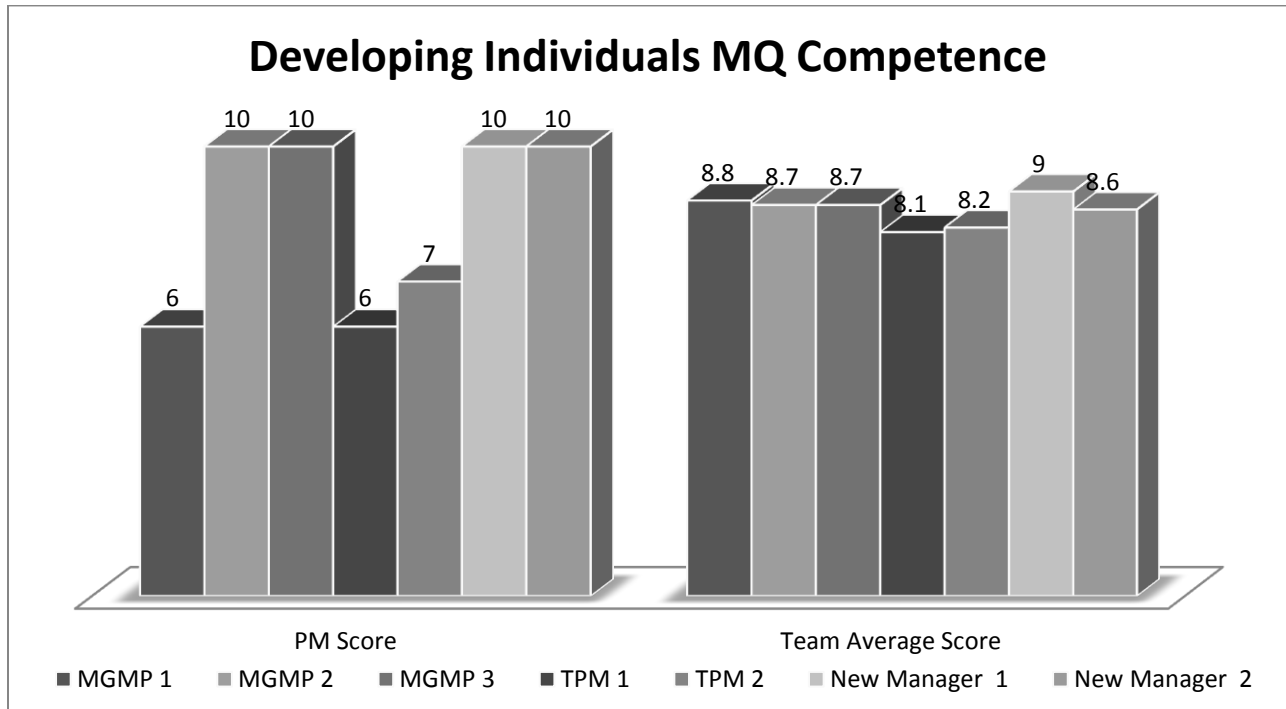


Figure 19: The Developing Individuals MQ Competence Score for Every PM

### **12.3 The Emotional Competencies:**

In order to successfully strive, competent project managers who recognize the need to use their interpersonal skills to achieve their project success are needed as Crawford (2000) explained. Crawford (2000) further explains that this distinction differentiates the project managers level of emotional competence. The higher this level of competence the higher was the performance of the project manager (Abraham, 1999). The following section will assess whether or not Bank X various PM's have the emotional resilience, sensitivity, intuitiveness and conscientiousness since both motivation and influence has already been discussed.

### 12.3.1 Emotional Resilience:

Dulewicz and Higgs (2004) and Müller and Turner (2010b) both define emotional resilience as the leaders ability to control and recover their emotions while working under pressure or when facing unpleasant experiences. Therefore, in the 360-Degree Leadership Assessment two of Hooper and Potter (1997) leadership action issues were kept. Those questions were: 1) How well you cope with pressure 2) How well you cope well in crisis situations. Figure 20 demonstrate the ratings each of the PMs Scores for how well each of the project managers copes with pressure. While Figure 21 demonstrates the ratings for how each PM cope well in crisis situations. To find the emotional resilience average of every project manager, the scores of both Figure 20 and Figure 21 were added and divided by two to gain the total average. Figure 22 illustrate the results of the emotional resilience of every project manager.

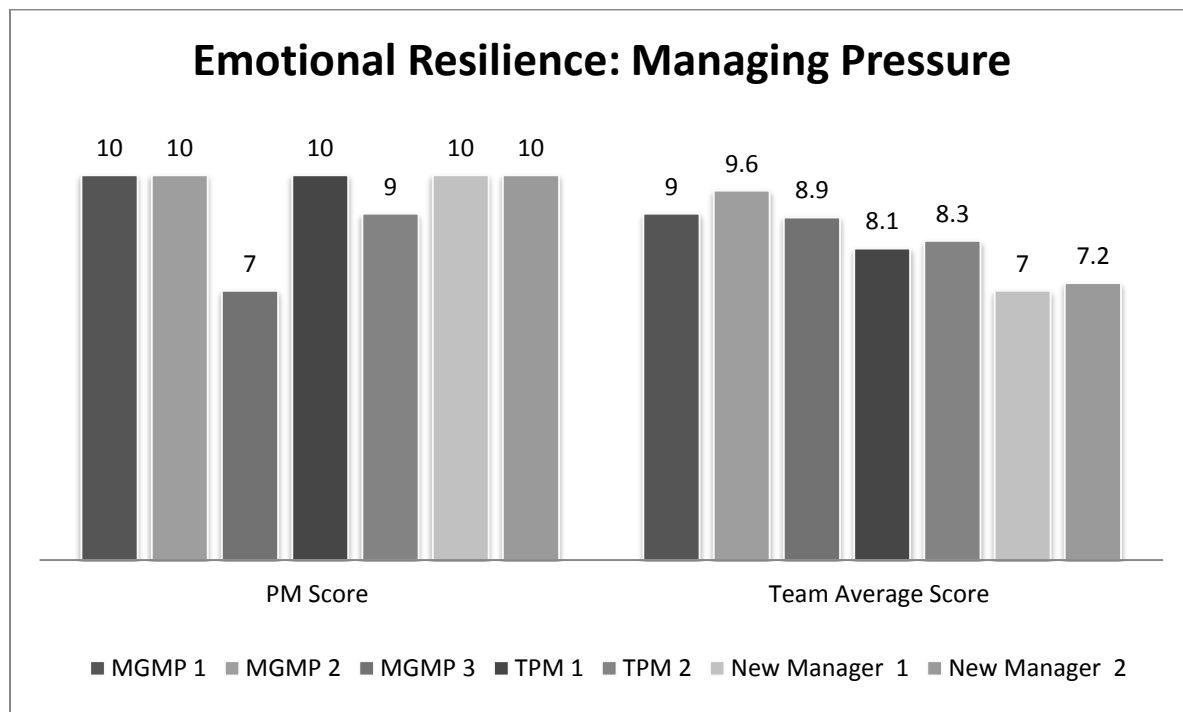


Figure 20: The Managing Pressure Emotional Resilience Scores of Every PM

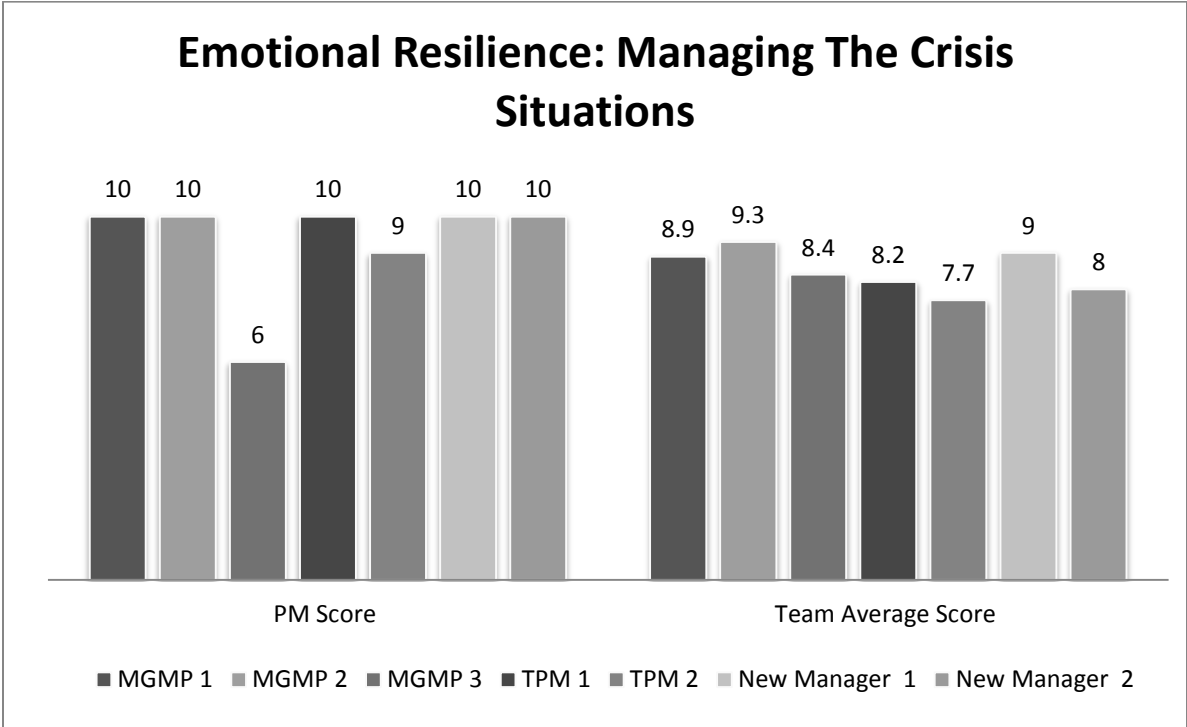


Figure 21: Managing the Crisis Situations Emotional Resilience Scores of Every PM

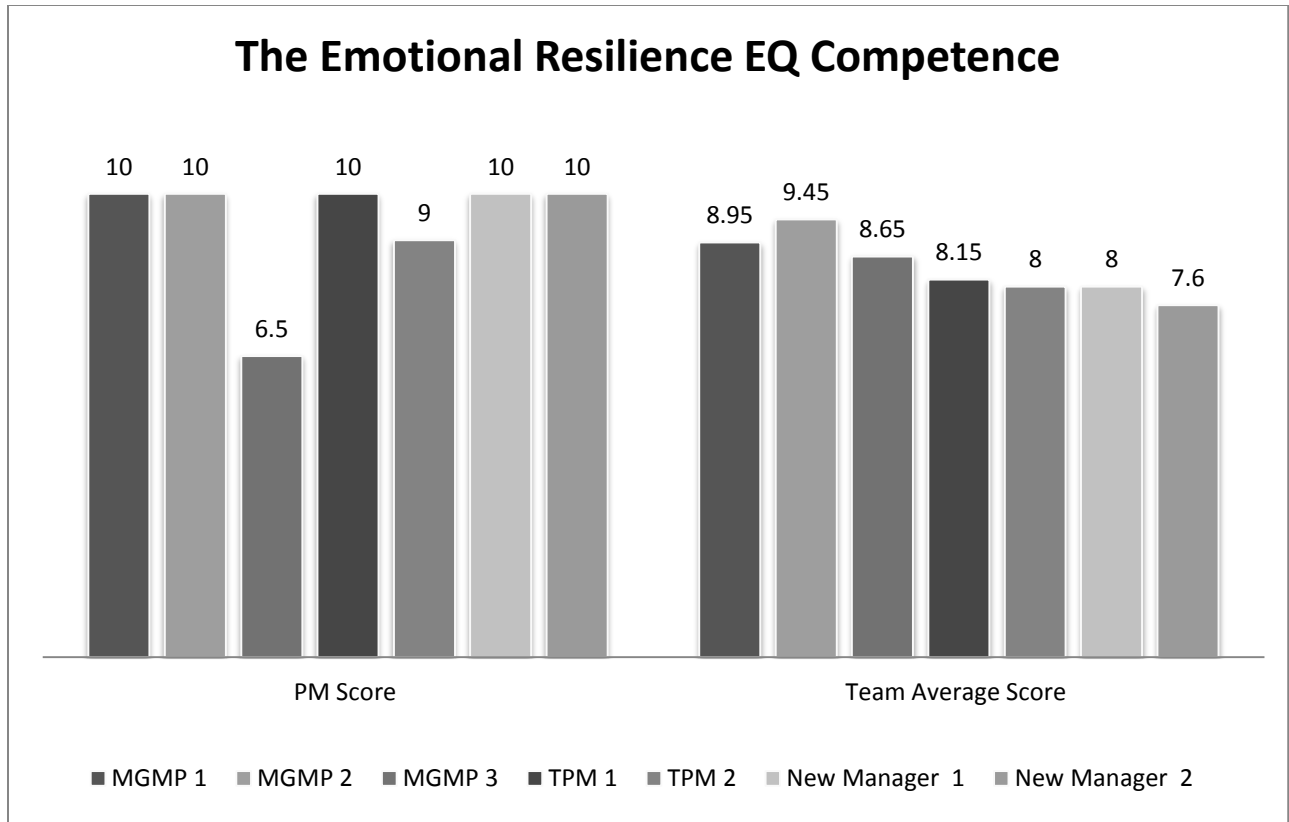


Figure 22: The Total average Score of every PM Emotional Resilience EQ Competence

All Bank X project managers have to perform their day to day operation and deliver their projects on time and on-budget. Achieving both targets creates some tension and stress to all project managers. However, from what has previously been discussed, MGMP project managers are the managers who are supposed to be highly tensed and pressured between all three PMs. Since MGMP project managers have to deal with 4 times the number of costumers other branch managers deal with according to MGMP1, in addition all the MGMP project managers projects are highly strategic directly assigned by senior management. However, according to Figure 22 both MGMP1 and MGMP2 have rated themselves a 10 out of 10 and their team members seems to agree with both scores since MGMP1 team average is 8.95 out of 10 while



MGMP2 team average score is 9.45. However, MGMP3 may assume that he does not have a high emotional resilient competency but his high team average score that was given by his members' states the opposite.

Figure 22 also demonstrate that both new manager 1 and new manger 2 assume that they are in full control of their emotions. However, according to the average scores given by every new project manager team members 1 and 2 both leaders are not in control of their emotions as they think they are. Nonetheless, both new manager team average 1 and new manager team average 2 scores are considered to be high and disagree with how Belker and Topchick (2005) stated that due to the lack of experience new managers may not be in control of their emotions thus creating chaos and instability within the team.

Saarni (2000) explains how important it is for organizations to support their project managers in coping with stress. However, according to all Bank X interviewees, Bank X work environment is described as a 'stressful, demanding and all PMs are constantly pressured to deliver'. Therefore, rather than helping project mangers cope with stress, Bank X is one of the main sources of this tension.

### 12.3.2 Interpersonal Sensitivity:

Interpersonal sensitivity closely relates to empathy, according to Müller and Turner (2006) it's the leaders given consideration to the needs and perceptions of their followers. Figure 23 aims to demonstrate how each of the project mangers perceives their level of sensitivity and how their team members perceive their leaders sensitivity.

Witt et al (2002) explains that the leaders who works in projects that require high interactions with other people are required to have high interpersonal sensitivity scores. As explained previously Bank X is a service oriented business where all project managers interact with people from different nationalities, personalities and backgrounds. As a result interpersonal sensitivity is a requirement all project managers of Bank X are supposed to posses in order to successfully be able to deliver projects. Figure 23 illustrate that all Bank X team average scores are high thus they all demonstrate the awareness to their members' sentiments, needs and concerns according to Müller and Turner (2010b). Although few of the project managers e.g. TPM2 do face cross cultural problems as explained previously nonetheless the PM was scored a 7.5 out of 10 by his subordinates.

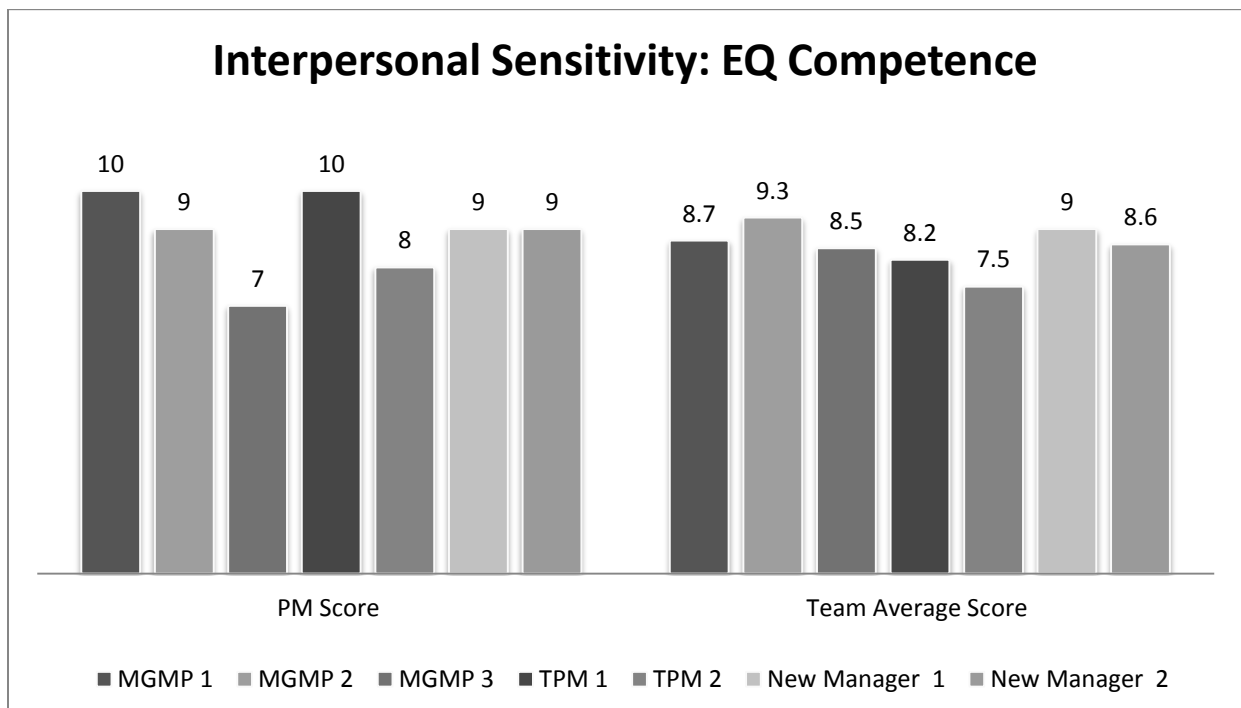


Figure 23: The Total Score of every PM Interpersonal Sensitivity EQ Competence

### 12.3.3 Intuitiveness:

Intuitiveness is the ability every project managers have to arrive at clear decisions when presented with incomplete or ambiguous information according to Dulewicz and Higgs (2005). According to the literature review some authors like Goleman et al (2002) consider intuition as a requirement every project manager should posses while authors like Müller and Turner (2010b) found no correlation between PM performances and intuition. According to Figure 24 none of the teams gave a full ten to any of their leaders although 5 out of 7 project managers' team average scores are more than 8 out of 10. Furthermore, MGMP1 and TPM1 both consider that they have the capability to go beyond facts and make smart guesses. The team average of both teams confirm this statement since MGMP project manager 1 team average score is an 8.9 while the TPM1 team average score is 8.5. MGMP3 assumed that he had 0 intuitions while his team members disagreed and scored him 7.4 out of 10.

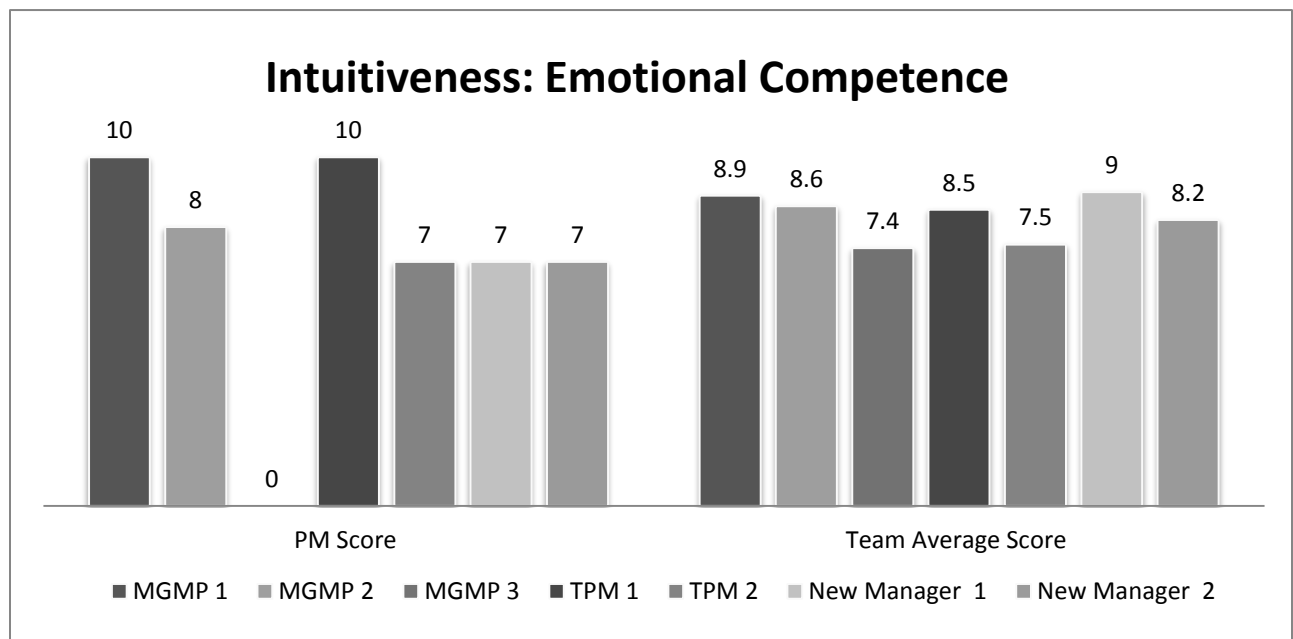


Figure 24: The Total Score of every PM Intuitiveness EQ Competence

#### 12.3.4 Conscientiousness

According to Dulewicz and Higgs (2005) conscientiousness is the leaders' ability to display a clear commitment to their course of action when faced with challenges. To measure the seven project managers' leadership conscientiousness the 360-Degree Leadership Assessment question was: from a scale of 1 to 10 how often do you follow through good ideas for change. Figure 25 demonstrate the scores all seven project managers gave themselves and the scores their teams gave them.

The low scores MGMP1 and MGMP3 gave themselves varies with the high average team scores they got. This explains that both leaders may assume that they do not display a clear commitment to their plans. However, the scores given by MGMP1 and MGMP3 subordinates explain two points: 1) the teams disagree with their leaders 2) those leaders are perceived by their members as capable leaders who can deliver their talk. While MGMP project manager 2 and TPM2 both leaders and team members are conscious of the level of conscientiousness every leader possess. Therefore, we find the PM Scores of MGMP2 and TPM2 are equivalent to the MGMP2 and TPM2 team average scores according to Figure 25.

All Bank X project managers are perceived as high various levels of conscientious leaders according to Patanakul and Milosevic (2008) since they are all seen as credible leaders whose words match their deeds according to their subordinates' high scores demonstrated in Figure 25.

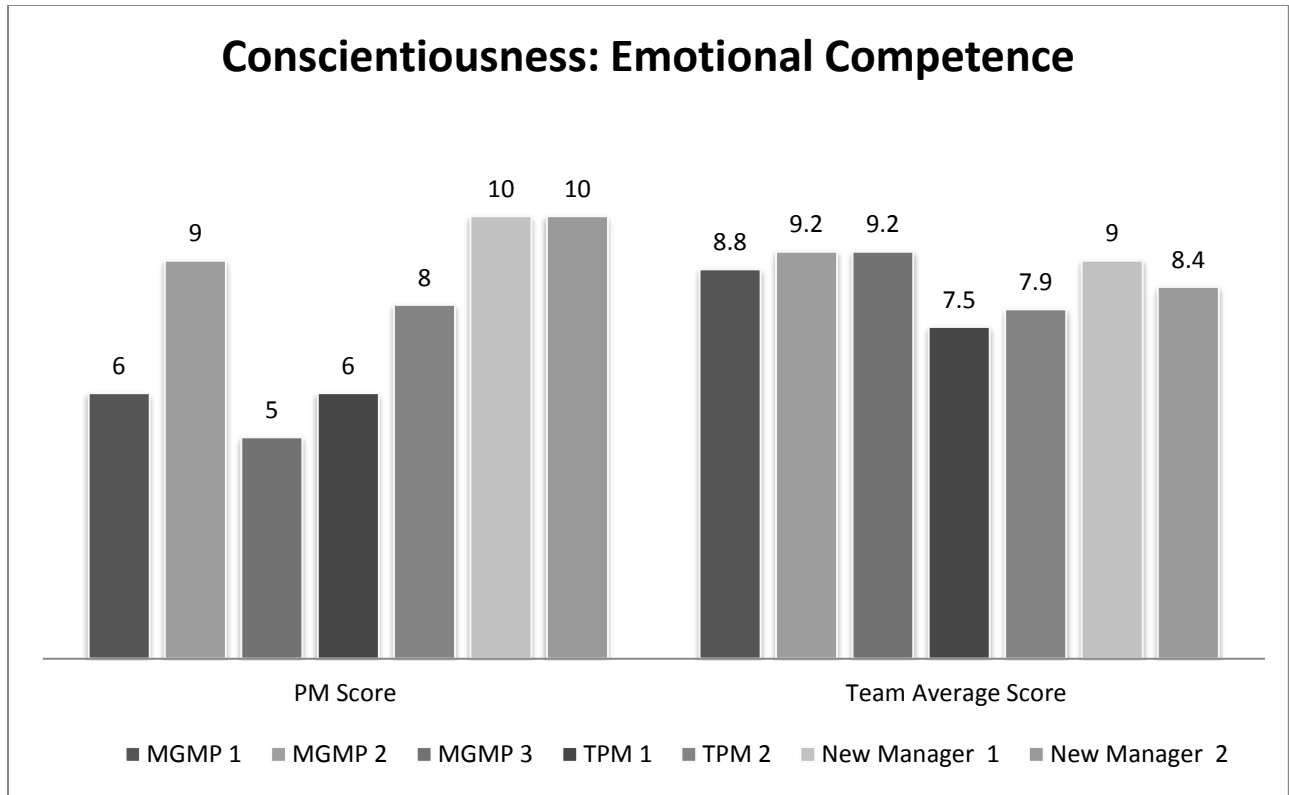


Figure 25: The Scores of Every PM Conscientiousness Emotional Competence

### 12.4 Conclusion:

In conclusion, this chapter described the various elements that compose emotional competence which have been discussed in relation to Bank X project managers using both qualitative and quantitative data. The results that have been described shows that Bank X various project managers are aware of the importance of each of the emotional competence elements although some may lack the ability to implement them successfully.

Table 13 demonstrates the total average scores of all competency questions that have been asked in the Modified 360-Degree Leadership Assessment of Hooper and Potter (1997) in relation to the EI, EQ and EM competences. While Appendix 3

shows in detail the scores each project manager gave himself and the scores each of his members gave him. The Team average scores of each project managers prove that Bank X PMs do posses good competencies and those competences could be further improved and developed with or without Bank X support. This will be further discussed in the next chapter.

<b>The Total Average Competence Scores</b>		
<b>Project Manager</b>	<b>PM</b>	<b>Team Average Score</b>
<b>MGMP 1</b>	<b>8</b>	<b>8.8</b>
<b>MGMP 2</b>	<b>9.2</b>	<b>9.1</b>
<b>MGMP 3</b>	<b>6.5</b>	<b>8.9</b>
<b>TPM 1</b>	<b>8</b>	<b>8.2</b>
<b>TPM 2</b>	<b>7.6</b>	<b>7.9</b>
<b>New Manager 1</b>	<b>9.2</b>	<b>8.4</b>
<b>New Manager 2</b>	<b>9.2</b>	<b>7.9</b>

Table 13: The Total Average Scores of Each of the Project Managers

## **Chapter 13: The Conclusion and Recommendations**

### **13.1 The Conclusion**

This study aimed to explain how the competencies of various project managers may impact the overall management of projects in a multi-project organizational environment. The lack of research done in this field created an obstacle that made it difficult to achieve this aim. Nonetheless, the researcher drew upon many concepts and variables to discover a direct relationship that supports and link competences and the roles and responsibilities of the new, traditional and MGMP project managers. A summary of this representation is illustrated in the conceptual framework depicted in page 64.

This framework demonstrated how the various research objectives were connected and deeply discussed in the literature review. For example, the roles of the new, single and multiple project managers were compared in terms of their responsibilities in the four (Planning, leading, organizing, controlling) functional managerial processes as objectives 1, 2 and 3 stated. The researcher was able to achieve those objectives although some modifications were required, like adding the new manager category in Figure 2. Nonetheless, the next objective Investigated Adair's main leadership attributes in relation to the three types of MPM project manager. This investigation was able to link the three PM leadership competencies (EQ, IQ and MQ) to the various MPM project managers' performance and how they did impact project performances. Although the link was established, the researcher found it difficult to find

studies that linked both variables that is why a brief description of a number of the 14 elements were given.

Furthermore, Due to the lack of research done about this topic in the UAE, the researcher decided to focus on one project based organization (Bank X) and use a combination of qualitative and quantitative techniques to collect the necessary data. Bank X various levels of project managers were interviewed and asked to assess their performance using the Modified 360-Degree Leadership Assessment of Hooper and Potter (1997). In addition each of the project managers team members were also asked to assess the performance of their project managers using Hooper and Potter (1997) modified leadership assessment survey.

The findings of both the qualitative and quantitative data successfully support that there is a strong correlation between the managerial, emotional and the intelligent competencies of the various levels of project managers which does not only impact the way projects are managed but also the project/s progress. Furthermore, those findings also illustrate that each of Bank X project managers have certain weakness that can be developed using the appropriate methods. A set of recommendations for Bank X and each of the interviewed project managers are described in the following section.

### **13.2 Recommendations:**

13.2.1 Recommendations for Bank X and their Project Managers are:

1. To help develop all their project managers' develop their competencies specifically the EQ elements, Bank X is encouraged to make competency developments compulsory. In addition, the Bank can make those competence elements as one of the



bank performance measures used to assess how managers doing in their jobs. This way Bank X will help assist in developing the proper competence standards that meets the various requirements of each of their managerial positions as Bank X branch managers.

2. Bank X is recommended to not promote any new manger based on qualifications only; any new promoted branch manager is required to have o less than one year of experience in the Bank. During this year the promoted new project managers will learn Bank X, structures, plans and technical internal systems. According to the discussion chapters, Bank X appoints new branch managers either due to their qualifications or educational background. That is why both new branch managers faced so many difficulties in learning how to become effective leaders and branch managers at the same time. Similar findings suggested by Walker (2002) and Bunker et al (2002) also explain how quick and risky promotions of putting untried managers who have no technical knowledge of the bank systems or the experience of how to become competent figures of authority takes away the employees chance of developing the needed competencies for future success. Competencies like the capability to negotiate and the ability to regulate emotions (emotional resilience). Those types of competencies usually come with time and experience. Therefore, if Bank X implemented this recommendation the Bank X will not only ensure that he has capable new managers but it will also help smooth the rough path any new manager goes through in the beginning of their managerial careers.

3. To become an effective multicultural leader, every project manger should learn how to build trust and commitment among their team members using informal group

communications. Bank X is also recommended to provide all branch managers with coaching sessions where the needed skills to control diversity will be taught. Those sessions will help increase the managers' confidence about those abilities. Those suggestions are made due to the findings that describe how hard it is for both traditional project managers' to become effective multicultural team leaders. A leader who lacks the ability to manage a multinational team may be the reason why conflicts might happen among the various team members. That will eventually hinder project performance affecting project execution time as have been discussed in the discussion chapters.

4. Project managers can use more supportive and collaborative leadership styles that will encourage and motivate members to use their capabilities to improve project performance. As discussed in the discussion chapters both MGMP project manager 1 and TPM2 seem to lack the ability to motivate their members after the recession hit hard the bank. Therefore, using more supportive and collaborative leadership styles will try to provide an alternative to the traditional extrinsic reward motivators all organizations use. Since this type of suggestion usually create a cooperative process of reciprocation between leaders and their team members.

5. Bank X is suggested to develop employee empowerment programs that will increase awareness of what empowerment is and how all types of managers and their members can benefit from this competence. Since both New manager1, TPM1 and TPM2 all lack the use of empowerment as discussed in chapter 12. Those project managers seem to favor the traditional type of management. According to the literature top managers have to involve their workforce if they wanted more done in less time.

Similar findings suggested by Hammuda and Dulaimi (1996) explain that empowerment can provide service organizations like Bank X an extra competitive advantage through allowing their people to decide on the spot what is best for their customers. Empowering people is one of the solutions to solve the lack of human resource Bank X branches may face at the day to day operation peak times.

6. Bank X should consider giving effective management training programs to individuals who are considered for management positions. According to the discussions both new managers cannot differentiate what a leader and a manager is. This finding explains the lack of effective management training programs Bank X have. Those programs are usually given to people who are in managerial positions. Those types of programs will help project managers avoid the usual mistakes new managers do, it will help clear what leaders and managers are; the differences between them and how those new project managers can fulfill both responsibility roles as branch managers.

7. TPM1 is recommended to use informal communication to build trust. To maintain this trust and build stronger connections TPM1 is suggested to create a day where all employees go out together. According to the discussion chapters Traditional Project Manager 1 is perceived as one of the managers who lack the ability to create a functional collaborative team. TPM1 explained that the main reason behind this is due to the lack of trust among team members, since they are in constant fights on who worked on what task, especially since Bank X uses the individual task and reward interdependency system. Building trust will help the members to bond and create more cooperative relationships.

8. Bank X is suggested to implement a new team reward interdependency system. The individual task and reward interdependency reward system Bank X use negatively impact teamwork, trust and cooperation since every individual focus on reaching his target only and does not care how well his overall team performance is. Therefore, the new reward system will focus on the whole team and not on individuals, since the branch will be given a specific target to achieve by the end of the year, based on the results the whole team will be appraised. This way the reward system will act like a stimulator that will encourage teamwork and cooperation.

9. New managers are recommended to use cross functional assignments to help develop informal learning partnerships among their subordinates in order to control any lack of human resources that might happen (Bunker et al, 2002).

10. The HR department of Bank X is recommended to implement a new portfolio system that will help categorize the characteristics of the various project managers. This list will help ensure whether there is compatibility between the PM characteristics and the type of work the MPM project manager level is required to achieve. This system will also help Bank X to easily identify the level of training each project manager may need in order to develop.

### *13.2.2 Future Research Recommendations:*

The limitations of this research may turn into opportunities that future researchers may be inspired to use. The following opportunities may be used for future topics:

- This study has been tested in one UAE bank only; testing this theory in other organizations may allow comparisons to be made which will help assess the overall competencies of the various levels of project managers in the UAE.
- Investigate the impact nationality diversification may have on the EQ, IQ and MQ competences within various project based organizations in the UAE.
- Develop a study that specifically focus on only Dulewicz and Higgs (2005) fourteen competences that will help project mangers to rank and identify the most needed competencies according to the present market needs.
- Implement this study in various project based industries that will help asses and compare the various levels of project managers EQ, IQ and MQ competencies.

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# **Appendix 1**

## The Interview Questions of New Managers

Occupation \_\_\_\_\_

Educational Background \_\_\_\_\_

Years Of Experience \_\_\_\_\_

No. of years within the Occupation \_\_\_\_\_

Number of Team members \_\_\_\_\_

### **A. General Questions:**

1. How long did it take you to get promoted into a manager? And on what bases did you get promoted?
2. How would you describe your experience as a new manager? What difficulties did you face?

### **B. Planning:**

1. How do you usually plan for your Projects? Do you usually focus on the big picture or on the details?
2. When you plan your projects do you plan them in accordance to how it may impact the organization strategy?
3. In your opinion what is the most important skill for new managers to become good planners?

### **C. Organizing:**

1. How do you usually organize your projects? E.g. allocate resources, assign tasks, direct the activities of the individuals
2. When you assign a project do you fear to overburden your team members or lose some credits if you gave them all the tasks to do?
3. On what basis do you delegate a job to a team member?

### **D. Controlling**

1. How often do you meet with your team?
2. Do you ever get tempted to consider an old task as a priority?

### **E. Leading**

1. As a project manager, in your opinion what are the most important intrinsic traits branch manager's need to possess to succeed in your environment?

2. If you had to choose one trait that all managers should possess what would this trait be?
3. Define Knowledge and how important is knowledge (education and experience) is to the project manager's career.

## The Questions of the Traditional Project Managers

Occupation \_\_\_\_\_

Educational Background \_\_\_\_\_

Years of Experience \_\_\_\_\_

No. of years within the Occupation \_\_\_\_\_

Number of Team members \_\_\_\_\_

### **A. Planning:**

1. How do you usually plan for projects?
2. When you plan do you plan projects in accordance to how it may impact the organization strategy?
3. How important do you think planning activities is for the success of projects?

### **B. Organizing:**

1. How do you usually organize your projects? E.g. allocate resources, assign tasks, direct the activities of the individuals
2. While organizing what challenges do you face? Can you Provide an example
3. On what basis do you delegate a job to a team member?

### **C. Controlling:**

1. Team meetings are considered as a standard project control system. What is the most challenging obstacle you usually face in those meetings?

### **D. Leading:**

1. As a project manager, in your opinion what are the most important intrinsic traits branch manager's need to possess to succeed in your environment?
2. If you had to choose one trait that all managers should possess what would this trait be?
3. Define Knowledge and how important is knowledge (education and experience) is to the project managers career.

## **The Questions of the MGMP Project Managers:**

Occupation \_\_\_\_\_

Educational Background \_\_\_\_\_

Years of Experience \_\_\_\_\_

No. of years within the Occupation \_\_\_\_\_

Number of Team members \_\_\_\_\_

### **A. General Questions:**

1. Do you have one team who works on several simultaneous projects or more than one team working on more than project?

### **B. Planning**

1. How do you usually plan for your projects?
2. When you plan do you plan projects in accordance to how it may impact the organization strategy?
3. Do you think the number of projects you manage impact your progress as a project manager? If yes, how many simultaneous projects do you suggest multi-project managers should handle in your organization?
4. How important is the interdependency managerial skill (Linking Projects) is to multi-project Managers?

### **C. Organizing**

1. How do you usually organize your projects? E.g. allocate resources, assign tasks, direct the activities of the individuals
2. When working on more than one project at the same time how can you manage the shortage of human resources?
3. On what basis do you delegate a job to a team member?
4. How do you usually manage the resources of various projects at the same time e.g. bending the schedules

### **D. Controlling:**

1. As a multiple project manager does your organization provide you with the necessary control systems that help you control the various project statuses i.e. time. If yes, can you please provide an example.



2. On a weekly base how often do you meet with your project team members and what challenges do you usually face in those meetings?

**E. Leading:**

1. As a project manager, in your opinion what are the most important intrinsic traits branch manager's need to possess to succeed in your environment?
2. If you had to choose one trait that all managers should possess what would this trait be?
3. Define Knowledge and how important is knowledge (education and experience) is to your career.

# **Appendix 2**

## Questionnaire 1:

A Modified 360-Degree Leadership Assessment of Hooper and Potter (1997) (Self-Assessment)

How effectively do you think you are at the following leadership actions in your day to day operations?

Give yourself a Mark out of 10 for each of the following issues:

1. I have a clear vision of the future, a strategy for bringing that vision into a reality and a set of values of what is important in terms of how we operate \_\_\_\_\_
2. I communicate my vision, mission, and values effectively to my team. \_\_\_\_\_
3. I set a good example in terms of how I personally operate on a daily basis in terms time-management \_\_\_\_\_
4. I focus on priorities and communicate those priorities well to my team \_\_\_\_\_
5. I cope well with pressure \_\_\_\_\_
6. I cope politely and effectively with customers, both internal and external \_\_\_\_\_
7. I communicate effectively with my staff \_\_\_\_\_
8. I regularly brief my team about what is happening in the business \_\_\_\_\_
9. I regularly 'Fire Up' my team so that everybody is committed to the business in terms of making it successful \_\_\_\_\_
10. I have created a plan for each person in my team in terms of developing, the knowledge, skills, attitudes and competencies they need to possess in order to work effectively both now and in the future \_\_\_\_\_
11. I actively pursue a continuous performance improvement program to better ways of doing things \_\_\_\_\_
12. I always follow through with good ideas for change \_\_\_\_\_
13. I cope well in crisis situations \_\_\_\_\_
14. I always ask others for their opinions before taking major decisions \_\_\_\_\_
15. I always listen to other point of views \_\_\_\_\_
16. When I decide I consider other people needs \_\_\_\_\_
17. I usually go with my gut feelings \_\_\_\_\_

## Questionnaire 2:

A Modified 360-Degree Leadership Assessment of Hooper and Potter (1997) (Other-Individual Assessment)

How effectively do you think \_\_\_\_\_ is at the following leadership actions in your day to day operations?

Give the manager a Mark out of 10 for each of the following issues:

1. They have a clear vision of the future, a strategy for bringing that vision into a reality and a set of values of what is important in terms of how we operate \_\_\_\_\_
2. They communicate my vision, mission, and values effectively to my team. \_\_\_\_\_
3. They set a good example in terms of how I personally operate on a daily basis in terms time-management \_\_\_\_\_
4. They focus on priorities and communicate those priorities well to my team \_\_\_\_\_
5. They cope well with pressure \_\_\_\_\_
6. They cope politely and effectively with customers, both internal and external \_\_\_\_\_
7. They communicate effectively with the staff \_\_\_\_\_
8. They regularly brief my team about what is happening in the business \_\_\_\_\_
9. They regularly 'Fire Up' my team so that everybody is committed to the business in terms of making it successful \_\_\_\_\_
10. They have created a plan for each person in my team in terms of developing, \_\_\_\_\_ the knowledge, skills, attitudes and competencies they need to possess in order to work effectively both now and in the future
11. They actively pursue a continuous performance improvement program to \_\_\_\_\_ better ways of doing things
12. They always follow through with good ideas for change \_\_\_\_\_
13. They cope well in crisis situations \_\_\_\_\_
14. They always ask others for their opinions before taking major decisions \_\_\_\_\_
15. They always listen to other points of views \_\_\_\_\_
16. When they decide they consider other people's needs \_\_\_\_\_
17. They usually go with their gut feelings \_\_\_\_\_

# **Appendix 3**

### MGMP Project Manger 1 Scores

The 1st MGMP Project Manager																	
Team Member	The Questions																
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
TM1	7	7	5	8	10	10	9	8	8	8	7	8	9	7	7	6	5
TM2	7	7	8	7	8	8	7	6	8	6	7	7	6	6	7	8	8
TM3	8	9	8	8	8	8	9	9	9	8	8	8	8	9	9	9	9
TM4	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
TM5	9	10	9	10	10	9	9	10	10	10	9	10	10	10	10	10	10
TM6	10	9	10	10	9	10	10	9	9	9	9	10	9	9	9	10	9
TM7	10	9	10	9	9	9	9	10	10	10	10	10	9	9	9	10	10
TM8	8	9	10	9	8	10	9	10	8	9	10	8	10	9	8	9	10
TM9	9	8	8	9	8	9	9	8	8	9	8	8	8	8	9	9	8
TM10	10	9	9	10	10	10	10	10	10	9	9	9	10	9	9	10	10
<b>Total Average</b>	<b>8.8</b>	<b>8.7</b>	<b>8.7</b>	<b>8.1</b>	<b>9</b>	<b>9.3</b>	<b>9.1</b>	<b>9</b>	<b>9</b>	<b>8.8</b>	<b>8.7</b>	<b>8.8</b>	<b>8.9</b>	<b>8.6</b>	<b>8.7</b>	<b>9.1</b>	<b>8.9</b>

The 1st MGMP Project Manager																		
	The Questions																	Total Average
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	
<b>MGMP 1</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>10</b>	<b>8</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>10</b>	<b>5</b>	<b>10</b>	<b>6</b>	<b>10</b>	<b>8</b>
<b>Average Team Score</b>	<b>8.8</b>	<b>8.7</b>	<b>8.7</b>	<b>8.1</b>	<b>9</b>	<b>9.3</b>	<b>9.1</b>	<b>9</b>	<b>9</b>	<b>8.8</b>	<b>8.7</b>	<b>8.8</b>	<b>8.9</b>	<b>8.6</b>	<b>8.7</b>	<b>9.1</b>	<b>8.9</b>	<b>8.8</b>

## MGMP Project Manger 2 Scores

The 2nd MGMP Project Manager																	
Team Member	The Questions																
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
TM1	7	8	9	8	8	9	8	6	8	7	8	7	8	8	8	8	8
TM2	9	7	10	9	10	8	10	9	8	7	8	7	8	7	9	8	9
TM3	9	10	9	10	9	8	10	9	10	10	9	10	9	8	10	10	10
TM4	9	9	10	9	10	10	10	8	9	8	10	10	9	9	10	9	8
TM5	10	10	10	8	10	10	10	9	9	8	8	10	10	8	8	9	8
TM6	10	10	10	9	10	10	10	9	8	8	9	10	10	8	9	10	9
TM7	10	10	10	10	10	10	10	10	10	10	9	10	10	10	10	8	8
TM8	9	10	9	10	10	10	10	9	10	10	9	10	10	10	10	10	10
TM9	10	10	10	10	10	10	10	10	10	9	9	9	9	9	9	9	7
TM10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
TM11	8	8	9	9	9	10	10	9	9	9	9	9	9	10	10	9	8
Total Average	9.1	9.2	9.6	9.2	9.6	9.5	9.8	8.9	9.1	8.7	8.9	9.2	9.2	8.8	9.3	9	8.6

The 2nd MGMP Project Manager																		
	The Questions																	Total Average
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	
MGMP 2	10	7	9	10	10	9	9	10	9	10	10	9	10	9	9	10	8	9.2
Average Team Score	9.1	9.2	9.6	9.2	9.6	9.5	9.8	8.9	9.1	8.7	8.9	9.2	9.2	8.8	9.3	9	8.6	9.1

### MGMP Project Manger 3 Scores

The 3rd MGMP Project Manager																	
Team Member	The Questions																
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
TM1	10	10	10	9	9	10	10	10	9	10	10	9	8	10	10	10	10
TM2	7	9	8	7	6	7	9	7	6	5	9	9	5	6	5	6	5
TM3	8	8	8	9	9	9	9	10	8	10	9	8	9	10	10	10	9
TM4	10	9	9	9	8	10	10	10	10	8	8	9	7	8	7	10	5
TM5	9	10	9	9	10	10	10	9	9	8	8	10	9	9	9	9	9
TM6	9	10	10	9	9	10	10	9	10	8	8	9	9	10	10	10	5
TM7	8	10	9	9	8	9	10	10	9	10	10	10	10	10	9	10	9
TM8	9	10	9	9	10	10	10	10	9	9	9	10	10	10	9	10	9
TM9	9	10	10	10	10	9	10	10	9	9	10	10	10	10	8	7	6
TM10	9	10	10	10	10	9	10	10	9	10	9	8	7	7	8	7	7
<b>Total Average</b>	<b>8.8</b>	<b>9.6</b>	<b>9.2</b>	<b>9</b>	<b>8.9</b>	<b>9.3</b>	<b>9.8</b>	<b>9.5</b>	<b>8.8</b>	<b>8.7</b>	<b>9</b>	<b>9.2</b>	<b>8.4</b>	<b>9</b>	<b>8.5</b>	<b>8.9</b>	<b>7.4</b>

The 3rd MGMP Project Manager																		
	The Questions																	Total Average
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	
MGMP 3	8	10	9	7	7	10	10	9	6	10	7	5	6	1	7	0	0	6.5
<b>Average Team Score</b>	<b>8.8</b>	<b>9.6</b>	<b>9.2</b>	<b>9</b>	<b>8.9</b>	<b>9.3</b>	<b>9.8</b>	<b>9.5</b>	<b>8.8</b>	<b>8.7</b>	<b>9</b>	<b>9.2</b>	<b>8.4</b>	<b>9</b>	<b>8.5</b>	<b>8.9</b>	<b>7.4</b>	<b>8.9</b>



### TPM1 Scores

The 1st Traditional Project Manager																	
Team Member	The Questions																
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
TM1	9	6	6	9	6	6	6	9	6	6	6	6	8	6	6	6	9
TM2	8	7	8	8	8	8	8	8	8	7	8	8	8	8	8	8	8
TM3	8	9	9	10	10	10	9	8	8	7	8	8	9	7	7	8	6
TM4	9	8	7	6	5	8	10	10	9	9	4	3	5	4	8	7	8
TM5	9	8	10	9	10	8	9	10	10	10	10	9	9	10	10	10	10
TM6	9	9	10	10	9	9	10	10	10	9	10	10	9	10	9	10	9
TM7	9	9	10	9	9	8	9	10	9	9	9	9	10	9	10	10	10
Total Average	8.7	8	8.5	8.7	8.1	8.1	8.7	9.2	8.5	8.1	7.8	7.5	8.2	7.7	8.2	8.4	8.5

The 1st Traditional Project Manager																		
	The Questions																	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Total Average
TPM 1	8	7	9	7	10	8	7	10	10	6	7	6	10	5	10	6	10	8
Average Team Score	8.7	8	8.5	8.7	8.1	8.1	8.7	9.2	8.5	8.1	7.8	7.5	8.2	7.7	8.2	8.4	8.5	8.2

## TPM2 Scores

The 2nd Traditional Project Manager																	
Team Member	The Questions																
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
TM1	9	10	8	9	10	10	10	10	9	9	8	10	9	9	8	8	8
TM2	8	8	9	9	9	10	10	8	8	9	9	8	8	8	9	10	7
TM3	8	5	6	7	8	7	7	7	6	6	7	6	7	6	6	7	6
TM4	8	7	7	7	7	8	8	7	7	7	7	6	7	6	8	8	8
TM5	7	7	8	7	7	7	8	7	8	7	8	7	7	7	6	7	7
TM6	7	6	6	7	7	6	7	6	7	6	7	6	7	6	6	6	6
TM7	8	8	8	9	8	8	9	8	8	9	9	10	8	8	8	8	8
TM8	8	8	8	9	9	8	9	8	9	8	8	8	8	8	8	8	8
TM9	10	10	10	10	10	10	10	10	10	10	9	10	8	8	10	8	10
TM10	7	7	7	7	7	7	7	8	7	8	7	7	8	7	7	7	8
TM11	7	7	5	10	8	8	7	9	8	10	8	7	6	5	5	6	5
TM12	10	9	10	10	10	10	10	10	10	10	9	10	10	10	9	10	9
Total Average	8	7.6	7.6	8.4	8.3	8.2	8.5	8.1	8	8.2	8	7.9	7.7	7.3	7.5	7.7	7.5

The 2nd Traditional Project Manager																		
	The Questions																	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Total Average
TPM 2	6	7	8	8	9	7	7	8	8	7	7	8	9	8	8	8	7	7.6
Average Team Score	8	7.6	7.6	8.4	8.3	8.2	8.5	8.1	8	8.2	8	7.9	7.7	7.3	7.5	7.7	7.5	7.9

### New Project Manager 1 Scores

The 1st New Project Manager																	
Team Member	The Questions																
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
TM1	7	7	9	8	7	6	10	10	9	9	8	9	9	9	9	9	7
TM2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TM3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TM4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TM5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Average</b>	7	7	9	8	7	6	10	10	9	9	8	9	9	9	9	9	7

The 1st New Project Manager																		
New Manager 1	The Questions																	Total Average
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	
New Manager 1	8	10	9	10	10	10	9	10	10	10	7	10	10	10	9	9	7	9.2
<b>Average Team Score</b>	7	7	9	8	7	6	10	10	9	9	8	9	9	9	9	9	9	8.4

## New Project Manager 2 Scores

The 2nd New Project Manager																	
Team Member	The Questions																
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
TM1	7	7	9	8	7	9	10	10	9	9	8	9	9	9	9	9	9
TM2	8	7	6	8	5	7	5	7	8	7	6	7	8	9	10	8	10
TM3	6	8	8	8	9	10	8	6	9	8	8	6	8	7	8	7	8
TM4	7	8	9	7	7	7	6	8	10	6	10	10	7	9	9	8	7
TM5	8	9	9	6	8	6	7	7	7	8	9	10	8	7	7	8	7
<b>Total Average</b>	<b>7.2</b>	<b>7.8</b>	<b>41</b>	<b>7.4</b>	<b>7.2</b>	<b>7.8</b>	<b>7.2</b>	<b>7.6</b>	<b>8.6</b>	<b>8.6</b>	<b>8.2</b>	<b>8.4</b>	<b>8</b>	<b>8.2</b>	<b>8.6</b>	<b>8</b>	<b>8.2</b>

The 2nd New Project Manager																		
	The Questions																	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Total Average
New Manager 2	8	10	9	10	10	10	9	10	10	10	7	10	10	10	9	9	7	9.2
<b>Average Team Score</b>	<b>7.2</b>	<b>7.8</b>	<b>8.2</b>	<b>7.4</b>	<b>7.2</b>	<b>7.8</b>	<b>7.2</b>	<b>7.6</b>	<b>8.6</b>	<b>8.6</b>	<b>8.2</b>	<b>8.4</b>	<b>8</b>	<b>8.2</b>	<b>8.6</b>	<b>8</b>	<b>8.2</b>	<b>7.9</b>



