

An Investigation into the Lived Experience of Project Leaders in a Loosely-Coupled Transient Project Context

Christopher Cullen

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Supervisor - Professor Brian Leavy

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Abstract

An Investigation into the Lived Experience of Project Leaders in a Loosely-Coupled

Transient Project Context

Christopher Cullen

The leadership of projects is an important area within project management domain, but the project management literature itself still tends to focus mainly on the technical aspects of project management, including planning tools and methodologies (PERT, PMBOK, Prince II etc.). For experienced project leaders, these technical capabilities are the minimum needed to be effective and the greater challenges are often presented by the socio-behavioural demands of the role. Recently, several prominent researchers with a particular interest in generating more insight into the relationship between the social and technical aspects of the project leadership challenge have been calling for more in-depth studies on the lived experience of project leaders, along the lines of the classic studies of Mintzberg (1971) and Kotter (1982) on the nature of managerial work. This research enquiry aims to investigate the lived experience of the project leader with a special focus on a particular type of project that is prevalent in practice but still largely overlooked in mainstream literature. It is referred to here as a "Loosely-Coupled Transient" (LCT) project, and it is typically characterised by multiple layers of loosely associated stakeholders, coming together for once-off projects driven by project teams comprised of diverse experts and advisors, most of whom are working together for the first and only time (such as is typically the case for many development projects in the developing world, for example).

Using an exploratory, inductive approach, the research investigates the lived experience of 30 project management practitioners with substantial LCT experience, to try to deepen our empirical and conceptual insight into the nature of the leadership challenge and what it takes to be successful in this kind of project setting. The empirical findings highlight the importance of three socio-behavioural roles; context building, culture-bridging and political brokering, in addition to the more traditional technical co-ordinating role, and examines their implications for future research and practice. A novel feature of the research design is the inclusion of extra data-collection phase to allow the initial findings and their interpretation to be further validated and refined in the field.

1. Motivation & Purpose of Study

1.1 Background

The motivation for this research enquiry emerges from practice, specifically the researcher's professional background as a project management (PM) practitioner. This research investigates a type of project and its leadership that, although not uncommon within the commercial environment, appears largely overlooked within the PM subject domain. The project type is referred to in this research enquiry as a "Loosely-Coupled Transient" (LCT) project and is distinguished from projects that take place within a traditional, parent-hosted organisation environment.

In an LCT project context, a group of organisations may form a coalition to engage in a project opportunity on a once off basis. The organisations may not have previously collaborated with one another and usually may not be previously known to one another. The purpose of their collaboration is strictly temporary and aimed at delivering the project and generating revenue. Each organisation supplies team members to the project. Each team member may be only temporarily employed by the organisation for the project purposes alone and assigned to the project on an as-needed basis in return for usually fixed payments. The result is a Loosely-Coupled Transient (LCT) project structure whereby organisations and project team members with no track record of working together, based in a novel project context, collaborate in a non-exclusive, temporary manner to provide intermittent inputs into a project.

By way of illustration, the following project scenario provided is based on the researcher's own experience of an LCT project. The objective of the project was to specify and plan a border security-related training facility in a mid-east country. The contract to deliver the project was awarded to a consortium made up of separate, independent organisations each

of whom were located in different countries, with no previous experience of working together. Each organisation involved in the consortium brought a different functional specialism to the project deemed necessary for successful project delivery. The project was made up of the following organisation types and functions:

Organisation Type	Functional Specialism
Architectural & Engineering Company	Building site surveying, civil engineering specifications, architectural blue-prints
Training & Educational Company	Curriculum development, training module development
Security Consultancy Company	Advise on policies and procedures, provide specialist inputs into curriculum and training modules
Information Technology Company	Develop a web based learning tool, specify IT equipment for the training facility
Security Equipment Company	Specify the specialised border police equipment to be used in the training facility

Table 1-1 Loosely-Coupled Transient Project Example

The project was not hosted within any particular consortium member organisation thereby depriving it of institutional supports in the traditional sense. Instead the project could be considered to be loosely-coupled to all of the organisations that participated in the consortium, with each organisation providing at least one team member to the project. Based on an assessment of potential project leader candidates that were provided by all of the organisations involved in the consortium, the project leader was provided by the Information Technology organisation. The project leader had no track record of working with either the client or other project team members. The project team of eight members were not exclusively committed to the project but instead were also engaged in various other assignments. In some cases, members of the consortium purposely contracted candidates to fulfil specific roles on the project, i.e. as well as having no track record of

working with the project team, they had no experience of working with the particular consortium member organisation to whom they were contracted. The experts who comprised the project team had no experience of working together and no track record of working with the client organisation. In spite of this they were expected to function as a conventional project team and were subject to the usual project parameters of time, cost and quality. Figure 1-1 below attempts to illustrate this structure.

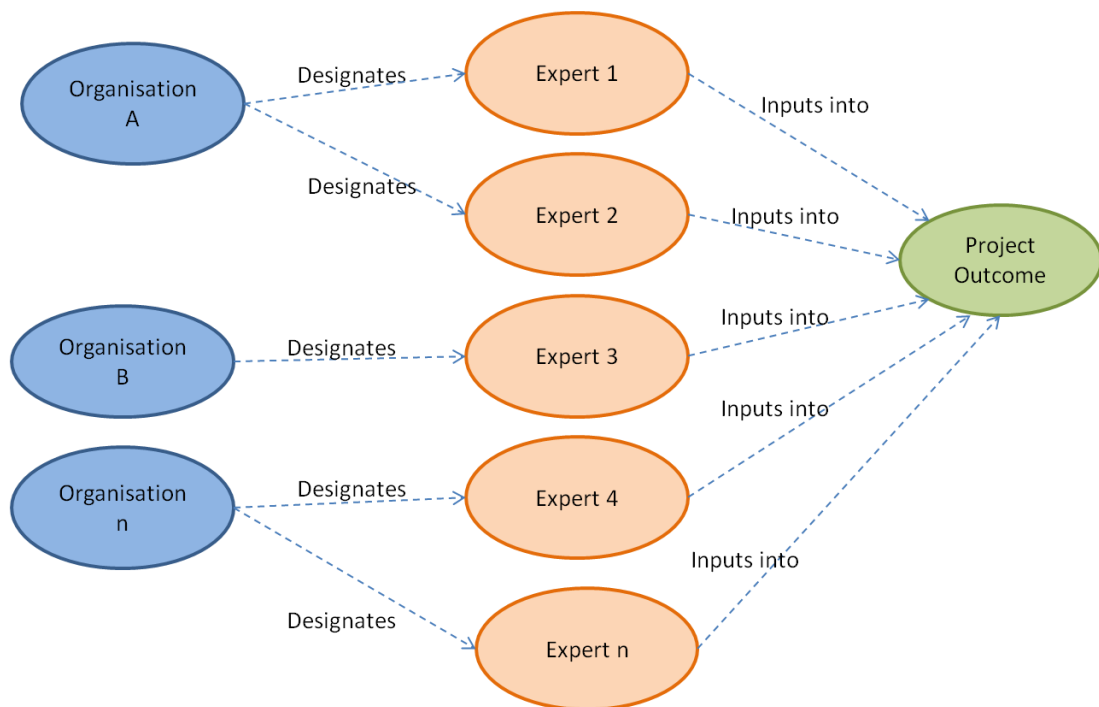


Figure 1-1 The Loosely-Coupled Transient Project (Source: Author)

In one sense all projects can be described as "temporary" (Lundin and Soderholm, 1995) and "transient" (Turner and Muller, 2003) in that each individual project has its own limited lifecycle. However, the term LCT, in this research, is being used to categorise a particular type of project arrangement characterised by non-exclusive commitment to the project by an organisation and team member, loose project relationships, temporary coalition arrangements, and fragmented, intermittent involvement throughout the project lifecycle by project team members. LCT project work arrangements allow project contractors, sub-

contractors and freelance consultants, all of which may be previously unknown to one another, to come together within a temporary, non-exclusive formation to implement a project in an often unfamiliar setting. The research of Ika and Hodgson (2014) draws attention to projects aimed at economic and social development and the potential shortcomings of conventional project management (PM) practices when implementing these types of projects. The LCT project designation could include some projects aimed at economic and social development that take place in foreign cultures and contexts, although LCT types of projects are not necessarily limited to such economic and social development projects.

The LCT project can present a number of unique management challenges for the project manager which include working in an unfamiliar setting, in a foreign environment, with little direct control over team members who may be unfamiliar to the project manager and who may only be intermittently available to the project. From the researcher's own professional experience it was found that expertise with conventional PM tools and techniques represented a threshold skill set when leading an LCT project, i.e. they were a necessary, but not a sufficient skill set to manage the project. This prompted an enquiry into the actual leadership characteristics required to be effective within this project setting. This research enquiry attempts to address the apparent deficit in the knowledge base and contribute further to PM knowledge and practice in an empirical, conceptual and practical way.

1.2 The Research Intent

Much of conventional PM practice focuses on planning, organising, co-ordinating and controlling the project and previous PM research has pointed up the limitations of emphasising such PM practices. Thamhain (2004) draws attention to the limitations in

effectiveness of PM in contemporary project environments, arguing that it predominantly emphasises defining work and time scales, followed by establishing procedures for project tracking and control. Crawford et al. (2006) suggest that the practice of PM must develop beyond viewing project managers as "trained technicians" (ibid:722) toward the development of competencies that reflect the reality of managing projects. In research that relates to PM practice, Soderlund (2004: 190) suggests the following:

"We welcome in-depth studies in the same vein as Kotter and Mintzberg have done on general managers on the theme what do project managers really do (and why)?"

Answering the call of the aforementioned PM researchers, the overall aim of this research enquiry is to investigate the practice of leadership within a particular form of project that is overlooked in mainstream literature, referred to in this research as a "Loosely-Coupled Transient" (LCT) project and ask: what is the nature of the lived experience of project leadership and how do project leaders see it related to their own effectiveness? In exploring this question, this research study systematically collects and pools the insights of experienced PM practitioners and analyses them, with the help of relevant concepts from literature, in order to generate insight from their collective experience. The aim is to uncover and examine the actual leadership processes that take place in the LCT project with a view to deepening our understanding of what is needed to be effective in this type of project in a way that will be helpful to current and future PM practitioners.

Although the project leader of the LCT project may be faced with working in an unfamiliar setting, with team members who are not known to him and who are only intermittently available to the project, he must be capable of developing and maintaining levels of commitment and collaboration among team members to create an effective project organisation. This research enquiry is intended to point up a number of insights of potential

use to the project leader to assist him overcome specific challenges that he is faced with in an LCT project setting. These challenges include:

- Leading a project in an unfamiliar setting;
- Leading a project within a foreign culture;
- Planning and organising an LCT project;
- Managing relations with contractors and other stakeholders;
- Managing personnel who are not under his direct control.

Conventional project tools and techniques provide at best limited assistance to the project leader of the LCT project. An intention of this research enquiry is to explore leadership possibilities beyond the project manager as a "trained technician", paying particular attention to the socio-technical dimension of the role. In doing so the conclusions of this research intend to at least partially address the apparent deficit in the knowledge base by providing PM practitioners with a conceptual and practical framework to guide their leadership activity in the LCT project setting and more broadly, with implications that extend to other project settings.

1.3 Conceptual Influences

A conceptual influence on this research enquiry is the behavioural or socio-technical dimension of PM. Prominent PM researchers (Soderlund, 2004; Turner and Muller, 2005; Cicmil and Marshall, 2005; Crawford et al., 2006) observe that many of the problems facing the management of projects in today's environment do not solely relate to technical matters but are increasingly human related problems with which the project manager is expected to deal. Such research suggests that as projects have departed from traditional

large engineering and construction endeavours to a broader project type with different characteristics and ill-defined boundaries, the practice of PM must develop beyond conventional skill sets of planning, budgeting and controlling. The socio-technical dimension of PM looks at the impact of the sociological influence of managing the contemporary project. Within general management research, Mayo and Roethlisberger's Hawthorne studies which took place in the 1920s and 1930s researched the socio-psychological aspects of human behaviour in organisations, which led to new insights on how social phenomena impact work group behaviour and performance. The socio-technical dimension of the PM literature could be said to have substituted the Hawthorne studies "work group" for the "project team", and this is a dimension of the literature that will be drawn on in this research enquiry.

This research enquiry is also influenced by PM leadership literature. Research including Muller and Turner (2007), Muller and Turner (2010), Muller et al. (2012) aims at examining what constitutes successful project leadership. Such research investigates the interaction of the project manager's leadership style with project type to determine the differences in leadership patterns by types of project. PM leadership studies in this vein point up how different sets of competencies are appropriate for leadership in different project situations with the expectation that a framework of project leadership profiles may be developed. Thus the leadership dimension of the PM literature represents a further conceptual influence on this research enquiry. The PM literature, specifically the leadership and socio-technical strands provide the following insights to the research enquiry:

- Traditional PM competencies are regarded as threshold competencies;
- The importance of the social and behavioural elements of PM work;
- The nature of the lived experience of project managers;
- Leadership that is considered effective in the contemporary project setting.

These insights from the literature are explored in chapter two.

Prominent project management (PM) researchers point up an apparent deficit within PM research in that much of it lacks a relevant theoretical underpinning (Shenhar, 2001; Soderlund, 2004; Cicmil and Marshall, 2005). Therefore a further conceptual influence on this research enquiry are insights drawn from Pfeffer and Salancik's (1978) Resource Dependency Theory (RDT). RDT is concerned with how organisations interact with their environments and manage resource interdependencies. It was developed primarily to help study macro organisational behaviour and inter-organisational relationships. Within existing PM research, a passing reference has been previously made by Engwall (2003) to the research of Pfeffer and Salancik, although the potential of this theory to the project context remains to be explored within PM. The potential relevance of RDT-type thinking to the more micro PM level was discovered while conducting preliminary research as part of this overall research study. The empirical research that is featured in this research study was carried out in two phases. The first phase, or preliminary phase, was primarily inductive with the purpose of clarifying and identifying more specifically what is different about the nature of project leadership and the type of project that is the focus of this research enquiry. From an early engagement between the preliminary research phase findings and potentially relevant literatures, the term Loosely-Coupled Transient (LCT) project emerged and drew the researcher to the potential of some of the ideas in Pfeffer and Salancik's (1978) Resource Dependency Theory (RDT) to make a potentially fruitful contribution to the conceptual lens used in the main empirical enquiry.

A particular point of relevance to this research enquiry is the RDT perspective of the organisation existing as a coalition of groups and interests, each of whom have their own objectives and preferences, who engage in a series of exchanges in an attempt to derive some benefit from the coalition. While RDT does not explicitly address the project

organisation as a form of organisational design, this perspective of the organisation resonated with the researcher's own experience of the project organisation to the extent it motivated an examination of the potential relevance of RDT inspired ideas to this research study. From this examination a number of potentially useful concepts emerged from RDT which included: the organisation existing as a coalition of interests; context and loose-coupling; interdependence: and control and influence of individuals. Each of these RDT inspired perspectives is examined in chapter two of this document.

The main empirical work sets out to ask a series of questions, which in the vein of Mintzberg (1971) and Kotter (1982), attempt to identify and explain the actual leadership processes that take place in an LCT project setting in a way that both contributes to the socio-technical and leadership perspectives of PM research while at the same time highlighting the potential relevance and usefulness of concepts inspired by RDT to the project setting.

1.4 Research Rationale

This research is exploratory and inductive in nature, set within an interpretivist epistemology and uses a qualitative methodological approach to exploring the research question. As such the research seeks to discover and synthesise an in-depth understanding of the reflective accounts of experienced project leaders in a particular project setting that is the subject of this research. Figure 1-2 below illustrates the trajectory that this research enquiry has taken.

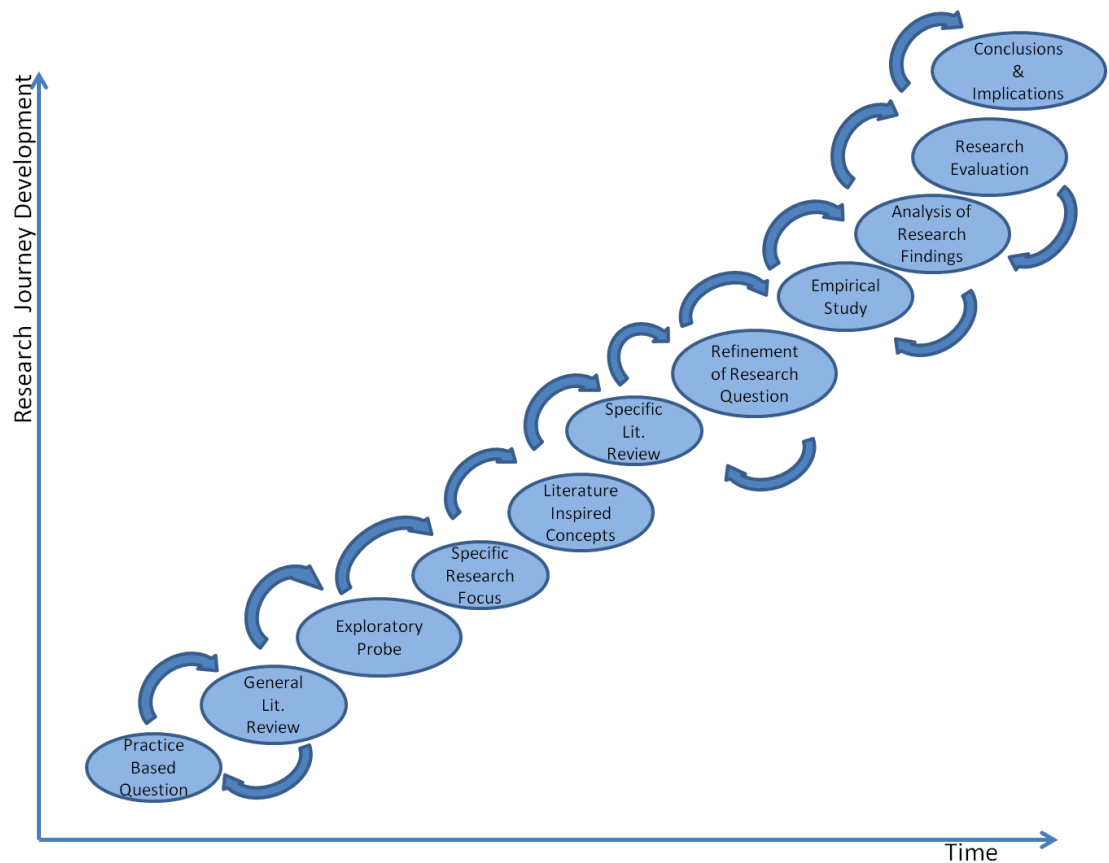


Figure 1-2 The Research Journey (Source: Author)

The empirical research began with a broad practice based research question, rooted in the author's own direct experience which was: what is the nature of the lived experience of project leaders and how do they see it related to their own effectiveness? Initial reviews of the literature focused on understanding the development of PM research to date, the main trajectories of contemporary research and attempts to locate this research study within the PM research domain. This was followed by preliminary research that took the form of a self-reflective, comparative exploratory probe of specific project experiences, i.e. the researcher as a reflective practitioner. From this exploratory probe the term "Loosely-Coupled Transient" project emerged. The preliminary research also inspired the choice of RDT-type thinking as being potentially relevant together with socio-technical and leadership dimensions of PM research, to the development of a conceptual framework to help guide

the main empirical phase of this research enquiry. Concepts inspired by the PM literature and RDT thinking helped to guide the process of in-depth interviews that were carried out with research informants during the main empirical phase of the study.

The thirty research informants who participated in this research study were all experienced PM practitioners and represented a diversity of backgrounds, education and professional experience. Such diversity enabled research informants to provide a unique account of their PM experience from a perspective that was different to that of other research informants. A common feature among research informants was their extensive experience participating in and leading the type of project that is the focus of this research enquiry. A shared aim of research informants was trying to improve their leadership effectiveness in the LCT project domain. A thematic analysis of the empirical findings of this research enquiry took place. An extract of research findings was prepared and shared with a purposeful selection of research informants. This was followed up with a further process of interviews with selected research informants, aimed at validating the findings of the empirical enquiry and determining their potential usefulness to practice, before the research conclusions were finalised and the implications were developed.

1.5 Thesis Structure

The current chapter presents an introduction to the research and outlines reasons that motivated this enquiry. Chapter two provides an overview of the PM subject domain starting with the historical development of the literature in this domain. The socio-technical nature of PM is explored and relevant concepts relating to this are examined. Leadership in the project setting is also discussed within this chapter and concepts inspired by Pfeffer and Salancik's (1978) Resource Dependency Theory (RDT) are introduced. The potential

relevance of these concepts to PM are examined with a view to contributing to the conceptual base of this research enquiry.

Chapter three presents potential gaps within the literature as a background for the research agenda and questions, associated with this research enquiry. As well as positioning the research agenda within these current gaps, the potential contribution to PM research is presented in this chapter. Chapter four the methodology chapter, considers the main philosophical assumptions guiding research in the social sciences as well as the main research methodologies. Set in this context the main research paradigms and methodologies that have guided existing PM research to date are examined and the research paradigm and methodology that has guided this research enquiry is then introduced and discussed. A description of the research design is presented, along with the approach to the data collection and analysis.

Chapter five presents the empirical analysis. By drawing on the data collected from research informants the chapter aims to gain insight, reveal similarities and possible differences in the perceptions of project managers thereby shedding new light on the leadership required to operate effectively. The research findings are then evaluated by a select group of experienced PM practitioners with a view to validating the main themes to emerge from the data and assessing their potential relevance within the world of PM practice. This feedback is also presented in chapter five.

An examination of the main implications of the findings of the empirical research takes place within chapter six. These are related to the relevant literatures. The implications for PM practice and existing research are drawn out in this chapter. Important, potentially new project leadership roles are discussed and implications for the existing technical leadership

role are presented in this chapter. Chapter seven presents some concluding remarks of this research study and points up potential trajectories for future related research enquiries.

2. Project Management: Development & Recent Perspectives

2.1 Introduction & Purpose

In order to gain a better understanding of Loosely-Coupled Transient (LCT) projects and why fresh research is needed, this chapter provides a review of how the project management (PM) research domain has developed. The historical development of the literature in this domain and the main authors who have significantly shaped the field of PM research are presented and reviewed. The evolution of the project as a socio-technical setting is explored and relevant concepts relating to this are examined. As an extension of the idea of the project as a socio-technical setting, the social perspective of the role of the project manager is examined within this chapter and the main perspectives on the leadership of projects are considered. The potential relevance of concepts extracted from Pfeffer and Salancik's (1978) Resource Dependency Theory that could be effective in the further study and practice of PM, particularly in the context of LCT project arrangements are discussed in this chapter. The chapter closes with a summary of the main themes introduced.

2.2 Early Development & Technical Perspective of the Literature

The Guide to the Project Management Body of Knowledge (PMBOK) defines a project as "a temporary endeavour or undertaking to create a unique product or service" (Project Management Institute, 1996: 4-6). The use of the word temporary in this context is temporal and means that a project has a definite beginning and a definite end. Project management is defined as "the application of knowledge, skills, tools and techniques to project activities in order to meet or exceed stakeholder needs and expectations from a project" (Project Management Institute, 1996: 4-6). While the PMBOK is regarded as a

main body of professional knowledge by PM practitioners there is room for alternate definitions and perspectives of projects within the mainstream literature. Lindkvist (2008) regards projects as autonomous units of work with goals set in terms of time, defined budget and intended outcomes. Pinto and Prescott (1988) similarly view the project in terms of its time, budget and goals to which they further add a series of interrelated activities as an additional defining characteristic. According to Lindkvist (2008) the project can be defined in terms of three constituent elements: (i) A problem to be solved or goal to be realised; (ii) Trial and error learning in finding out what works and what does not; (iii) Milestones, or clearly defined points of project delivery, that delineate stages of a project lifespan.

Within the PM literature projects have also been defined in the context of their organisational state, and of having an objective and independent existence. Van Donk and Molloy (2008) define projects in the context of their organisational state defining projects as a temporary organisation structure belonging to, but different from, a host organisation. The principal difference is that projects are expected to come to a conclusion at a certain point in time whereas the host organisation operates on the basis of continuity or growth, they observe. Shenhar (2001a) suggests projects can be perceived as temporary organisational formations that exist within larger, host organisations and that projects can exhibit variations in structure when compared to the structure of the host organisation to which they belong. The variation in structure can be attributed to projects having flexibility in structure in order to respond to the differing contexts within which a project can take place.

The research of Soderlund (2008) highlights the widespread use of project-based forms of organising and suggests two reasons why this form of organising work has gained in popularity. The first relates to the character of the industry. Organisations that engage

heavily in research and development activity, and organisations that are knowledge or technology based, organise their operations in projects. Changing environment conditions and with it, the transformation of mature industries is also suggested by Soderlund as another reason explaining the growing popularity of projects. The frequent process whereby organisations move technology from development to implementation and the shortening product lifecycle of many products are reasons suggested by Shenhar (2001b) for the widespread use of projects. Kerzner (2000) cites three major reasons that account for the growth in projects. The first is that tasks within host organisations are becoming more complex and require more sophisticated and flexible organisational approaches to organising, managing and controlling. Second is the development of systems for planning and controlling project performance, schedules and cost budgets. Third is the environment in which the modern day organisation operates, which has become increasingly turbulent.

Soderlund (2004b), and Cicmil and Hodgson (2006) point to the US oil and chemical industries as playing a defining role in the practical basis of the management of projects during the 1940s, and the majority of groundwork done in the 1950s in the US defence and aeronautics industries in the development of a knowledge base for projects and PM. A shared perspective between these industries is that projects and their management were predominantly seen as being rooted within an engineering context with what has been referred to as a predominantly technically influenced approach to project work. During this period the majority of intellectual or scholarly activity would appear to be based almost exclusively on quantitative techniques concerning project scheduling and progress. PM techniques developed during this era include the work-breakdown structure, the Program Evaluation and Review Technique (also known as PERT) and the Gantt chart.

During the 1970s and 80s the shortcomings of the technical approach are addressed and attempts are made to expand the theoretical knowledge of PM beyond engineering

science, with elements of organisation theory and behavioural aspects beginning to emerge during this era. Project organisation structures, the matrix form of managing and the idea of temporary organisations are some examples of themes that started to emerge during this period. What can be seen in periods up to and including the 1980s is that the research and knowledge base place heavy emphasis on measures of efficiency and a technical trajectory in the PM skill-set, what Jugdev and Muller (2005: 24) refer to as "hard skills", as opposed to the "soft skills" concerned with managing the human factor.

During the latter stages of the 1980s and the 90s the domain of PM starts to expand beyond its engineering origins into a multidisciplinary domain. Davies et al. (2006) in explaining this expansion assert that organisations in all types of industries are finding traditional structures are no longer adequate in rapidly changing and turbulent environments and that project based structures are more suited to uncertain environments. In the rapidly changing and increasingly turbulent and uncertain environments that they face, today's organisation is finding that the project organisation is better suited to once-off problems and opportunities they have to deal with, observe Davies and his colleagues.

With the broadening of the domain of projects and PM toward a multidisciplinary orientation, all projects cannot be viewed as the same and some research studies have focused on the need to differentiate the term project. Garrety et al., (2004) explain their project classification and identify three basic types of project forms depending on their size and complexity. The first is where projects are assigned to a functional section within a host organisation, e.g. engineering division. Second, where a project may be accommodated in a "pure project organisation" (ibid: 352) described as a special section within a host organisation devoted to the project and disbanded when the project is completed. The third form resembles a type of matrix form whereby human resources and other resources are borrowed from other sections of the host organisation where and when needed.

Hobday (2000) identifies six different project organisational forms that include three different types of matrix forms which he identifies as "functional matrix", "balanced matrix" and "project matrix" (ibid: 877) with the difference between each type of matrix depending on the presence of weaker or stronger levels of PM authority.

The work of Shenhar (2001a) attempts to develop a classification of project types by describing project "ideal types" (ibid: 241) prescribed in terms of classical contingency theory and specifically, organisational and structural variables. He suggests that most PM research ignores important project context contingencies and such research incorrectly assumes all projects are similar resulting in a one size fits all to their research conclusions. In drawing attention to the differences that exist between projects, Shenhar identifies a series of project types and examines how different projects should be managed in different ways. Based on the results of an empirical enquiry involving 26 projects, a two dimensional construct model is suggested of project uncertainty and project complexity for the classification of technical type projects. Within this framework Shenhar classifies projects into four levels of technological uncertainty and three levels of complexity. A key finding from Shenhar's research is that project leadership style should be adapted to suit the type of project being implemented, although he is not specific in terms of matching the project types identified in his research to project leadership profiles.

Another key area of project research during this period is the concept of a project's critical success factors, or what project managers must get right for a project to be considered successful. The work of Pinto and Prescott (1988, 1990), and Slevin and Pinto (1987) is noteworthy in particular as it pioneered the idea of a project having critical success factors. Their work developed an integrated framework that comprises three concentric circles of technical validity, organisational validity and organisational effectiveness that encompass ten critical success factors for project implementation success. The work of Pinto and his

colleagues demonstrated that projects have a strong external component in the customer's organisation and that the project team has a responsibility to ensure the project is successful after it is delivered to the customer. Prior to their work, the dominant view was that the measure of project success was internally focused, i.e. on time and on budget. What is also noteworthy about the work of Pinto and his colleagues is that we start to see the intellectual development of the success measures used for projects advance beyond measures of project efficiency, i.e. on time and on budget. In particular a distinction between project completion criteria and customer satisfaction (with the project) criteria is now observed with literature now beginning to focus on the importance of customer satisfaction as an indicator of project success.

Kerzner (2000) distinguishes between a project's primary success factors and secondary success factors. Primary factors incorporate the traditional measures of project success of time, cost and quality. He refers to primary factors as being internal indicators to a project's success. Kerzner defines secondary factors as "project acceptance by the customer; customer allows you to use the customer's name as a reference" (ibid: 31). Jugdev and Muller (2005) argue, once a project is complete the focus shifts from project completion criteria such as "are we done?" to project satisfaction criteria such as "are we happy?" (ibid: 24) this being the ultimate measure of success for the project. Cooke-Davies (2002) expands on the work of critical success factors to some extent by distinguishing between PM success and project success arguing that the two are not the same; project success being more akin to meeting the stated business objectives while PM success is measured against the traditional measures of performance against cost, time and quality.

2.3 Socio-Technical Perspective of Projects

Recent PM research argues that the project should not be interpreted solely from a technical perspective. Belout and Gauvreau (2004) observe that the technical tradition from which projects have emerged has led to projects being managed as a technical system. What this gives us is a mechanistic approach to PM that focuses on results with the main objective of meeting target dates, attaining financial budgets and controlling the quality of the final result. This mechanistic approach overlooks the critical behavioural aspect of projects and PM as managing people effectively can also have a significant impact on the results of a project since most major project failures are related to social issues, they conclude. Increasingly, researchers draw attention to the behavioural or socio-technical aspect of project work (Turner and Muller, 2005; Soderlund, 2004; Cicmil and Marshall, 2005) explaining that such a change in focus is required because many of the problems facing the management of projects in today's environment do not solely relate to technical matters but are increasingly human related problems that the project manager is expected to deal with. This socio-technical perspective of the project can be traced back to the socio-technical perspective of team-based working researched in Mayo and Roethlisberger's classic Hawthorne studies (Roethlisberger and Dickson, 1939). The studies ran between 1924 and 1933 and investigated the relationship between light intensity on the factory floor and the productivity of manual workers. The research concluded that variance in lighting on the factory floor had only a minor impact on productivity and other, stronger social behavioural factors were more influential. The research findings challenged the scientific management (Taylor, 1911) approach to management that was dominant at the time and opened up new research trajectories within management research. The social-psychological aspects of human behaviour in organisations led to new insights on how social phenomena impact work group behaviour and performance. This socio-technical dimension

of the PM literature could be said to have been influenced by the Hawthorne studies in that the "work group" has been substituted for the "project team" in PM research that aims to understand how social phenomena impact project team behaviour and performance.

Crawford et al. (2006) argue that the practice of PM must develop beyond viewing project managers as trained technicians, able to follow prescribed methodologies and use techniques on well defined projects. They argue that many contemporary projects have departed from traditional large engineering and construction endeavours to a broader project type with different characteristics. In addition these project boundaries are often ill-defined and shifting with project members not always being available permanently for the duration of the project. This challenges the project manager to develop a sociologically-influenced skill set, argue Crawford and her colleagues. The research of Thamhain (2004) highlights the limitations in effectiveness of traditional models of management and team leadership in contemporary project environments. A lot of these traditional practices focus on properly defining work, timing and resources followed by establishing procedures for project tracking and control. While these practices are still a requirement for successful project delivery they have become "threshold competencies" (ibid: 534), i.e. practices that are unlikely to guarantee project success by themselves. The contemporary project can be a self directed, self managed concept argues Thamhain, and this requires the project manager to function as a "social architect" (ibid: 534) who is capable of developing multidisciplinary groups into unified teams and foster a climate conducive to involvement, commitment and conflict resolution.

The research of Engwall (2003) places projects in a social setting and adds a layer of contingency factors that need to be taken into consideration when analysing the project organisation. Engwall asserts that the success or otherwise of projects can be attributed to a large extent to context-specific circumstances and what is successful in one project under

certain conditions might be a failure in a difference project in different circumstances. Engwall's findings emphasise what he calls the "societal factors" (ibid: 802) that relate to the various stakeholders involved in the project. Societal factors have little to do with the technical aspect of a project, but how different stakeholders interpret a project in relation to the procedures and traditions of its surrounding context. When a project is new to stakeholders, a significant amount of exploration and learning activities need to take place during project execution. Whereas when a project is similar to previous project experiences, the knowledge and experience of stakeholders can help to establish a predictability in behavioural patterns and project outcomes based on these patterns.

Cicmil and Marshall (2005) in their research on construction related projects also view projects from a social perspective. Their research suggests that the social interactions that take place are context-specific and resemble complex relational patterns between various project participants. The outcomes of these relational patterns can be unpredictable over longer periods as they are influenced by a diversity of human intentions, choices and actions within the project organisation setting, they argue. Sydow et al. (2004) assert that project-based activity is predominantly a social activity and should therefore be conceived as a social system that is embedded in time and space. They view the project as a social system residing in a context of a larger organisation with recursive interplays constantly taking place between both.

Recent developments within the socio-technical perspective of PM point up the research limitations of many of these contemporary enquiries, in particular how such research tends to overlook how work is carried out on projects. Soderlund (2004) suggests that PM research has traditionally paid little interest to what project leaders actually do and suggests that what would be useful to the PM field is research in the vein of what Mintzberg

(1971) and Kotter (1982) have done for general managers on the theme of what actually takes place in a project and how managers actually manage their projects.

Similarly Cicmil et al. (2006) assert that PM research needs to take account of the lived experience of those that work in the project environment. They refer to this concept as the "project actuality" (ibid:675). Cicmil and her colleagues suggest that research of a socio-technical nature needs to enquire more deeply into the lived experience of project participants, with the aim of understanding what actually goes on in the project over time. Research studies need to give an alternative account of what project managers actually do in project situations and to explore the skills and knowledge that constitute the social and political action in managing projects. Researching the actuality of projects means focusing on the social process and how practitioners think in action in the local context. It involves "gathering, analysing, and disseminating knowledge about people working in concert with things, technologies, and each other and the means through which these relations are co-ordinated and controlled, for what ends" (ibid: 676).

2.4 Project Leadership

Effective leadership of projects is a recurrent theme in PM research, with PM leadership research usually reflecting developments in the general leadership literature and examining the relevance these developments to the project setting. The rationale of such research is that projects are different from more stable organisation structures and processes from which these leadership thought schools were developed. With the proliferation of project organising, leadership is evaluated in terms of its applicability or adaptability of leadership approaches to the project environment (e.g. Gehring, 2007; Clark, 2010; Muller et al., 2012; Tyssen et al, 2013). Similar to developments in general leadership research, some PM

research draws distinction between the manager's management tasks and leadership duties. The research of Anantatmula (2010) draws attention to a distinction between project management and project leadership. Management is usually concerned with making decisions about processes and functions in order to improve operational efficiency and effectiveness. Leadership, is about motivating and guiding people to realise their potential and achieve challenging organisational goals. Interplays of management and leadership functions exist on projects. Management functions such as organisation, planning, and control are necessary to ensure efficient and effective use of resources within projects, whereas leadership provides the vision and ability to cope with change. When change is significant in a project, the leadership role assumes greater importance argues Anantatmula.

Turner and Muller (2005) investigate whether the leadership style of the project manager represents a key project success factor and find that project success largely ignores the impact of the project manager and his or her leadership style. They explain that this may be because project managers do not give due consideration to the impact of their own leadership on project success. A useful introduction to their research is provided by Turner and Muller in that their literature review points up a number of distinct schools of leadership that can be found within much PM research on leadership. The first of these is termed the trait school which started in the 1930–1940s and focuses on leaders' traits, capabilities and personalities. The behaviour school originated in the 1940s and emphasises the styles adopted by leaders for their particular task at hand. A key difference between the behaviour school and the trait school is that the latter considers that leadership can be learned and is not solely a trait that people are born with. The contingency school emerged in the 1960s and was concerned with matching the personal characteristics of a leader to the leadership situation. The visionary school is traced to the 1980s, and is focused on

organisational change. Included within this school is the distinction between transformational and transactional leadership styles (Bass, 1990). The emotional intelligence school originated in the late 1990s. This school focuses on self management and the management of interactions with those associated with the project organisation. Finally Turner and Muller identify the recent emergence of the competence school that has developed over the last ten years. This school encompasses aspects of the previous schools and focuses on the requisite combination of knowledge, skills and personal characteristics of leaders.

Inspired by Turner and Muller's leadership categorisation, the following table attempts to classify the literature relating to leadership of projects in terms of the main authors, the leadership school they can be associated with and a summary of the main implications of their research.

Schools	PM Researcher	Summarised Leadership Implications
Trait	Posner (1987), Pettersen (1991), Hauschildt et al.(2000), Dvir et al. (2006), Gehring (2007), Muzio et al. (2007), Malach Pines et al. (2009), Thal and Beddingfield (2010)	Leaders display specific, distinguishable personality traits that enable them to manage projects effectively. Leaders display superior traits to other team members that enable them to successfully manage a project.
Behaviour	Thamhain (1991), Thoms and Pinto (1999), Lampel (2001), Reilly et al. (2002), Gillard and Price (2005), Jha and Iyer (2007), Chong and Syarifuddin (2010), Aubry and Lievre (2010), Kaminsky (2012), Ferreira et al. (2013), Braun et al. (2013), Omorede et al. (2013), Pinto (2014)	Effective project leaders adopt certain styles or behaviours. Leaders can learn effective leadership behaviours.
Contingency	Leifer and McDonough (1979), Might and Fischer (1985), Shenhar	Effective leadership depends on the nuances of the project context. What are

Schools	PM Researcher	Summarised Leadership Implications
	(1993 and 1998), White and Fortune (2002), Hoegl et al. (2004), Thamhain (2004), Partington et al. (2005), Heinz et al. (2006), Besner and Hobbs (2006), Crawford and Pollack (2007), Thomas and Mullaly (2007), Papke-Shields et al. (2010)	the contextual variances seen as important? Leadership requirements will differ based on differences in requirements between project settings.
Visionary	Gersick (1988), Turner and Keegan (1999), Arnold et al. (2001), Dvir et al. (2002), Dionne et al. (2004), Keegan and Den Hartog (2004), Tyssen et al. (2013 and 2014)	Effective leadership requires different combinations of transactional and transformational leadership.
Emotional Intelligence	Sunindijo et al. (2007), Ayoko and Callan (2010), Clark (2010), Muller et al. (2012)	Empathy and self-awareness are key leadership characteristics. Importance of being able to understand emotion and emotional knowledge, and the ability to regulate and express emotions. Leadership can be differentiated by emotional responses to situations.
Competence	<i>Project Manager Competency Development Framework</i> (PMI, 2002), Crawford (2005 and 2006), Muller and Turner (2007, 2010), Bredin and Soderlund (2013)	Identify the specific traits, aptitudes, knowledge and skills considered necessary for successful project leadership. Considers traits and behaviours as being integrated within competency.

Table 2-1 Summary of Leadership Approaches in PM (Source Author)

In a similar development to Turner and Muller, the research of Tyssen et al. (2013) looks at leadership theory as applied within the PM context. They analyse the applicability of different leadership theories and segment the application of leadership theory within PM research into three broad categories which they term: (i) Person-oriented leadership

theories; (ii) Situation-oriented leadership theories; (iii) Interaction-oriented leadership theories. Person-oriented leadership focus on the individual and his or her role in the leadership process. Tyssen and her colleagues further segment this into leader-oriented and follower-oriented approaches, and approaches that consider the project manager's traits, leadership styles and emotional intelligence. In contrast to the idea that a universally successful set of PM behaviours and styles exist, situation-oriented leadership approaches focus on specific situations in which leaders are more likely to be most effective if a situation matches his or her leadership style. Factors outside the control of the leader but which impact on his leadership are considered in situation-oriented leadership approaches. The approach focuses on specific situations in which leaders are more likely to succeed if their characteristics correspond to the leadership situation at hand. This category of leadership could be considered similar to Turner and Muller's contingency school of leadership. Interaction-oriented leadership focuses on the reciprocal influencing process between leader and follower with greater emphasis on leadership as a relationship.

The unique considerations of the project context and its implications on leadership is another trajectory of enquiry by PM researchers. Gehring (2007) observes that projects have three unique characteristics that create challenging leadership situations. First, projects are temporary endeavours and do not provide a long timeline for continuous leadership improvement. The focus is on meeting the goals and objectives of the project, and not leadership development. Second, project managers are often placed as leaders within a host organisation, where individual team members are either temporarily assigned to the project, or spend only part of their time working on the project. Finally, projects often bring groups of people together who are unknown to each other. An ongoing challenge for project leadership is in being ultimately responsible for the outcome of a project, without the direct authority over the project team members themselves. However

this can be resolved by project managers augmenting their personality to display the traits required for effective project leadership, argues Gehring.

Tyssen et al. (2014) observe project leadership challenges specific to the project environment pose limitations on leadership actions. These limitations include uncertainty of project outcome in the context of a new or novel undertaking, novel work arrangements and practices, the existence of complex roles owing to the fact that a variety of experts from diverse educational backgrounds, functions and cultures, work together in the context of the project. Tyssen and her colleagues observe that project leaders operate within the constraints of these limitations and are challenged with having to influence and facilitate a range of subordinates' behaviours to achieve a common purpose or goal.

There are at least two research studies from the general leadership literature that can be regarded as influential in the development of project leadership literature. The first of these is the research of Bass (1990) who examined successful business leaders leading their organisations through change. Bass identified two types of leadership which he termed transactional and transformational leadership. Transactional leadership focuses on the task related exchange of actions and rewards between the follower and the leader.

Transformational leadership emphasises a person-orientation by aligning followers' needs with the organisation's tasks and goals. With a transactional mode of leadership a series of leader - follower exchanges take place to provide the motivation for the followers to pursue the tasks set out by the leader. Transformational leadership contrasts with this approach and uses qualities such as charisma, inspiration and vision to be able to bring about positive changes in followers' values, attitudes, perceptions, and expectations. While the work of Bass had in mind the broader organisational context, it has inspired many PM researchers to investigate the feasibility of extending his research to the project setting, and specifically to identify the factors that constitute transactional and transformational leadership behaviour

of the project manager. The research of Keegan and Den Hartog (2004) argues that transformational leadership is most relevant for a project setting. Tyssen et al. (2013) examine the effects of transactional and transformational leadership in projects and formulate propositions on the effectiveness of both of these leadership behaviours, depending on the characteristics of the project.

The empirical study of Dulewicz and Higgs (2005) is another example of a general leadership research study that can be regarded as influential in the development of the literature in PM leadership. Dulewicz and Higgs define three different leadership styles which they term: Intellectual, Managerial and Emotional. Associated with these leadership styles they assign fifteen separate leadership competencies. Elements of intellectual competence are: Critical analysis and judgement; Vision and imagination; Strategic perspective. Elements of managerial competence are: Resource management; Engaging communication; Empowering others; Developing others; Achieving objectives. Elements of emotional competence are: Self-awareness; Emotional resilience; Intuitiveness; Interpersonal sensitivity; Influence; Motivation; Conscientiousness. Dulewicz and Higgs (2005) contend that leaders will exercise leadership in different ways, using only a relatively small range of competence areas and the way in which these skills and competencies are exercised is not prescribed, but is the function of the underlying personality of the leader and the context in which leadership takes place.

Much contemporary research on project leadership examines the relevance of the Dulewicz and Higgs findings to the project setting. The rationale of such research is that if different leadership styles are appropriate in organisational change projects, then we should also expect to observe this difference in leadership styles within different project settings. Examples of this research include Muller and Turner, 2007; Muller and Turner, 2010; Muller et al., 2012, and aims at examining the competency profiles of successful project managers

using a combination of their intellectual, managerial and emotional competences. The purpose of such research is to determine differences in leadership patterns by types of project and project complexity. Research in this vein investigates the interaction of the project manager's leadership style with project type, using the Dulewicz and Higgs leadership competencies to test a research proposition. The aforementioned PM researchers contend that different leadership styles are more likely to lead to a successful outcome on different types of project. Their overall results point up how different sets of competences are appropriate for leadership in projects depending upon its degree of complexity (high, medium, or low), and the project domain (e.g., engineering, construction, information systems, or business). Such PM leadership studies build on the work of Dulewicz and Higgs to examine leadership within different project settings with the expectation that a framework of project leadership profiles may be developed.

Some PM research suggests that projects and their leadership can be better understood as a social process (e.g. Cicmil et al., 2006; Soderlund et al., 2008). Such studies re-interpret the project as a temporary assembly of various knowledge, skills and experiences to cope with a task as the members of the project perceive it. The project is not seen as a static structure defined solely by its iron-triangle of budget, time-scale and scope, but as a continuously changing, social construction of relations of those involved with the project. Packendorff et al. (2014) further develop this idea and contend that project leadership work can be studied as a series of social activities and events in which actors, projects and organisational contexts are all in constant and interacting flux. What is significant about this research is that it departs from viewing leadership as being associated with a person in authority that can be understood through the traits, styles, or competences, emotional intelligence, etc. of an individual project manager. From a social perspective, project leadership is seen by Packendorff and his colleagues as the ongoing social production of

direction in the project through construction and reconstruction of the perceptions of project participants.

Packendorff et al. (2014) propose that research on project leadership should take into account a number of important considerations. First, project leadership work should be studied as consisting of activities emerging in the social interaction of the project team. It should acknowledge the leadership work also done by other team members. Leadership work should be studied in terms of the everyday activities that constitute project leadership, including taking account of mundane and ambiguous activities. Finally, project leadership studies should focus on interaction processes and not just on aspects of the formal organisational unit in which leadership takes place. From these precepts, Packendorff and his colleagues propose a project leadership analytical framework that involves continuous construction and reconstruction of: (i) Past project activities and events; (ii) Project positions and areas of responsibility; (iii) Previous, on-going and future issues to be dealt with; (iv) Rhythm and pace, which involves the variations in pace throughout the project lifecycle in meeting formal plans and project deadlines. As well as pointing up an alternative, new trajectory in the research, what is notable about the research work of Packendorff and his colleagues is that it provides us with a potential alternative way of understanding leadership as it actually takes place within the project setting.

2.5 Other Potentially Useful Conceptual Considerations

Winter et al. (2006) observe that no single theoretical base for PM exists that explains and guides the management of projects. Instead PM has been loosely guided by a diversity of theoretical perspectives and the research of Winter and his colleagues identify at least three such approaches. The first is labelled a deterministic model which emphasises the planning and control aspects of PM work. A second strand focuses on task integration and is influenced by theories relating to organisational design. A third and more recent strand focuses on the importance of managing external factors while recognising the importance of project differentiation and context. Winter and his colleagues present an agenda consisting of key trajectories which the PM field needs to develop beyond its current conceptual base. Included within this agenda is the development of concepts that focus on social interaction between participants in projects, and, the development of the PM knowledge base beyond the training and development of practitioners who are seen as merely "trained technicians" (ibid:642) towards a knowledge base that facilitates the development of a reflective practice among practitioners.

Cicmil (2006) argues that a lack of theoretical emphasis guiding PM research has led to a dominance of narrow approaches to studying the practice which focus on planning, organising, co-ordinating and controlling but do not fully reflect the organisational reality as messy, ambiguous, fragmented and political in reality. Her research is driven by what it is that project managers do when they manage in their local contexts, what knowledge is perceived as useful for managerial action, and how managers learn and develop their skills. Central to Cicmil's research is a concern that mainstream literature views project managers as skilled technicians or implementers and that this view marginalises their wider potential role as competent social and political actors within complex arrangements structured as

projects. The development of understanding and practice of PM needs to be guided by a richer theoretical approach and researched from an interpretivist perspective, she argues.

Soderlund (2004) contends that PM research cannot be built on empirical insight alone, but needs also to be driven by a particular theoretical perspective. Such perspectives exist in other fields and PM research should try them out in a project context. He suggests that various theories of potential relevance to PM be tried out in a similar manner to what has been done within the broader field of management, but in a manner that pays attention to the unique traits of projects. Answering the call of Soderlund (2004), Winter et al. (2006) and Cicmil (2006), theoretical concepts extracted from Pfeffer and Salancik's (1978)

Resource Dependency Theory (RDT) could be considered of potential relevance to the study and practice of PM. RDT is a power-dependency contextual perspective is concerned with how organisations interact with their environments and manage resource

interdependencies. It was developed primarily to help study macro organisational behaviour and inter-organisational relationships. Within existing PM research Pfeffer and Salancik's (1978) research has been previously been briefly referenced by Engwall's (2003) research that considers how the processes of a project are impacted by its historical and organisational context. Importantly to this present research study however the potential utility of RDT to the project context is not considered in Engwall's research and substantive references to RDT have not been found in conventional PM literature. The potential relevance of RDT-type thinking to the more micro PM level was recognised here during the preliminary phase of this research study. The purpose of the preliminary research was to clarify and identify more specifically what is different about the kind of project that is the focus of this research enquiry and the leadership challenges presented. It was from this preliminary, self reflective account that the term Loosely-Coupled Transient project

emerged and the potential link to concepts inspired by RDT to this project type was discovered.

While RDT does not explicitly address the project organisation per se, a particular point of relevance to this research study is the RDT perspective of the organisation existing as a coalition of groups and interests, each of whom have their own objectives and preferences, who engage in a series of exchanges in an attempt to derive some benefit from the coalition. This perspective resonated with the researcher's own experience of project organisations to the extent it motivated an examination of the potential relevance of RDT inspired concepts to this research enquiry. While RDT was developed primarily as a macro theory of organisations with particular applicability to organisational context and inter-organisational phenomena, some of its central insights seem relevant to PM. The remainder of this chapter will evaluate, from a literature perspective, the potential relevance of promising theoretical concepts that could be effective in the study and practice of PM particularly in the context of LCT project arrangements.

A number of researchers (van Donk and Molloy (2008), Turner and Muller (2003), Lundin and Soderholm, (1995)) have been prominent in repositioning the project as a temporary organisation structure or an entity in its own right. The research of van Donk and Molloy (2008) redefines the project as a temporary organisation that is located within but distinguished from, a hierarchical, functional, permanent organisation setting. Turner and Muller (2003) assert that our definition of projects is incomplete and in terms of addressing this shortcoming offer the following definition:

"A project is a temporary organization to which resources are assigned to undertake a unique, novel and transient endeavour managing the inherent uncertainty and need for integration in order to deliver beneficial objectives of change" (ibid: 7).

As a temporary organisation, Turner and Muller regard the project as an agency established by a parent organisation to deliver a coherent set of change objectives, because it is argued, projects are better suited for managing change than the functional organisation. The parent organisation can be taken to be stable, its structures given. The project organisation is not stable and does not have given structures. In addition the project will have its proponents, who will try to create structures to ensure its success, while opponents to the project will often also exist who will try to undermine it. As such, the project as a temporary organisation has much in common with an agency in a political bureaucracy, they observe.

Pfeffer and Salancik's (1978) Resource Dependency Theory (RDT) balances the perspective of organisations as a rational instrument for achieving a goal, with the perspective that an organisation also exists as a coalition of individuals with varying interests and preferences who come together and engage in exchanges. As such it is representative of a social system. Establishing a coalition large enough to ensure survival is a critical activity for the organisation and in order for this to happen it is necessary for organisations to provide inducements for individuals to participate. In return for these inducements the participants provide contributions to the organisation. In this way the organisation resembles a framework in which exchanges of inducements and contributions takes place. Individuals enter or leave the exchange framework depending on their assessment of the relative value to be gained by continuing the exchange. In the same way the organisation makes an assessment of the relative value to be gained from participant contributions in the coalition. The organisation continues to be viable provided the inducements it offers are sufficient to entice the necessary contributions from participants.

Soderlund et al. (2008) draw on Weick's (1995) idea of sense-making to reconceptualise the project as a temporary organisation that assembles various knowledge, skills and experience to cope with its task as members of the project team perceive it. Soderlund and his colleagues argue that projects are carried out in a complex web of relationships between project team members who are formally affiliated with the project and other stakeholders including project sponsors and sub-contractors. Again this views the project as resembling a coalition of participants. In viewing the project organisation as a coalition it can be difficult to determine the precise boundaries of the project organisation, suggest Soderlund and his colleagues.

RDT suggests that the advantages and costs of participating in the coalition are defined by participants in the coalition themselves and are not necessarily agreed with, or set out by the organisations management. Not all coalition participants provide contributions that are equally valued; some are valued more, others less. Participants who provide resources and capabilities most needed or desired by other participants will come to have more influence and control over the organisation. Participants continually engage in a process of exchange, out of these exchanges and the interdependence created by them, emerge differences in power among the organisation's participants. The power a participant has is a function of the dependence of others on his contributions, activities and capabilities. This perspective of power emanating from social relationships is underpinned by Emerson (1962) who contends that power is a property of social relationships and not a specific attribute of an individual. Emerson explores the power aspects of social relations and suggests that perceived power and dependency in self and others arises from certain attributes that exist within a social relationship. He suggests that attention should therefore focus more on characteristics of the relationship and less on the specific characteristics of the persons or groups engaged in such relations.

A central premise of RDT is that to understand the behaviour of an organisation you must understand the context in which the behaviour takes place, also known as the organisation's ecology. Organisations are not self contained and therefore must rely on the environment for support. The survival of an organisation is dependent on how effective it is at acquiring resources and managing the various demands that are placed on it. As organisations are not in complete control of all of the components necessary for their operation, they become embedded in an environment comprised of other organisations that can supply them with the resources on which they depend. RDT observes that an organisation's environment can potentially encompass every event that could affect it. However every event confronting an organisation does not necessarily affect it. There are a number of reasons why elements in an environment may not affect it. One reason is that organisations may buffer or isolate themselves from the impact of aspects of the environment, e.g. acquisition of resources to prevent shortages. Another reason is that organisations are not necessarily cognisant of all events that take place in their environment as not all elements in the organisations environment are important enough to require a response.

An organisation is considered to be tightly-coupled or loosely- coupled to its context. Loose-coupling between an organisation and its context facilitates an easier adaptation to changes in the environment and is therefore regarded as more favourable to tight-coupling. RDT contends that loose-coupling between the organisation and elements of its environment is an important safety device for the survival of the firm. If organisational actions were completely determined by every changing event in the environment, i.e. tightly-coupled to its environment, the organisation would be in a constant state of crisis having to monitor every change while continually modifying themselves. Loose coupling allows organisations the time and discretion to respond to events that take place in the

environment that require the organisation's attention. Adaptation of organisations to their environment is likely to be easier in a loosely joined system. When components within a system are inter-connected with one another it can be difficult to change anything because there are more constraints deriving from the large number of inter-relationships. Within a loosely joined system there are fewer constraints which enables easier adaptation.

Project control is a complex function undertaken by project managers to ensure the on-time and within-budget delivery of projects. Over the last number of decades, numerous planning and control techniques have evolved to assist the project manager in this important function, such as the Gantt chart, program evaluation and review technique (PERT), and critical path method (Kerzner, 2000). In addition, a variety of software packages are also available to support the application of these project control methods and assist the on-time and within-budget delivery requirements for projects. While these methods are useful they do not constitute the entirety of PM control.

PM researchers have differed in terms of what they consider to be the key factors for controlling and influencing project teams. Jha and Iyer (2007) suggest the effective coordination of project participants as an important factor of project control. Hoegl and Weinkauff (2005) suggest that managing the interdependencies between team members as a key PM control factor. The research of Hanna (2012) looks at cost scheduling and tracking practices within projects. Hanna looks at the potential of the earned value management system to improve the effectiveness of project control in construction related projects. In their empirical study of construction projects, Olawale and Sun (2013) develop a model of what they term inhibiting factors to the on-time, within budget completion of projects. Their model, which they term project control and inhibiting factors management, the "PCIM" model (ibid:60) focuses on the cost and time control aspects of PM. The empirical study of Sakka et al. (2013) examines the role of information systems, specifically formal

management control systems, and their importance to project managers in assisting them control IT development projects.

Lenfle and Loch (2010) draw attention to the project life cycle as a key concept on project control. These are the phases that projects go through from start through to completion, with each phase having an outcome and review that triggers a decision about whether to start the next phase. The project lifecycle methodology is widely regarded as a standard PM practice. According to Lenfle and Loch (2010) this represents a paradox: early projects from which the PM discipline developed did not follow such a standardised project lifecycle approach to achieving project outcomes, but instead used trial and error learning and other creative approaches to achieve their outcomes. They suggest that as a result the PM discipline has committed itself to a control-oriented, phased approach to achieving project outcomes to the extent that contemporary PM control methods have lost the creativity and flexibility needed to control present-day projects. Cicmil and Marshall (2005) contend that it is necessary to rethink the kind of managerial or control interventions needed if organisational arrangements are understood from a socio-technical perspective. Such re-interpretation asks questions of the type of skills, knowledge and learning processes that need to be in place to cope with an increasingly complex world of projects, they observe.

RDT offers a different and potentially useful socio-technical perspective on control.

Drawing on the research of Weick (1969) it alerts us to the idea that it is the behaviour of individuals that is organised into a collective structure and defines the organisation. It is this behaviour which can be controlled, not the individuals themselves. It is possible for an individual to be simultaneously part of more than one organisation through different behaviours that take place at different times. The organisation, in achieving its own goals, co-ordinates and controls some of the behaviours of its coalition of participants that relate to organisational tasks, while the individual participant controls other behaviours.

Individuals do not invest all of their behaviour in any one organisation but are partially included in, and have commitments to several organisations. A participant's inclusion in an organisation is defined by the proportion of his behaviour included in that organisation.

An individual participant's partial inclusion in many organisations makes it possible that the demands on behaviour made in one organisation may be inconsistent or incompatible with demands on behaviour made in another organisation. When this occurs inter-role conflict takes place and the individual must choose between the demands of each of the organisations that they are involved with. In this situation exerting direct control can be problematic. Instead the achievement of the organisation's activities depends on the discretion and influence it has on the individual participant and the discretion it has on others who co-ordinate and realise their activities with participants of its coalition. RDT observes that the organisation can therefore be seen as the sum total of the activities it is engaged in and over which it has discretion to initiate, maintain or end behaviours of coalition participants. The organisation ends where its discretion ends and another organisation's discretion takes over.

Ouchi (1979) contends that the design of an appropriate organisational control mechanism must address the problems of achieving cooperation among individuals who hold partially divergent objectives. He describes three different mechanisms that organisations can use to assert control and classifies them as market mechanisms, bureaucratic mechanisms, and clan mechanisms. Market mechanisms are transactional in nature and exist on the basis of reciprocity between individuals. Bureaucratic mechanisms exist on the basis of reciprocity and also legitimate authority of the rational or legal form. Clan mechanisms are described as operating on ceremony and on ritual, have forms of control which are subtle and not readily visible to the casual observer. Two underlying issues determine which of the three forms of control will be more efficient. The first is the question of the clarity with which

performance can be assessed. The second is the degree of goal incongruence. Both of these dimensions are intimately related in determining the forms of control that emerge, he argues.

Pfeffer and Salancik (1978) suggest that within the organisation, coalition participants may have differing levels of influence and control over the organisation and that all participants are interdependent on one another. Interdependence exists whenever a participant does not entirely control all of the conditions necessary for the achievement of an action or for obtaining the outcome desired from the action. All organisational outcomes are based on interdependent causes. Interdependence characterises the relationship between participants in an organisation. Two types of interdependence are observed by RDT: behavioural interdependence and outcome interdependence. In the case of behavioural interdependence the activities that participants are engaged in are dependent on the actions of another participant. If project organisations are regarded as a social structure, then project formation could be regarded as an example of behavioural interdependence as it is contingent on a number of participants coming together to participate in a given structure of a project. In the case of outcome interdependence, the outcomes achieved by one participant are jointly determined with the outcomes of another participant. Project organisations would appear to demonstrate characteristics of outcome interdependence insofar as realising a successful project outcome may be dependent on task co-ordination and collaboration between project team members. These two forms of interdependence are independent, they can exist by themselves or together.

Interdependence is important to an organisation because of the impact it has on the organisation's ability to achieve its desired outcomes. In terms of outcome interdependence, a distinction can be made with regard to whether a competitive or symbiotic relationship exists between the participants. In the case of competitive

interdependence the outcome of one participant can only be of higher value if the outcome achieved by another is of lower value. One situation where competitive interdependence can exist between participants is when the participants require identical resources for survival. In the case of symbiotic interdependence the output of one participant's activity is the input of another participant's activity and it is possible for both to be better off or worse off simultaneously. Interdependencies need not necessarily be symmetric or balanced.

Relationships between participants need not be competitive or symbiotic: frequently relationships between participants can contain both forms of interdependence simultaneously. RDT observes that a typical solution to problems of interdependence is for participants to structure their behaviour in ways that are predictable for each participant. This involves increasing the behavioural interdependence of participants, i.e. increasing the co-ordination among participants and the mutual control over each other's activities.

Alojairi and Safayeni (2012) suggest that the behaviour and social relationships among project participants is often overlooked in mainstream research and the effects of participant relationships are usually marginalised. They claim that project managers are frequently and incorrectly the focal point of socio-technical research studies. These studies tend to overestimate the project manager's role, assuming he or she is the central contributor to PM across the entire project lifecycle. Alojairi and Safayeni contend that the project reality can be understood more effectively as a distributed network of effective interactions that involve related groups and individuals managing projects, not just project managers. Alojairi and Safayeni use social network analysis to uncover the structural properties and patterns that they regard as being critical for understanding the flow and exchange of information and influence in interdependent nodes in a network. They conclude that solving PM problems does not lie in increasing the project manager's positional authority but instead by ensuring that each member of the project network

functions effectively in terms of a social network, and that interactions between members of the network are co-ordinated properly in order to achieve desired project outcomes.

Heath and Staudenmayer (2000) suggest that much of our current understanding of co-ordination of highly complex, interdependent activity is rooted in research studies relating to organisational design. These theories argue that firms organise in response to uncertainty in both task and environment. With greater uncertainty, firms shift away from co-ordinating through the use of formal organisational structures and move toward the use of interpersonal co-ordination mechanisms, they argue. Bechky (2006) observes that temporary organisations face high levels of task and environment uncertainty, as a result they rely on interpersonal processes rather than formal co-ordinating structures. A differentiating factor of temporary organisations is that they are governed through networks of relationships as opposed to traditional lines of authority, she claims. Co-ordination across the relationship network relies heavily on social mechanisms such as reciprocity, socialisation of individuals involved in the temporary organisation with other members and maintaining or enhancing the reputations of individuals involved in the temporary organisation, Bechky concludes.

2.6 Summary of Main Themes

The emergence of project work and the project management (PM) discipline has been traced back to oil and heavy engineering industries in the literature. Key themes of early PM research were mainly concerned with technical aspects of PM, particularly the efficient management of projects within the constraints of time, cost and quality. As such the PM discipline is seen to have similarities with the engineering discipline with researchers referring to this as the technical perspective of the project. During the 1970s and 80s the

limitations of this technical approach begin to be highlighted in PM research, particularly as the domain of PM practice began to expand beyond its engineering origins. Contemporary PM research explores project based work as a response to the challenges of managing in a complex world and with this, development elements of organisation theory and behavioural aspects begin to emerge in the research.

Particularly noteworthy in PM research of this recent era is the further development of the socio-technical perspective of PM research and practice. Led by calls from prominent PM researchers (Cicmil, Turner, Muller, Soderlund) to re-interpret the project form, the socio-technical perspective concerns itself with the individual and organisational behavioural dimensions of project based work and the context within which it takes place and could be regarded as being inspired by the classic Hawthorne studies. Such research suggests that, due to a broadening of project types and a changing nature in project work, PM must develop beyond viewing project managers as trained technicians but instead as technically and socially competent leaders. Researchers influenced by a socio-technical perspective place a pre-eminence on the social interactions that take place inside and around the project. These social interactions are regarded as context specific and resemble complex relational patterns between various project participants that are influenced by a diversity of human intentions, choices and actions within the project organisation setting. PM research influenced by a socio-technical dimension suggests that further research studies take account of the lived experience of those that work in the project environment.

Leadership of projects is another popular trajectory of PM research. Much of this research reflects a convergence of interest in the socio-technical aspect of PM and contemporary developments in leadership theory more generally. PM researchers have suggested different explanations as to what constitutes effective PM leadership and their findings can be linked to distinct categories or schools in leadership research: the trait school; the

behavioural school; the contingency school; the visionary school; the competency school. Much of this contemporary PM research on leadership can be assigned to either the competency school or the visionary school of leadership. While each school proposes different leadership characteristics, a common factor is the pre-eminence that is placed on softer, non-technical skills of management to be an effective leader. Traditional technical skills are seen as threshold competencies that must be supplemented by a capability of developing multidisciplinary groups into unified teams and fostering a climate conducive to commitment and collaboration. As such today's project manager is regarded in much of the contemporary literature as a form of "social architect" (Thamhain, 2004: 534).

Contemporary PM research has suggested that PM research explore new concepts of the project, concepts that take into consideration the political and social processes that take place within the project setting. This recent shift in PM research emphasis from a technical toward a more behavioural or socio-technical trajectory of research, offers an opportunity to investigate the potential usefulness of concepts inspired by theories such as Pfeffer and Salancik's (1978) Resource Dependency Theory (RDT) to the project setting. RDT is cognisant of the social and political interplays that take place within and around organisations. It re-conceptualises the organisation giving consideration to the importance of these social inter-plays which take place and the relationships that exist as participants converge and exchange contributions in the context of the organisation. Within existing PM research Pfeffer and Salancik's (1978) research has been previously referenced by Engwall's (2003) research study that considers how the processes of a project are impacted by its historical and organisational context. Importantly to this research study however, the potential of RDT is not explored within Engwall's research and substantive references to RDT have not been found in conventional PM literature to date. This provides an

opportunity to explore the potential usefulness of concepts inspired by RDT to the project setting.

The importance of context is acknowledged within RDT. Organisations are not in complete control of all of the components necessary for their operation, so they become embedded in an environment comprised of other organisations that can supply them with the resources on which they depend. The ability to establish a coalition large enough to ensure survival is an organisation's most critical activity. As such the organisation resembles a coalition of interests, which is essentially a social system, according to RDT. RDT has suggested that it is not participants, but participant behaviours that are organised into a collective structure and come to define an organisation. As such it is possible for individuals to participate in a variety of organisations. The organisation can be defined in terms of the extent of its control over participants: the organisation begins where its discretion starts and ends where that of another organisation begins.

Interdependence is said to exist when one participant does not control all of the conditions necessary for the achievement of a desired outcome from the action. Interdependence can be based on outcomes or behaviour. In the case of outcome interdependence, the outcomes achieved by one participant are jointly determined with the outcomes of another participant. In the case of behavioural interdependence the activities that participants are engaged in are dependent on the actions of another participant. The project, interpreted as a social structure, would appear to demonstrate characteristics of both outcome and behavioural interdependence. Both forms of interdependence are independent, they can exist by themselves or together.

The concepts discussed above point up the potential of RDT to contribute to our understanding of the socio-technical dimension of PM as it is practiced. Soderlund (2004)

has previously suggested that various theories of potential relevance to PM be tried out in a similar manner to what has been done within the broader field of management, but in a way that pays attention to the unique traits of projects. Mindful of this, the potential relevance and usefulness of concepts introduced in this chapter that could be effective in the further study and practice of PM will now be applied in the empirical enquiry which examines actual leadership processes that takes place in the LCT project setting.

In examining the actual leadership processes that take place in an LCT project context this research enquiry positions itself close to those associated with the socio-technical perspective of PM and also the competency school of leadership. Similar to the work of the likes of Muller, and Turner, it considers the actual PM processes that take place on a project to give more explicit consideration to the effect that a project's characteristics has on leadership processes so that a framework of project leadership profiles may be further developed. It is also closely attuned to the recent developments in the literature that call for project leadership to be understood as a constant process of interaction between project participants and everyday activity that takes place on the project, i.e. to look beyond the traits, behaviours, etc. of the project manager. In particular, it seeks to address the call of recent researchers in the realm of PM leadership studies for more systematic, empirical enquiry into the lived experience of PM leadership in different contexts in order that a more complete picture can be developed that links certain activities and competencies with leadership in one context that has been little researched to date, the context referred to here as the LCT project context.

3. Gaps in the Literature as Research Opportunities

3.1 Introduction & Purpose

The purpose of this chapter is to present the research agenda and research opportunities that are the focus of this research enquiry. This chapter begins by revisiting the overall research question underpinning this research enquiry. Potential project management (PM) research opportunities set within existing PM literature are highlighted and the agenda for this research study is positioned accordingly. The potential contribution of this research study to existing PM practice and research is presented. Finally the questions that drive the empirical enquiry are presented in this chapter.

3.2 Gaps in Current Research Studies as Research Opportunities

Soderlund (2004) has previously suggested that PM research could benefit from in-depth studies in the same vein as what Kotter and Mintzberg have done for general management on the theme of the actual practice of PM. Mintzberg (1971) and Kotter (1982) drew attention to normative management theories which, at that time focused too much on what managers were expected to do and not on understanding actual management activity. Their research conclusions provided valuable insights into actual management practice that takes place in the organisational setting. Inspired by research studies in this vein, the overall aim of this research enquiry is to investigate the actual lived experience of leadership within a particular form of project that is largely overlooked in mainstream literature, referred to in this research as a "Loosely-Coupled Transient" (LCT) project and ask: what is the nature of the lived experience of project leadership and how do project leaders see it related to their own effectiveness? This research enquiry systematically

collects and pools the insights of experienced PM practitioners and analyses them, with the help of relevant concepts from literature, in order to generate insight from their collective experience and explain the actual leadership processes that take place in the LCT project. This research is intended to deepen our understanding of what experienced PM practitioners believe is needed to be effective in this type of project in a way that will be helpful to current and future PM practitioners.

While this research enquiry has its origins in practice, it is mindful of research opportunities within existing PM literature that serve as points of orientation for this research. The primary research opportunity concerns itself with the prospect of extending our understanding of the actual leadership processes that take place in the project setting. Leadership of projects is a topical trajectory of PM research over many decades. As explored in chapter two, PM researchers have provided different explanations as to what constitutes effective PM leadership and their findings can be broadly represented within a number of different thought schools borrowed from general management research. While each school considers different leadership characteristics, what could be described as a common theme among all of them is the pre-eminence that is placed on softer, non-technical skills of management, with the contemporary project manager being regarded as a social architect.

Building on the work of researchers such as Muller and Turner (2003 & 2007) and Muller et al. (2012), a research opportunity exists to investigate and explain the actual leadership processes that take place in the project setting. The research opportunity recognises recent developments in PM literature that call for project leadership to be understood as a constant process of interaction between project participants and everyday activity that takes place on the project, i.e. to look beyond the traits, behaviours, etc. of the project

manager. In particular, it seeks to answer the call of recent researchers in the realm of PM leadership studies for more systematic, empirical enquiry into the roles and activities of PM leadership in different contexts in order that a more complete picture can be developed that links certain activities and competencies with leadership.

In exploring this primary research opportunity there are two secondary opportunities that are also considered as part of this research enquiry. They are:

- i. An opportunity to extend our understanding of the project organisation by exploring a type of project that has received little recognition in conventional PM research;
- ii. An opportunity to demonstrate the relevance and usefulness to both PM practice and research of selected concepts derived from theory.

PM research of the recent era has looked at developing the socio-technical perspective of PM practice. As highlighted in chapter two, prominent PM researchers (Cicmil, Turner, Muller, Soderlund) have suggested that PM research re-interpret the project form and take greater account of the socio-technical perspective of PM practice. This socio-technical perspective concerns itself with the individual and organisational behavioural dimensions of PM. Researchers influenced by a socio-technical perspective place a pre-eminence on understanding and explaining the social interactions which take place inside and around the project. An opportunity exists to contribute to this perspective by highlighting and exploring the socio-technical aspects of the LCT project. The LCT project represents a form of project whereby different organisations form a coalition to engage in a project opportunity on a once off basis. The organisations may not have previously collaborated with one another and usually may not be previously known to one another. The purpose of their collaboration is strictly temporary and aimed at delivering the project and generating

revenue. In a LCT project structure organisations and project team members with no track record of working together, collaborate in a non-exclusive, temporary manner to provide intermittent inputs into a project. A research opportunity exists to extend our understanding of the project organisation by exploring this project type and there are two notable reasons for doing so:

- i. It represents a type of project prevalent in practice but remains underrepresented in the literature;
- ii. It represents a type of project where the social and behavioural dimensions are likely to be most significant.

Contemporary PM literature is critical of how lacking the PM domain is with regard to drawing on relevant theoretical models to underpin research findings (Shenhar, 2001; Soderlund, 2004; van Donk and Molloy, 2008). This theoretical short-coming contributes to a lack of credence and direction to PM research accounts it is argued. Morris (2002) has previously suggested that PM research should identify theories that are both relevant and useful to PM. A research opportunity exists to address this deficit of theory-inspired PM research. The LCT project is not hosted or embedded within an organisational setting in the traditional sense, but is instead located within a network of inter-organisational relations. As it is cognisant of the social and political interplays that take place within and around organisations this makes concepts inspired by Pfeffer and Salancik's (1978) Resource Dependency Theory (RDT), potentially very relevant to this research enquiry.

The potential relevance of RDT was discovered while conducting preliminary empirical analysis as part of this overall research study. The purpose of conducting such a preliminary phase was to clarify and identify more specifically what is different about the nature of the kind of project that is the focus of this research enquiry and the associated leadership

challenges. An early engagement between the preliminary research phase findings and potentially relevant literatures drew the researcher to RDT as a potentially fruitful contributor to the conceptual lens used in the empirical enquiry. The research of Pfeffer and Salancik (1978) has been referenced previously in PM research (Engwall, 2003) but importantly, the potential of RDT type thinking as applied to the project context has not been explored. The most relevant concepts identified in the foregoing literature review are: the organisation existing as a coalition of interests; context and loose-coupling; interdependence, and; control and influence of individuals. Identifying and explaining actual lived leadership processes in a way that highlights the potential relevance and usefulness of these concepts inspired by RDT to the project setting provides a further opportunity to contribute to PM research.

3.3 Questions to Direct the Research

The socio-technical and leadership dimensions of PM literature provide the following insights to guide the empirical enquiry:

- Traditional PM competencies are regarded as threshold competencies;
- The importance of the social and behavioural elements of PM work;
- What is the nature of the lived experience of project managers?;
- What leadership is considered effective in the contemporary project setting?

In addition RDT-type thinking provides potentially useful concepts which are: the organisation existing as a coalition of interests; context and loose-coupling; interdependence, and; how individuals are controlled. Inspired by these collective insights from PM literature and theory the empirical work sets out to ask a series of questions that

relate to the actual leadership that takes place in the project setting. Specifically the following open-ended research questions relating to the LCT project context guided the main empirical research enquiry:

- How are project opportunities identified and defined?
- How are project teams established?
- How are project team members selected?
- What issues (challenges, constraints, limitations) are typically faced by project leaders?
- How does the project leader control or influence project experts?
- What are the key technical skills of project leaders?
- What are the key non-technical or soft-skills of project leaders?
- Are there incentives and sanctions the project leader can operate to keep project members motivated and aligned?
- How would the project leader typically spend his/her day?
- How do interactions between project team members most commonly take place?
- What are the most common types of problems that arise with project participants?
- What challenges arise from working with experts from differing cultural backgrounds (to where the project is being implemented)?

The research of Mintzberg (1971) and Kotter (1982) looked at the actual behaviour of general managers within the organisational setting as it was felt that conventional research studies focused too much on what managers were expected to do and not on activity that actually took place. Their research provided insights into actual general management activity, pointing up the variety, fragmentation and brevity that characterises most of their activities and the variety of roles that effective managers need to play. Inspired by such

approaches to research, this research enquiry offers a similar opportunity to study the actual leadership processes that take place in an LCT project setting. The LCT project is largely overlooked in the PM literature and it is a type of project where the social and behavioural dimensions of project work are significant. Providing the research conclusions in a way most accessible to PM practitioners will be helpful to current and future practitioners alike. Such conclusions could also be helpful to PM researchers in further developing the socio-technical dimension of PM research and project leader activity. The approach taken to explore the research question is explained in the next chapter, Chapter 4, Research Methodology & Methods.

4. Research Methodology & Methods

4.1 Introduction & Purpose

This chapter outlines the approach employed in conducting the empirical study. First the main philosophical assumptions guiding the social research process are explored. The main research methodologies are then considered. The research paradigms and methodologies that have guided existing PM research are explored in this chapter before the research paradigm and methodology that have guided this research enquiry are presented and discussed. A description of the research design is presented which includes details about the context in which the research took place and the research methods that were used. The process of data collection, data analysis and the evaluation of empirical findings of this research enquiry is also discussed within this chapter.

4.2 Research Paradigms

The construction of the social research process is underpinned by philosophical assumptions that lead researchers to adopt various paradigms, methodologies, and research tools in their examination of social phenomena. Kuhn's *Structure of Scientific Revolutions* (1962) describes a paradigm as the set of beliefs and techniques about science and scientific knowledge through which scientists make sense of the world. Kuhn's view is that each approach to science has a dominant paradigm, consisting of (i) knowledge content (e.g., theories, laws, concepts), (ii) a methodology, and (iii) an epistemology. For the researcher a paradigm establishes the parameters and sets the boundaries of the research process. There are many theoretical perspectives that have historically influenced the structure and process of research in the social sciences but two dominant research paradigms have emerged and provide the basis for a variety of prevalent methodologies.

These paradigms are positivism and interpretivism. Their main characteristics are summarised in the following table.

Assumption	Positivism	Interpretivism
<i>Reality(Ontology)</i>	Objective reality. Reality exists independent of the researcher	Reality is subjective and is interpreted and given meaning by the researcher
<i>Role of the Researcher</i>	Describes and predicts social phenomena	Understands and gains insight into social phenomena
<i>(Approach to) Knowledge Production</i>	Deductive based on widely held and accepted rules and procedures	Inductive and based on observation and interpretation in a social context. What is true in one context may not be so in another
<i>Knowledge Purpose</i>	To explain facts, causes and effects	To interpret and understand social phenomena

Table 4-1 Positivism v Interpretivism (Source: Author adapted from Benton & Craib (2001))

Positivism was popularised by Auguste Comte in the 19th century as an attempt to apply the methods of the natural science to social phenomena. The philosophical underpinnings are based on scientific realism, which observes that reality is objective, and exists independent of the researcher (Craig, 1998). It considers that truth and meaning reside in the objects of research independently of consciousness. It believes that appropriate methods of enquiry can provide accurate accounts of truth and meaning resident in objects. A positivist approach to research follows the methods of the natural sciences and using

value-free, detached observation seeks to identify universal features of society and history that offer explanation and therefore control and predictability (Crotty, 1998: 67).

Wardlow (1989) suggests the existence of a number of defining characteristics that underpin a positivist approach to research which include: (i) The physical world and social events are comparable in that researchers can study social phenomena as they do natural phenomena; (ii) Theory is universal and sets of principles and inferences can describe human behaviour and phenomena across individuals and settings; (iii) In examining social events, researchers stand apart from their research subjects and treat them as having an independent existence.

Interpretivism believes that reality and the social world are conceived by the individual and it focuses on meaning and interpretation to make sense of reality. A primary goal of an interpretivist approach to research is understanding behaviour, not predicting it. An interpretivist approach to social enquiry looks for culturally derived and historically situated interpretations of the social life-world (Crotty, 1998: 67). Interpretivists deny the existence of one real world, and suggest that reality is mental and perceived, and socially constructed (Hudson and Ozanne, 1988). Reality and the social world are interpreted by assigning meaning to human beings acting and interacting and interpretivist approaches to research focus on searching for systems of meaning and interpretation to make sense of the social reality. What is regarded as knowledge is seen to be comprised of multiple sets of interpretations that are part of the social and cultural context in which knowledge occurs. Interpretivism is linked to the works of Dilthey and of Weber (1949) who suggest that in the human sciences we are concerned with "verstehen", or understanding. The process of gaining understanding in this circumstance is seen as a circular process. In conducting research, context and culture influence our interpretation of phenomena. It is critical for the researcher to know the context of a behaviour because human beings construct reality

and give it meaning based on context. What is interpreted enters into current interpretations and influences future interpretations. Therefore our interpretations will always be incomplete (Hudson and Ozanne, 1988).

4.3 Research Methods

In conducting social research two dominant methodologies, qualitative and quantitative, have emerged in social sciences. The quantitative methodology is based on a "systematic protocol and technique" (Burrell & Morgan, 1979: 6). What is meant by this is that the method of data collection follows a pre-ordered and pre-planned format that is static in nature. In contrast, qualitative methodology is regarded as being more suitable for "stress[ing] the importance of letting one's subject unfold its nature and characteristics during the process of investigation" (ibid: 6). Pratt (2009) describes the qualitative approach as most useful for addressing "how" questions rather than "how many", and for understanding a participant's world-view since the unit of analysis in qualitative research is experience. The main characteristics and underlying assumptions of the qualitative and quantitative research methods can be summarised as follows:

Characteristic	Quantitative Method	Qualitative Method
Focus	Make a claim about a population based on a surveyed sample	Describing, understanding and clarifying experience
Unit of Analysis	Individuals or groups	Individuals' experience
Researcher	Passive, not involved in data collection	Is a "supportive editor". Some form of involvement in data collection
Research	Static, one-off collection of data followed by analysis	Iterative, moving between the collection of data, then analysis and back

Characteristic	Quantitative Method	Qualitative Method
Participants	A usually random representation of a sample of the population	Purposeful and sought out individuals who can provide substantial contributions to the experience under investigation
Purpose	Gain surface responses from participants	Gain perspectives on and investigate experiences
Data Production	Constant questions, variation in answers only	Questions are varied and adaptable to interviewee
Output	Statistical in nature	Provide evidence of experience

Table 4-2 Qualitative v Quantitative Methods (Source: Author adapted from Polkinghorne (2005:137-144))

Traditionally positivist or objectivist research has been associated with quantitative research methods and social constructionist, non-positivist research associated with qualitative research methods. The reasoning for making such a distinction tends to focus on an epistemological difference between the two methods that warrants a separation in the choice of research methods used by the researcher. Crotty (1998) rejects the assignation of research methods in this way claiming that either, or both methods used together in the same research, can serve a range of research purposes. There is sufficient scope for qualitative research to be situated in a positivist paradigm and quantitative research to be offered in non-positivist form. The distinction, he argues is in the presentation of the research which can be in positivist or non-positivist terms.

"What turns [research] into a positivist piece of work is not the use of quantitative methods but the attribution of objectivity, validity and generalisability to quantitative findings" (ibid: 41).

Thus it is a matter of largely whether a positivist or non-positivist paradigm is guiding our research, not a matter of quantitative versus qualitative methods.

4.4 Research Paradigms in Project Management Literature

PM research has been described as having a weak epistemological base (Smyth and Morris, 2007) which has led to a weak knowledge base for researchers and practitioners in the field. There is a diversity in theoretical bases and a eclectic mix of concepts used in the PM research process. This causes difficulties for practitioners in assimilating and applying such diversity as well as knowledge integration difficulties (Smyth and Morris, 2007). PM research is also seen as a tightly-defined and densely populated landscape (Cicmil and Hodgson, 2007). Mainstream approaches to PM research rely on the language of design, regularity and control to propose prescriptive models in order to increase the ability of managers to control complexity. Research into PM remains heavily reliant on a functionalist view of projects where the function of PM is taken to be the accomplishment of work in a specified period of time, within a certain budget, and to agreed specifications (Cicmil and Hodgson, 2007).

Some prominent scholars of PM (Kerzner, 2000; Cicmil and Hodgson, 2007) point to the influencing role played by heavy industry in the early stages of the development of the theoretical and practical basis of PM. This explains the predominance of a technical perspective in the early years of PM research, whereby PM is closely aligned with the discipline of engineering. Here the function of PM is taken to be the accomplishment of a finite piece of work within a specified timescale and budget. This perspective has played a defining role in the approach to how PM research is carried out, particularly during the early stages with the epistemological basis of much of the research rarely, if ever, acknowledged by the researcher. However we might be able to make inference about the underlying epistemological basis from the research question being posed, how it is posed and how the

author goes about answering it. In this way we could view a considerable amount of the research within PM as having a positivist epistemological base. This type of research can be characterised by an underlying assumption in the literature that general patterns concerning the management of projects can be discovered which have explanatory power.

More recent developments in PM research observe that the findings from research enquiries cannot be applied mechanistically with the expectation of predictability. The applicability of research findings is contingent upon context, observe Smyth and Morris (2007). This has given rise to what might be described as non-positivist forms of enquiry and social constructionist approaches to research in contemporary PM literature. Once again the epistemological basis of much of the contemporary research is rarely, if ever, acknowledged and we are forced to make inference about the underlying epistemological basis from the research question being posed, how it is posed and how the author goes about answering it. Within examples of contemporary research of this nature an objective for conducting the research study is to understand certain phenomena as opposed to making a prediction about it. It is common for researchers to use terms such as providing a (i) greater insight, or (ii) more detailed account, or (iii) deeper understanding, as the justification for their research enquiry. Whereas the positivist research within the PM literature typically aims to provide with general conclusions (laws) that could be applied to a large number of settings, many contemporary PM researchers have turned their attention towards researching meanings, reasons and other subjective experiences that are time and context specific. The apparent shift in epistemological base has also coincided with a change in the research themes explored by researchers. Contemporary research themes tend to emphasise the social dimension of the project thereby changing its research enquiry trajectory from the traditional focus on project effectiveness towards approaches that

involve introducing learning, reflection and collective sense-making in studying projects (Cicmil and Marshall, 2005).

While recent research trajectories are diverse in nature they share a number of common threads in their approach to research and their view of research findings. The importance they place on the behavioural or socio-technical dimension of their research is notable. They also share an awareness of the context specificity of their research findings and that limited, if any, predictability can be attributed to their research findings beyond the context within which the research is conducted. Furthermore there would appear to be an appreciation that the project manager and project team members are seen as participants in a social world who interact and communicate in the course of project delivery, with implications for PM processes and outcome variability.

4.5 Research Paradigm & Research Methodology Guiding this Research Project

The ways in which previous studies have addressed similar research questions can influence the choice of research paradigm selected by the researcher.

"We cannot sever our knowledge products from the approaches that produced them. In our choice of methodologies for studying any phenomenon, we must consider the assumptions to which we adhere because the phenomenon is different when studied within different approaches" (Ozanne and Hudson, 1988: 518).

Reflecting its roots in the engineering discipline, the traditional epistemological basis of much research in the PM literature would appear to have been influenced by positivism, whether consciously or by default. In contrast, within much contemporary PM research,

non-positivist perspectives would appear to be an emergent research paradigm. An example is the socio-technical perspective within the literature, which tends toward an interpretivist paradigm and places explicit emphasis on people and organisational related issues within the wider PM field. This perspective typically seeks to understand the role of social and behavioural aspects of project related work, work structures and practices.

Research focusing on the socio-technical aspects of project work has tended to be guided by an interpretivist paradigm. Notable examples include Cicmil's (2006) research that seeks to provide an alternative understanding of what goes on in project practice and how PM practitioners participate in and manage projects in complex environments, and the research of Leufken and Noorderhaven (2011) which studies collaboration between project partners in the Dutch ship-building industry. Guided by a research objective to provide greater insight, or a more detailed account, suggests that contemporary PM researchers are therefore beginning to acknowledge the utility of an interpretivist paradigm in conducting PM research.

The epistemological position taken by this research project is oriented towards an interpretivist position. Thus, the position adopted by the researcher is, to borrow Benton and Craib's (2001) terminology, to understand and gain insight into a social phenomenon. This research enquiry could be considered to be midway between the polarities of reality as objective and reality as subjective and might best be characterised as taking a "mediativist position" (Pettigrew, 2013: 124). The mediativist position seeks to integrate the functional and technical with the social and behavioural rather than excessively privileging one or the other. In support of this position a number of criteria were considered in determining an appropriate research paradigm and research method to underpin this research. These included: (i) the degree of fit between research objectives and the appropriate type of data required to meet those objectives; (ii) the extent to which the research paradigm and

methodology are comparable to those of previous studies addressing similar questions; (iii) practical issues such as time constraints and the research opportunities available to the researcher. Based on these criteria it was considered that this research project may be best served using the research methods of case study and interview over separate, but related, data collection phases.

In considering alternative research methods, longitudinal and action based research was not possible in this study because while they would provide an in-depth understanding of the research issue, these methods typically require very high levels of organisational access for prolonged periods which the researcher did not have. Survey research, another research design previously used in PM research was also considered. This would have required prior specification of research hypotheses, survey construction and statistical analysis. However it was felt that this design would not provide the required depth of insight to address the research issue.

Polkinghorne (1985) regards human experience as a difficult area to study viewing it as a multi-layered and complex stream of experiences. But he acknowledges the utility of qualitative enquiry methods for studying the life world, in particular its potential to clarify and describe experiences of individuals as they are lived and constituted in awareness.

Realising the potential of qualitative enquiry requires describing, understanding and clarifying a human experience. The unit of analysis in qualitative enquiry is experience, not the person, and "requires collecting a series of intense, full and saturated descriptions of the experience under investigation" (ibid: 139).

The research question was investigated in two separate but related data collection phases, each guided by an interpretive epistemology and carried out within the qualitative mode of enquiry. The research process can be illustrated as follows:

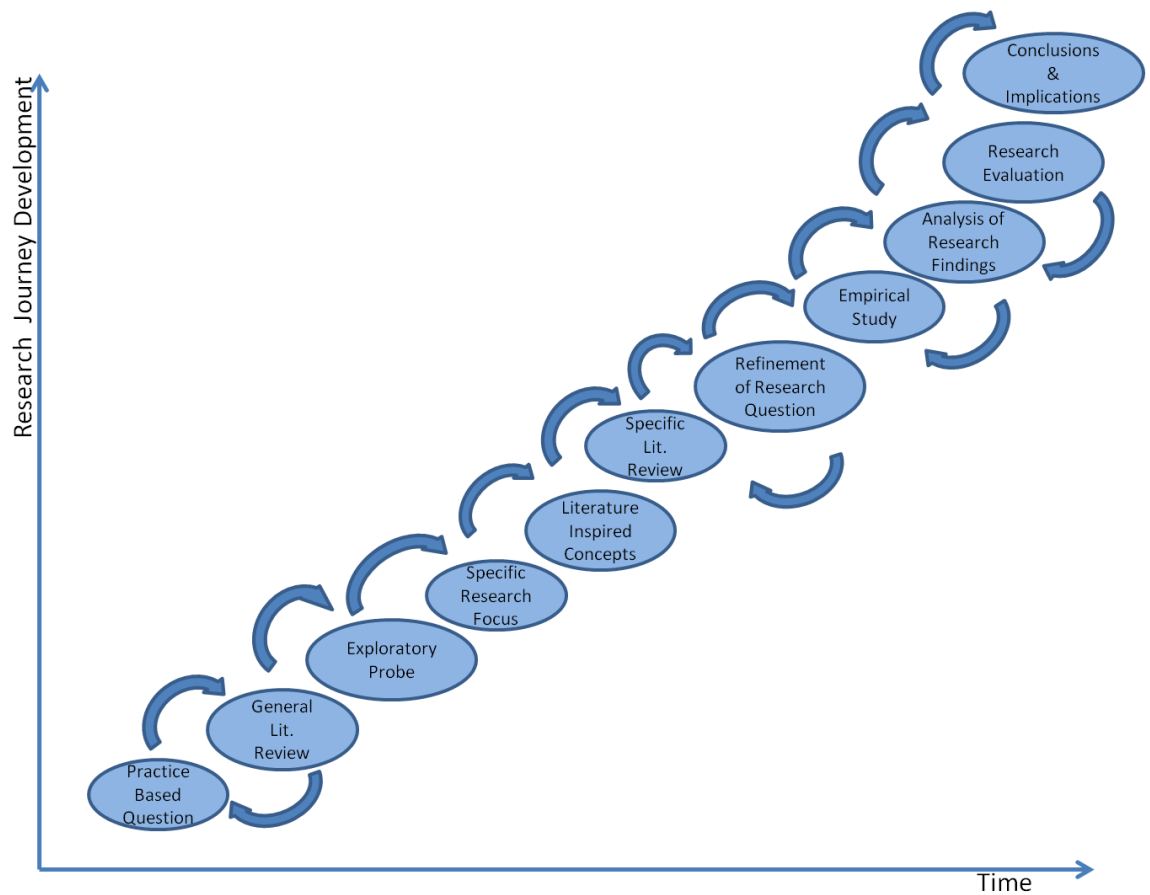


Figure 4-1 Mode of Enquiry (Source: Author)

The empirical research began with a practice based research question that investigated the actual lived experience of leadership within a particular form of project that is largely overlooked in mainstream literature, referred to in this research as a "Loosely-Coupled Transient" (LCT) project. From the researcher's own experience the LCT project is a project arrangement characterised by non-exclusive commitment to the project by quasi-independent parties, loose project relationships, temporary coalition arrangements, and fragmented, intermittent involvement throughout the project lifecycle by project team members. LCT project work arrangements allow project quasi-independent parties, all of which may be previously unknown to one another, to come together within a temporary, non-exclusive formation to implement a project in an often unfamiliar setting. Based on the

researcher's own experience of both the traditional hosted project context and the LCT context, it was found that the LCT project can present a number of unique management challenges for the project manager which include working in an unfamiliar setting, in a foreign environment, with little direct control over team members who may be unfamiliar to the project manager and who may only be intermittently available to the project. It was also found that experience with conventional PM tools and techniques represented a threshold skill set when leading an LCT project, i.e. they were a necessary, but not a sufficient skill set to manage the project. This apparent deficit in the knowledge base prompted an enquiry into the actual lived experience of leaders of LCT projects with a view to understanding more fully the challenges that they face, how they go about meeting them and what they perceive is needed to be successful in their work.

Initial reviews of the literature focused on understanding the development of PM research, the main trajectories of contemporary research and attempts to locate this research enquiry within the PM research domain. This was followed by a preliminary self-reflective exploratory probe of specific project experiences. This exploratory probe informed the choice of Pfeffer and Salancik's (1978) Resource Dependency Theory (RDT) as being of potential use to the research enquiry. RDT-type thinking contributed to the overall conceptual guide for the main phase of the research. RDT-inspired concepts of potential relevance to this enquiry included viewing the organisation as a coalition of interests; context and loose-coupling; interdependence; and control and influence of individuals. The socio-technical and leadership strands of PM literature also served to inform the main empirical study and guide the process of in-depth interviews that were carried out with research informants. Particularly the following insights were provided by these strands of PM literature:

- Traditional PM competencies are regarded as threshold competencies;

- Importance of the social and behavioural elements of PM work;
- The nature of the lived experience of project managers;
- Leadership that is considered effective in the contemporary project setting.

The thirty research informants in this study were all experienced project leaders and represented a diversity of backgrounds, education and professional experience. The diversity of backgrounds and professional experience enabled research informants to provide a unique account of their PM experience from a perspective different to that of other research informants. The process of comparing and contrasting the differing perspectives of research informants allowed consideration of different interpretations and views of the lived experience, thereby deepening the researcher's understanding of that experience. The findings of the empirical research were evaluated by a purposeful selection of research informants. The purpose of doing so was to validate the findings of the main empirical research and determine how the research could be best brought back to practice. A further round of interviews took place with the purposeful selection of research informants, aimed at evaluating the findings of the main empirical work before the research study conclusions and implications were written up.

The following diagram illustrates the timeline of this research journey and the remaining sections of this chapter provide a comprehensive account of the empirical data collection process.

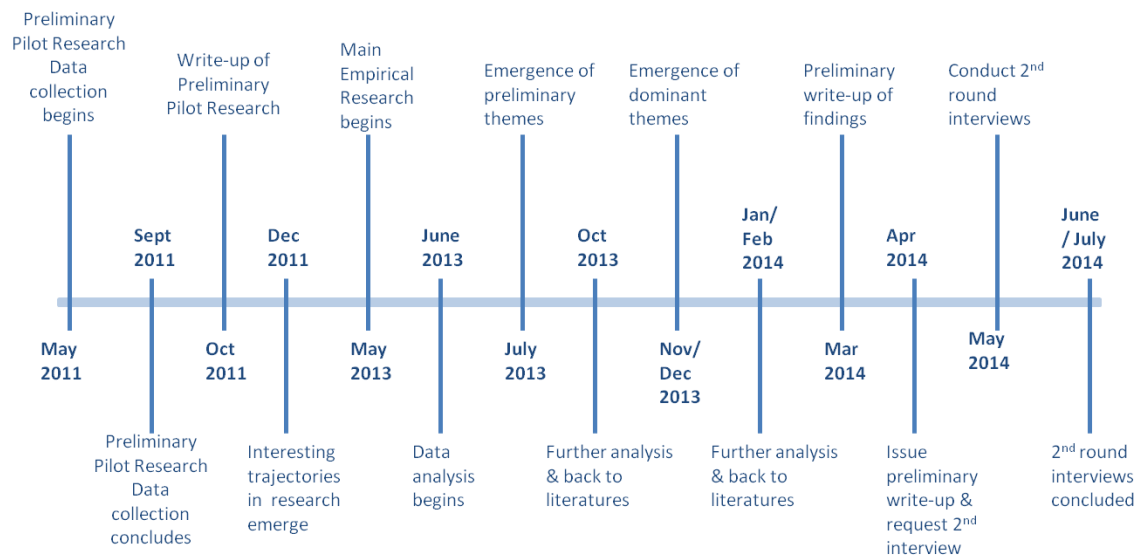


Figure 4-2 Timeline of Research Journey (Source: Author)

4.6 Preliminary Pilot Research

The research design for the preliminary phase focused on PM practice related research and was case study based in its method. The preliminary phase consisted of a self-reflective exploratory comparison of two live projects with which the researcher was actively involved. Due to ethical considerations full details of this self-reflective account are not included in this thesis. The design was work-related and reflected an available opportunity to engage with real-life projects, as they were being implemented at the time. The preliminary research phase allowed the probing and clarification of differences about the nature of the project that is the focus of the research enquiry. For some studies, including this one what is termed a pre-understanding exists, i.e. knowledge and insights on the part of the researcher before engaging with the research enquiry. Fearfull (2005) maintains that such a pre-understanding can facilitate a rich understanding of the area of research to

develop, that the researcher can draw upon such insights without becoming dependent on them in order to provide an enriched account of the phenomena being researched. This is because the researcher benefits from having an a priori working knowledge of the phenomena under investigation and also a social connectedness with participants in the research process.

Eisenhardt (1989: 534) explains the case study is a method focusing "on understanding the dynamics present within single settings" and combines data collection methods such as archival material, interviews, questionnaires and observations. Eisenhardt describes the case study as an iterative process intimately tied with empirical evidence that is inductive in its approach. It is regarded as being particularly useful for testing theories, generating a theory, or providing a rich description of the phenomenon being researched. Yin (1981) regards the case study as an experiment or simulation that attempts to examine phenomenon in its real life context. A case study is regarded as a distinct experiment or analytical unit. More than one case study can be viewed as a series of related experiments that serve as replications or contrasts in the research experimental process.

Two separate self-reflective, exploratory accounts were developed in the course of this preliminary phase of research. The first was based on an Information Technology (IT) implementation project. The project sought to achieve the development of a web-based portal (i.e. a functionally rich website) and an unidentified and unspecified number of web-based services to be integrated into the portal. The project was to be achieved over a period of eleven elapsed months and took place in the year 2011. The second project account was an IT planning and solution specification project. The project sought to achieve the planning, design and specification of a data warehouse solution (i.e. a large repository of various organisation data stored in a centralised database for management reporting purposes) and took place in the period 2010 / 11.

These two separate accounts represented a preliminary, self-reflective, exploratory research probe. This preliminary research focused on the researchers role in implementing two projects outlined above, in one case as a project leader. Background data and project related data were collected during this preliminary phase. In addition, a reflective diary was maintained by the researcher. As a self-reflective study there was no involvement of other participants involved in these projects and specific details within the data were fully disguised. The main purpose of this preliminary research was to clarify and identify more specifically what is different about the nature of the project that is the focus of the research enquiry and the kind of leadership challenges presented. The following table summarises the data that were collected and reviewed for each of the two projects during the preliminary pilot research.

Data	Source of Data
Project's Terms of Reference	Issued by Beneficiary to Main Contractor and distributed to project team members
Project proposal	Issued by Main Contractor to Beneficiary and distributed to project team members (without financial details)
Data collected from Beneficiary	Data that related to the project and collected throughout the course of delivering the project
Project working documents	Ad-hoc reports produced by and collected from project team members
Project reports	Formal project reports that were produced on completion of agreed project milestones
Project diary	The researcher's own personal record of events and reflections on events that took place during the course of project delivery

Table 4-3 Preliminary Pilot Data: Data Collected (Source: Author)

Two exploratory case studies were written up and a comparative thematic analysis was carried out. The comparative analysis highlighted the importance of the social and

behavioural considerations and the need to look beyond the PM-specific literature in the search for relevant ideas to enrich the conceptual framework guiding the main empirical phase of the study. In addition to drawing attention to the potential relevance of insights from RDT, it was from this preliminary, self-reflective, exploratory research probe that the term "Loosely-Coupled Transient" project emerged.

4.7 Main Empirical Research

4.7.1 Overview

As an exploratory, inductive research enquiry inspired by Mintzberg (1971) and Kotter (1982) the main empirical research was also mindful of Mintzberg's (1979) insights from other inductive, management-related research enquiries. Specific insights included that such research should be descriptive of a phenomena being researched and not set out to prove a pre-formed recommendation or a prescriptive approach to management practice. Mintzberg also suggests that management-related research of an exploratory nature is better served by an inductive research approach and that approaches to research should not ignore the usefulness of soft, anecdotal data as a powerful way to explain management-related phenomena. The main empirical research employed in-depth, exploratory interviews. The empirical research was built on the outcomes of the previous self-reflective exploratory probe and guided by the socio-technical and leadership aspects of the PM literature as well as selected insights provided by Pfeffer and Salancik's (1978) Resource Dependency Theory (RDT). The research enquiry attempted to utilise the insights provided by these aspects of the PM literature as well as theory to guide the data collection process and for explanatory purposes.

Rapley (2004) considers interviews as social encounters where parties involved in the interview collaborate to produce a retrospective account of their past experience, actions, feeling and thought, by drawing on the practice of asking and answering questions. Rapley views interviews as "co-operative work" (ibid: 20) in that specific accounts of reality are co-constructed between the interviewer and interviewee. He highlights three different forms that this co-operative work can take. The first is labelled a traditional account whereby the interviewer is neutral toward the topic and is tasked with encouraging and drawing out all relevant responses from the interviewee. The second is termed the interviewer-as-person, whereby the interviewer is not a passive participant in the interview process and offers his own experiences, opinions and ideas. He becomes a "vocal collaborator" (ibid: 22) in the interview exchange. The third form of co-operative work involves greater disclosure of the interviewer's self and offers reciprocity to the interviewee throughout the exchange. Seale (1998) identifies two interviewing traditions. In the first of these, the interview data reflects the research informant's reality outside the interview. In the second, the interview data reflects a reality that is jointly constructed between interviewer and research informant.

Mason (2002) regards the process of interviewing as being more than questions about skill and technique in interviewing, but how the interviewer directs the conversation to ensure it generates data appropriate to the research question. She highlights two areas of consideration concerning interviews. The first is concerned with whether the phenomena under investigation is actually located within the social world. Thus will it be possible to unearth the sought-after knowledge through interview? The second is concerned with on what basis the interviewee and interview can illuminate the phenomena. Mason observes that there are important elements of social experience that the interview cannot, or may be challenged in trying to capture. This is because individuals cannot express everything in

words that researchers may be interested in such as processes of thought, feeling, emotion and sentiment.

The main empirical research was interview focused and based on data collected from pre-selected PM practitioners who had experience of LCT projects as defined in this research enquiry. Potential research informants were sourced through a public social media web portal directed at project work, used by project workers to promote themselves and to which access was gained via the researcher's full time employment role as a project worker. Polkinghorne (2005) argues that because the goal of qualitative research is to enrich the understanding of an experience, the researcher should not be concerned with gathering as much information from many random research informants as possible. Instead the researcher should be concerned with whether the data collected is sufficiently rich to bring an enriched understanding to the phenomena under investigation. Therefore fertile exemplars for the research study should be sought by the researcher. The social media network used by the researcher provided a professional profile of potential research informants, professional background details and their contact details. This facilitated the process of identifying and contacting potential "fertile exemplars" for the purpose of informing the main empirical study.

4.7.2 Main Empirical Research: Preparation

In attempting to identify such exemplars, over two hundred and fifty profiles and professional details of potential research informants of a variety of nationalities and professional backgrounds were reviewed. Each candidate was assessed to ensure that potential research informants were well experienced in the LCT project environment and had previous experience of managing within the project environment. Sixty five such

candidates were considered experienced enough in the practice of PM for the purposes of this research enquiry. A research log was prepared. Prior to making contact with potential research informants the names and contact details of individuals were entered into the research log as well as background notes on the individual. The research log recorded the date of first correspondence with potential research informants, whether they consented to participate in an interview, or not, dates and times of when interviews took place and key notes made by the researcher.

Ethical approval was sought by the researcher and subsequently granted by the DCU Research Ethics Committee (a copy of the approval is provided in appendix A). Each potential research informant was written to by email with a standard request text (a copy of which is provided in appendix B) sent from a DCU email account. The standard email outlined the research project and its objective. It was hoped that potential research informants would be attracted by the main theme of the research which related to managing projects in challenging and unstructured environments. The email pointed out the open ended nature of the interview which could be seen as being attractive to experienced potential research informants. One issue considered important in the email was confidentiality and how data provided by research informants would be used. The email sought to reassure potential research informants that data provided would only be used for the purposes of informing the research enquiry in an anonymous manner. These candidates were considered the purposive sample for the research study. From this purposive sample, twenty seven individuals agreed to participate in the main empirical research enquiry, twenty five by way of telephone interview and two by way of email interview, citing time pressures for doing so.

Mason (2002) argues that in developing an interview format or guide the interviewer should not stick rigidly to a structure and format of questions. Such a rigid structure can lack

flexibility and sensitivity to context which is particularly important if we need to listen to an interviewee's way of interpreting and experiencing the world. She regards interviews that are labelled unstructured to have some form of structure as the agendas and assumptions of the interviewer and interviewee serve to impose a framework for meaningful interaction. In this sense the interview guide could be considered as having a defined form of structure in that topics were considered and questions around these topics were devised. Particular emphasis was placed on open-ended, probing questions, follow-up questions and clarification of meanings, thereby avoiding a rigid structure to each interview.

Inspired by research studies in the vein of Mintzberg (1971) and Kotter (1982), the overall aim of this research enquiry is to investigate the actual lived experience of leadership within a particular form of project that is largely overlooked in mainstream literature, referred to in this research as a "Loosely-Coupled Transient" (LCT) project and ask: what is the nature of the lived experience of project leadership and how do project leaders see it related to their own effectiveness?

The socio-technical and leadership dimensions of PM literature as well as selected concepts drawn from RDT provide conceptual guidance to the empirical work that sets out to ask a series of questions that relate to the actual lived experience of leadership within the LCT project setting. Specifically the following open-ended research questions comprise the main empirical research enquiry:

- How are project opportunities identified and defined?
- How are project teams established?
- How are project team members selected?
- What issues (challenges, constraints, limitations) are typically faced by project leaders?

- How does the project leader control or influence project experts?
- What are the key technical skills of project leaders?
- What are the key non-technical or soft-skills of project leaders?
- Are there inducements and sanctions the project leader can impose on project members?
- How would the project leader typically spend his/her day?
- How do interactions between project team members most commonly take place?
- What are the most common types of problems that arise with project participants?
- What challenges arise from working with experts from differing cultural backgrounds (to where the project is being implemented)?

In addition to the above, the interview process included the researcher requesting detailed explanation of points, examples of when or how something occurred or why something was the case. Also the format of the interviews allowed research informants a freedom to explore and raise areas they considered relevant to the subject. This meant that the questions posed to each research informant were not always worded identically or followed an identical pattern, but were varied to suit the flow of the interview conversation around the themes of the research enquiry and the experience and background of the research informants.

4.7.3 Main Empirical Research: Collecting the Data

All sixty five potential research informants were written to over six separate time intervals. It was decided to stagger the dispatch of emails in this way so that as replies came back the interviews could take place with a minimum of delay. In this way it was possible to conduct interviews almost as soon as permission was given by the research informants. The reason

for this was that research informants might not have the time at a later stage to be involved in the research, they might change project assignment making access to them more difficult, or they might lose interest in the research if they felt that progress in arranging the interviews was too slow.

Interviews lasted an average of forty minutes and permission was sought, and given, to record each of the interviews using a digital voice recorder. All interviews were conducted in each research informant's own environment and surrounds. Only two of these interviews were face to face encounters due to research informants being based in different locations throughout the world. In all but two cases the research informant was not previously known to the researcher. Rapley (2004) suggests that questions prepared prior to an interview do not have to be used during the interview process. He stresses the importance in interviewing is to follow up on interviewee's talk, to work with them and not to limit the talk too much to a predetermined agenda. During the data collection process, while the questions prepared prior to interview were used, given the depth of experience of the research informants it was not unusual during the interview process for the conversation to open up beyond the points set out in the interview guide. This was encouraged by the interviewer as it allowed a joint exploration of interview themes with research informants.

A transcript of the interview was prepared by the researcher (a sample transcript of an interview is provided in appendix C). In this way the researcher got to repeatedly listen to the interview that had taken place as well as producing a text based record of the interaction. This gave the researcher a chance to refine areas of the interview with subsequent research informants. The interview write-up had a tripartite purpose of producing a text based format of the interaction, enabling the researcher to become absorbed in, and become more deeply familiar with the data, and of carrying out a preliminary thematic analysis of the interview output.

4.7.4 Main Empirical Research: Coding & Analysing the Data

Miles (1979) observes that qualitative data can often become an "attractive nuisance" (ibid: 590). As data they can represent rich, holistic and real accounts of the social world but at the same time have hidden dangers of overloading the researcher with the range of phenomena that can be observed and methods of analysis that are not well formulated. The following table presents the sources of data that were used during the process of coding and analysing the data.

Data	Source of Data
Interview Transcripts	Interview accounts of research informants
Researcher's review notes	Notes made by the researcher when reviewing the interview transcripts
Data theme log	A spreadsheet of potentially interesting themes with supporting excerpts of data to emerge from the interview transcripts

Table 4-4 Coding & Analysing: Source of Data (Source: Author)

The method of analysis used in this study was thematic analysis, i.e. the identification of themes that appeared in the data. Mintzberg (1979) suggests that inductive, management-related research contains two key elements, "detective work" and "creative leaps" (ibid:584). Detective work requires the researcher to examine the data for patterns or consistencies and while the output of this process is ordered the process itself is not so neat. The second step is the creative leap which is described as breaking away from what is anticipated in the data to describe something new and unexpected. The following diagram illustrates the process of how specific themes emerged from the data.

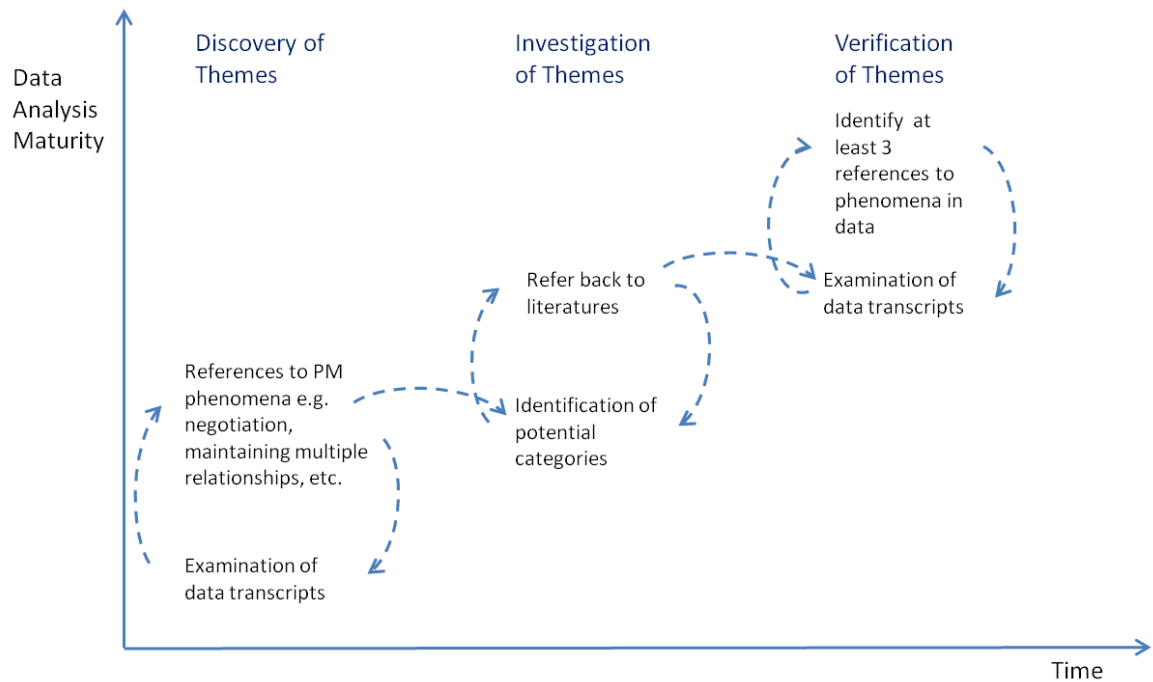


Figure 4-3 Process of Data Analysis (Source: Author)

The data analysis started and took place alongside the interviews that generated the data. The data analysis followed a manual process. At a later stage it was decided to use the QSR NVivo® (version 10) software tool to assist the analysis and NVivo® tutorials were completed by the researcher. Having tried both a manual and software enabled analysis process, the analysis process reverted to a manual analysis of data. It was felt by the researcher that for this research enquiry a manual data analysis process better facilitated an in-depth exploration of themes to emerge from the data as well as being a more suitable process to identify potential creative leaps within the data.

The analysis involved categorising or coding the data. Spiggle (1994) describes this as a process of identifying a unit of data as belonging to, representing, or being an example of a more general phenomenon. It involves assigning labels to instances of the phenomenon found in the data. An excerpt of data that is coded with a specific label may be a few words, lines or sentences long. An excerpt of data may exemplify different categories of interest to

the researcher and thus have multiple labels. Spiggle observes that data coding may proceed deductively, i.e. locating specific instances within the data that represent a priori constructs or themes, or inductively, i.e. allowing the categories to emerge from the data. Data coding in this study followed a mainly inductive process and from an initial analysis the following codes emerged from the empirical data:

- Context builder;
- Cultural bridger;
- Project manager isolation;
- Project control;
- Clarifying project team member contributions to the project;
- Project Manager parity with other experts on the team;
- Political expertise;
- Selection of the project manager and project team;
- Importance of project impact;
- Regarded competencies of the project manager ;
- The project manager's informal networks.

In some instances research informants themselves labelled specific phenomena in the data: the term cultural bridger being such an example. A gradual and iterative process of analysis and review resulted in the refinement of codes that emerged early in the process. The researcher constantly returned to the data transcripts to verify the codes emerging from the data by finding multiple supporting references to them within the interview transcripts as well as to re-examine and reflect on the codes. A separate document was created to compile various data excerpts that mapped particular themes against other themes in a form of non-statistical cross-tabulation. A sample extract of a cross-tabulation worksheet

used during this process is presented in appendix G. During this non-statistical cross-tabulation process the data appeared to emphasise the roles and activities that project leaders of LCT projects regularly perform. In all four strong, clearly definable codes emerged from the data, which were:

- i. Context builder;
- ii. Cultural bridger;
- iii. Political broker;
- iv. Technical dimension of PM relating to planning, organising and controlling.

The researcher found this process of mapping themes in a form of non-statistical cross-tabulation effective for maintaining a broader picture of the data and to prevent the data from becoming merely an "attractive nuisance" (Miles, 1979: 590).

4.7.5 Main Empirical Research: Evaluating the Data

A further stage of the main empirical research focused on better understanding the research findings by sharing and evaluating the research findings with members of the PM practitioner community. Fielding (2010) suggests that evaluating research with members of the practitioner community can be of benefit to the researcher and practitioner alike. As well as enabling the researcher to evaluate the potential practical use of research, it can also provide the practitioner with a theoretical insight into the environment that the research is focused on. The method of evaluating the data with PM practitioners drew on aspects of action research but it was not a research intention to follow a complete action research agenda.

Action research is described by Coughlan and Brannick (2006) as an approach to research that aims at taking action, or solving a problem and creating knowledge about the action. Action research works through a process of planning the research, engaging the research activity and evaluating the research. The process is cyclical in that evaluating the research can lead to further iterations of planning and research action. Action research is regarded as particularly useful for research projects with a heavy practical emphasis, where members of a research group wish to study and better understand their own action in order to learn from it and change or improve some aspect of it.

Coughlan and Brannick (2006) point up three different roles that the action based researcher can enact. The first is termed diagnostic research, whereby data is collected by the researcher and presented to those who are in a position to take action on it. The second is a helping role, whereby data is collected from participants and feedback from the findings is presented by the researcher to participants to influence on-going action in a helpful way. The third role sees the researcher and research participants working together in a collaborative way, to utilise data they collect in order to take some form of remedial action. The three roles vary in terms of their action research content, with helper and collaborative research roles regarded as true action research roles.

Guided by aspects of action research, the role of the researcher in terms of this research project could be considered to resemble Coughlan and Brannick's helper role. The purpose of the second round research was two-fold. First, to check the validity of the main themes emerging from the data for accuracy and completeness, did the main themes identified in the data capture the most important elements or did the researcher miss something of potential significance? Second, to make an initial assessment of the potential utility of the findings along with ideas about how best to disseminate them within the world of practice. Mindful of Fielding's (2010) idea of the existence of a dual research benefit, the benefit

from a researcher perspective of conducting the evaluation exercise was an opportunity to link the research findings back to practice, while from a practitioner perspective presenting findings in such a way that might be of benefit to their on-going professional practice and development.

Research informants selected to evaluate the research were written to using a standard request text over four separate time intervals (a copy of the email is presented in appendix D). Research informants were invited to review a purposely prepared documentation of preliminary research findings (presented in appendix E) as preparation for a validation interview with the researcher. When a positive response was received, a preliminary research findings document was dispatched to the research informant along with a request to follow up with them to get their perspectives on the research findings. It was decided to stagger the dispatch of emails so that as replies came back, the interviews could be scheduled and take place with a minimum of delay. In this way it was possible to conduct interviews almost as soon as permission to interview was given by the research informants.

In all thirteen potential second round research informants were contacted. Of these, ten agreed to read the documented research findings and eight agreed to provide the researcher with their opinion of the research findings, seven of these research informants by way of interview and one by way of email interview, citing time pressure for doing so. All of those who participated in the second round interviews were PM practitioners of considerable experience. As part of the evaluation process it was decided to include potential research informants who were not previously familiar with the research, thereby introducing potential for a fresh perspective on the research topic by practitioners. Three of the eight participants were new to the research, i.e. they had no previous involvement in the research.

Second round interviews lasted an average of twenty minutes and permission was sought, and given, to record each of the interviews using a digital voice recorder. All interviews were conducted in each research informant's own environment and surrounds. Research informants who participated in the exercise were not previously known to the researcher. Prior to the second round interviews taking place, questions were prepared by the researcher to guide the interview process. This interview guide comprised the following questions:

- From a practitioner perspective, what is your overall assessment of the research findings?
- Did the findings represent an accurate account of previous interview conversations?
- Did the research overlook anything?
- What practical value does the research offer to practitioners?
- From a practitioner perspective, which research findings do you feel are most insightful and useful?
- What are the implications of project leaders overlooking the roles identified in the research findings?
- How might the research findings be brought back to practice?

Given the depth of experience of the research informants it was not unusual during the interview process for the conversation to open up beyond the above questions. This was encouraged by the researcher as it allowed a joint exploration of the perspectives of the research findings with experienced practitioners. A transcript of the interview was then prepared by the researcher (a sample second round interview transcript is provided in appendix F). In this way the researcher got to repeatedly listen to the interview that had taken place as well as producing a text based record of the interaction.

The two rounds of research conducted as part of the empirical enquiry resulted in 20 hours and 31 minutes of interview recording. This yielded a total of 370 pages of transcript (using calibri font, 11 point, 1.5 line spacing). The following chapter presents the research findings from the empirical enquiry as well as the results of the evaluation of findings and discusses the implications of these findings for practice, as pointed up by experienced PM practitioners during the research evaluation process.

5. Research Findings

5.1 Introduction & Purpose

The purpose of this chapter is to present the findings to emerge from field research. The chapter begins with a reminder of the purpose of this research. The focus of the research enquiry is to investigate effective project leadership in a specific project setting. A brief description of the professional profiles of research informants is provided before their perceptions of leadership that reflect the actual practice of PM are detailed. The empirical data are presented and analysed here in terms of leadership roles and tasks because these were the strongest themes to emerge from the codification process described in chapter 4. An evaluation of the data presented in this chapter by experienced PM practitioners is also offered for consideration. The evaluation process served a dual purpose of checking the validity of the main themes to emerge from the data for accuracy and completeness, as well as assessing how best to disseminate the research findings within the world of practice. The chapter closes with a summary of the main empirical findings.

5.2 The Research Intent

The agenda for this research enquiry originates from practice and the researcher's own professional background as a PM practitioner. The overall aim of this research enquiry is to investigate the actual lived experience of leadership within a particular form of project that is largely overlooked in mainstream literature, referred to in this research as a "Loosely-Coupled Transient" (LCT) project and ask: what is the nature of the lived experience of project leadership and how do project leaders see it related to their own effectiveness? In exploring the research question, this research study systematically collects and pools the insights of experienced PM practitioners and analyses them with the help of relevant

concepts from literature, in order to generate insight from their collective experience and explain the actual leadership processes that take place in the LCT project that will be helpful to current and future PM practitioners and researchers alike.

In exploring the research question a conceptual influence on this research enquiry is the socio-technical dimension of PM. From the preceding literature review, the socio-technical dimension of PM highlights the importance of social and behavioural considerations of effective PM suggesting that the practice of PM must develop beyond conventional skill sets of planning, budgeting and controlling. This research enquiry is also influenced by PM leadership literature. PM leadership studies referenced in the preceding literature review point up and how different sets of competences are appropriate for leadership in different project situations with the expectation that a framework of project leadership profiles may be developed. These strands of PM literature provide the following insights to guide the research enquiry:

- Traditional PM competencies are regarded as threshold competencies;
- The importance of the social and behavioural elements of PM work;
- What is the nature of the lived experience of project managers?;
- What leadership is considered effective in the contemporary project setting?

A further conceptual influence on this research enquiry are ideas drawn from Pfeffer and Salancik's (1978) Resource Dependency Theory (RDT). RDT is concerned with how organisations interact with their environments and manage resource interdependencies. RDT was developed primarily to help study macro organisational behaviour and inter-organisational relationships. The potential relevance of RDT thinking to the more micro PM level was discovered while conducting preliminary research as part of this overall research study. A particular point of relevance to this research enquiry is the RDT perspective of the

organisation existing as a coalition of groups and interests, each of whom have their own objectives and preferences, who engage in a series of exchanges in an attempt to derive some benefit from the coalition. While RDT does not explicitly address the project organisation as a form of organisational design, this perspective of the organisation resonated with the researcher's own experience of the project organisation to the extent it motivated an examination of the potential relevance of RDT-type thinking to this research enquiry. From this, the following potentially useful concepts emerged from RDT: the organisation existing as a coalition of interests; context and loose-coupling; interdependence; and control and influence of individuals.

Inspired by these collective insights from PM literature and theory the empirical work sets out to ask a series of questions that relate to the lived experience of leadership that takes place in the LCT project setting. The specific set of questions that formed the agenda for the empirical enquiry was as follows:

- How are project opportunities identified and defined?
- How are project teams established?
- How are project team members selected?
- What issues (challenges, constraints, limitations) are typically faced by project leaders?
- How does the project leader influence and control project experts?
- What are the key technical skills of project leaders?
- What are the key non-technical or soft-skills of project leaders?
- Are there incentives and sanctions the project leader can operate to keep project members motivated and aligned?
- How would the project leader typically spend his/her day?

- How do interactions between project team members most commonly take place?
- What are the most common types of problems that arise with project participants?
- What challenges arise from working with experts from differing cultural backgrounds (to where the project is being implemented)?

In providing insights on the actual leadership processes that take place specific roles enacted by the project leader emerged strongly in the empirical findings. Emerging from the data are a number of roles and activities that appear to be particularly important to the LCT project setting and which seem to feature very little in the literature to date. The data also highlights the practical challenges posed to the more widely recognised project leadership roles in all project settings and referred to in the discussion below as a technical co-ordinator role. Viewed as an integrated pattern of PM expertise, they explain what PM practitioners consider to be effective leadership in a LCT setting. Table 5-1 below presents these roles and summarises key tasks associated with each role to emerge from the empirical findings.

Roles	Key Tasks from Empirical Findings
<i>Important Project Leadership Roles</i>	
Context Builder	<ul style="list-style-type: none"> • Adapt aspects of the project to fit the context • Adapt the leadership approach to unfamiliar norms and values • Create context-specific value and building competency to ensure the long term benefit of the project is sustained • Establish effective channels of interaction
Cultural Bridger	<ul style="list-style-type: none"> • Lead multi-cultural teams in a foreign environment • Determine how aspects of a foreign culture will impact the project • Develop the cultural sensitivity of team members • Mediate and facilitate on aspects of the culture

Roles	Key Tasks from Empirical Findings
Political Broker	<ul style="list-style-type: none"> • Negotiate with service providers • Build and maintain consensus and agreement among the project's team members • Navigate the coalition's complex web of relationships • Influence project participants
<i>Implications for Conventional Project Leader Role</i>	
Technical Co-ordinator	<ul style="list-style-type: none"> • Team convening • Project planning • Communicate effectively at different levels within and outside the project • Act as a coach for project team members • Build relationships with project team members • Integrate the contributions of the project's team members into a harmonised output • Facilitate collaboration among the project's service providers and team members

Table 5-1 Leadership Roles & Key Tasks from Empirical Findings (Source: Author)

5.3 About the Research Informants

Table 5-2 below provides an overview of the characteristics of those who took part in the research. This information was collected prior to the interviews being carried out. Potential respondents were sourced through a social media web portal directed at project work, used by project workers to promote themselves and to which access was gained via the researcher's full time employment role as a project worker. This web-based resource provided a professional profile of potential individual research informants, professional background details and their contact details. This facilitated the process of identifying and contacting suitable candidates for the main empirical study.

All research informants were experienced PM practitioners and had experience of the LCT project setting as defined in this research, although in most cases this was not their only professional experience. In some of these cases their experience represented not only the perspective of the organisation charged with implementing a project but also allowed them to provide a practitioner account from the perspective of an organisation that provides funding for projects or a project sponsor organisation perspective such as a non-government, or charity organisation. This enabled a varied range of experiences and insights of the LCT project setting to be imparted during the course of an interview.

Research Informant Reference	Functional Background / Area of Expertise	Perspective of Informant - Implementer / Funding Authority / Sponsor	Project Leader Experience (years)
PL-1	Finance, public finance, auditing	Implementer & Funding authority	>12 years
PL-2	Poverty reduction, rural development	Implementer	>10 years
PL-3	Natural resources, environmental management	Implementer	8 years
PL-4	Agriculture, food production	Implementer & Funding Authority	9 years
PL-5	Finance, public finance, accounting	Implementer & Sponsor	>13 years
PL-6	Infrastructure, agriculture	Implementer	> 10 years
PL-7	Finance, tax, legislation	Implementer	>15 years
PL-8	Public expenditure programming	Implementer	> 8 years
PL-9	Regional development, fisheries	Implementer & Sponsor & Funding authority	>20 years
PL-10	Water, sanitation, engineering	Implementer & Sponsor	> 20 years

Research Findings

Research Informant Reference	Functional Background / Area of Expertise	Perspective of Informant - Implementer / Funding Authority / Sponsor	Project Leader Experience (years)
PL-11	Community development in conflict and fragile zones	Implementer	>10 years
PL-12	Poverty reduction	Implementer	>10 years
PL-13	Water, sanitation and poverty reduction	Implementer	>15 years
PL-14	Financial management, SME development	Implementer	>20 years
PL-15	Rural development, project monitoring and evaluation	Implementer	>15 years
PL-16	Water resources management	Implementer & Sponsor	>15 years
PL-17	Agriculture	Implementer & Sponsor	>12 years
PL-18	Economic policy	Implementer	>10 years
PL-19	Justice and policing	Implementer	>20 years
PL-20	Finance and accounting	Implementer	>5 years
PL-21	Economic development	Implementer	>15 years
PL-22	Information and communication technologies	Implementer	>10 years
PL-23	Rural development	Implementer & Sponsor	>15 years
PL-24	Information and communication technologies	Implementer	>20 years
PL-25	Entrepreneurship	Implementer	>8 years
PL-26	Information and communication technologies	Implementer	>20 years
PL-27	Information and communication technologies	Implementer	>20 years
PL-28	SME Development	Implementer	>20 years

Research Informant Reference	Functional Background / Area of Expertise	Perspective of Informant - Implementer / Funding Authority / Sponsor	Project Leader Experience (years)
PL-29	SME Development, Communications	Implementer	>20 years
PL-30	Financial management	Implementer	>20 years

Table 5-2 Characteristics of Research Informants

The research informant reference is for reasons of anonymity which was guaranteed to all of those who participated in the research. Research informants PL-28, PL-29 and PL-30 listed above participated in the evaluation of research findings only, which followed the main empirical data collection phase and preliminary analysis of the empirical findings. Research informants PL-3, PL-7, PL-9, PL-16 and PL-21 listed above participated in both the main empirical data collection and the research findings evaluation exercise. The summary of research findings sent to the eight research informants who participated in the research evaluation exercise can be found in appendix E of this document.

Even though in a number of cases English was not their mother tongue, all research informants could adequately reflect on their experience and verbally describe it in the English language. As summarised in table 5-2, the diverse background, education and professional experience of research informants enabled them to provide an account of common experiences from a variety of perspectives. Quite often the perspective shared by research informants took into account multiple sets of experiences that included the research informant as a person charged with project leading the implementation of the project, as a person charged with sponsoring the project or as the person charged with representing the donor who funds the project. The process of comparing and contrasting the differing perspectives of research informants allowed different perspectives of the

project experience to be explored, thereby deepening the researcher's understanding of the experience.

5.4 Important Project Leader Roles

The analysis of research findings followed an inductive and iterative approach as the researcher constantly returned to the data transcripts to re-examine and reflect on them. This process of analysis and review resulted in the refinement of themes that emerged early in the process. What was notable during this process was that the data appeared to emphasise roles that project leaders of LCT projects regularly perform and how some of these roles were largely overlooked in available PM practitioner guides. Three of these relate to potentially novel but important roles, which are as follows:

- i. Context builder;
- ii. Cultural bridger;
- iii. Political broker.

5.4.1 Context Builder

A key finding from the data is that the effectiveness of a project leader can depend on his contextual awareness ability and specifically, being able to adapt aspects of his leadership and the project in accordance with the parameters of a context that is unfamiliar to him. This is referred to in this research as context building. The empirical findings point up a number of key tasks associated with the leadership role of context building. They include:

- i. Adapt aspects of the project to fit the context;

- ii. Adapt the leadership approach to unfamiliar norms and values;
- iii. Create context-specific value and building competency to ensure the long term benefit of the project is sustained;
- iv. Establish effective channels of interaction.

The remainder of this section examines the key tasks (i) through (iv) above as they are reflected and revealed in the data.

(i) Adapt aspects of the project to fit the context

The empirical findings suggest that a key task of the project leader as a context builder is to interpret the context in which the project is taking place and adapt factors of the project according to context. For example in response to a question about the project planning that takes place before commencement of a project, one research informant explained:

I really go through a phase of understanding what has been done before, what has worked, what hasn't worked and then come up with a list of activities based on that plus whatever the project goals are. Often the activities are led by those project goals and objectives which may not necessarily be the right ones for the environment of course. (Informant PL-21)

This particular context building task requires the project leader to advance beyond an analysis of the current situation, toward an unbiased understanding of prior events in their context, why these events took place and the circumstances in which they took place.

Who wants someone coming into your business or your house telling you how to do things quite different from what you did and what you were used to in the past, who is he or she or they telling you what to do and blaming you for not doing things in the right way in the past. People want first of all respect for the way they do things... They want respect and recognition,

and if you do not show respect in all sincerity you do not get their feet off the ground.

(Informant PL-19)

If you are going there with just an ex-pat way of acting, just trying to develop them from the economic point of view, not considering any kind of tradition, not considering any kind of relationship inside in the communities, not considering any kind of historic matters, then what you are going to get is nothing. (Informant PL-9)

In understanding and adapting to context the project leader needs to understand the main participants involved in the project, and develop an accurate assessment of their role and potential involvement in the project.

We always say, ok this is our goals, this is our milestones so what can we do to implement these things. Because there are different kind of people involved in one project. There may be charities, there may be volunteers, village leaders and a big politician and an army commander and without our knowledge there will be some freedom fighters also from minority groups. They will have a different agendas and backgrounds, influencing people, so we should be aware of what's going on. (Informant PL-11)

Determining an accurate assessment of context will require the project leader to understand underlying project needs which may be suppressed and of greater importance than the project's explicit objectives. For example, in response to a question about the key challenges and issues faced by project leaders, one of the research informants explained:

The difficulty is to understand what are the real needs, wishes, the hidden ones...I would also say that the project can be extremely successful even though it doesn't fulfil its objectives but because it has initiated something, it has initiated a move. (Informant PL-13)

As a context builder the project leader will be challenged to modify any preconceptions about what needs to take place, to take account of an unfamiliar context and setting. The following illustrates the adverse impact of this when it doesn't happen.

In U...[country name] we worked in a huge textile plant in a town called N..., and I said you know this debt should be written off because a textile company is just like a watch, it just runs at a speed. So even if you are flat out forever you'll not even pay the interest on your debt to the state bank...and he said, ok Mr M...[informant name] you are absolutely right. I accept all of this and I am not going to accept it any longer. He said, in our environment we don't complain because we're ex S...[region name] and you could go to S...[country name] for it, but now I'm going to stand up and explain this. I went back there a year later and I said, where's the chief executive and they said, he's in prison now. I guess you can't be too extreme in your comments...you could just suddenly find you're not wanted there anymore. (Informant PL-14)

(ii) Adapt the leadership approach to unfamiliar norms and values

Another task identified within the data involves adapting the style of management to suit the context. As a context builder the project leader must recognise that management practice may need to be adapted to take into consideration local and regional anomalies. For example, in response to a question about the required non-technical, or soft skills of project leaders, one research informant explained:

If you go to work in China or India or I don't know, and if you apply Swedish or Danish kind of management it doesn't work. I mean you have to understand the local "language", not the language but how people interact with each other. So that's different not from each country but from regions. (Informant PL-17)

The project leader's sectoral or professional experience will not be sufficient to compensate for any deficit in ability to adapt to an unfamiliar context.

If you have very good experience from working in say in the UK, even as sort of sector development, say for example, developing the fruit sector or the vegetable sector in the UK, and you are a very strong specialist, that might be very good. But if you don't fit in the environment in former Eastern Europe then it's very difficult to be of value. (Informant PL-17)

The data suggests that adapting to a set of norms and values that are unfamiliar requires the project leader to be both flexible and creative in his management approach.

They must be flexible, they must be able to adapt to different norms and values of another culture and know how to deal with the people...So it's creativity, flexibility that's what matters. (Informant PL-19)

When adapting to local context the data suggests that the project leader should be mindful that he may be viewed by project team members as a support manager on context related matters. Therefore the level of adaptation required by him can involve assimilating to the local context to the extent he can provide such support to his team members.

Some of them [project team members] need a lot of hand holding and they can't do anything themselves. For example they need your help to go and find somewhere to eat, or to go and do their laundry, or they need you to help change money. I had one consultant who needed my help to get his ears waxed, ear wax removal...I got one consultant who got thrown out of the country for getting into a fist-fight on his first night. (Informant PL-21)

This adaptation aspect of context building may present a challenge for some project leaders as it involves coping with uncertainty and threats that emanate from the project context. For example, in response to a question about the qualities a project leader should possess, a research informant explained:

Being able to cope with, I don't want to say stress, this is extraordinarily common but being able to be patient enough, being able to deal with ninety five per cent of things he will not understand...It's not fun to be in the middle of nowhere, really far from things, sometimes not being in danger but having the feeling of real danger. Having the feeling that things may happen and you don't know whom you might call or something like that. Being deprived of a huge number of things. (Informant PL-13)

(iii) Create context-specific value and building competency to ensure the long term benefit of the project is sustained

From the empirical findings in his role as context builder an important task for the project leader is to create a sense of value for those that are affected by the project's outcomes. This task can involve viewing the project from different local perspectives, identifying different agendas that could impact the project and looking for opportunities to collaborate. For example, in response to a question about the tasks that are frequently performed by the project leader, a research informant replied networking and liaising, which was explained by the research informant as follows:

It's very important you should know the locality and what's going on there and create value for them. I mean how we do create value is, they will have their own agenda: these are the things good for the community or good for the region. So we say, ok we get into that and find our agenda to fit into solve their problems, so really connect to the planning stage their contributions...for each organisation we have to create their value, to understand they will have their own way of seeing things, they will have different problems to implement and do their work...we have to really understand what they want to do and we find a way also for us to contribute to that in our project solution...we have to find a way to create value and collaborate with them. It's really sometimes a very, very tough task, a really tough task. (Informant PL-11)

Close integration of the project with its context can help ensure the impact of the project is sustained long after the project itself has concluded.

When you are using this tradition as we did in T..[country name] all these things disappear because then the tradition is working like your ally. So you're moving in the same direction as them, let them to establish the law, let them to follow the tradition to implement the law, to put into force the law and to enforce the law and then it's working. It's really working. The impact you are receiving is a full impact with really long term sustainability. But this is based on tradition, this is based on local culture. (Informant PL-9)

In the LCT project setting it is not unusual for the effects of the project to expire shortly after conclusion of the project. For example, in response to a question about the challenges faced by project leaders, a research informant explained:

A big part of the problem is that a lot of the projects end up nowhere. I mean you do a project and you kind of know when you look behind you in a year's time that nothing will have happened with it...Some of the others are more strategic or planning. You know some of those reports will never be looked at again. (Informant PL-26)

Therefore, as a context builder the project leader will have to look beyond the immediate outcome that the project is expected to produce and focus on the longer term impact that the project is capable of delivering.

We have two ways of evaluating a project. One is outward based, like...we might have trained fifty people and we might have given loans to those fifty people, so we have supported those fifty people and everything is recorded, so we pick a few and say, the output what is it? But what's the impact what goals have been realised? Those people might have taken the money and run a business and after three or four months there's no business...so there is an impact assessment. So we have to find out the impact. (Informant PL-11)

See after a while you're out and the people have to create then, with the help of you, their own outcome. They take on board some of your conditions, sometimes all, sometimes not and then they continue. It's their life, it's their business, they're responsible not you. (Informant PL-19)

The empirical findings suggest that a key task of the project leader is to empower the recipients of project outcomes to take charge of those outcomes into the longer term. Specifically this context building task requires the project leader to advance beyond building and maintaining positive relationships and securing agreement on project outcomes. For example, in response to a question relating to the issues and challenges that are faced by project leaders, one of the respondents explained:

It is not only a matter of having good personal relationships with the recipient people, but it's also trying to build something up with them which at the end they will be able to do it by themselves without you and this is not that easy to pick up...they also have to be convinced and they also have to think not only of their own interests but the interests of their country and this is probably the most complicated. Even though internally there are a number of people around the project that agree with what you do, it doesn't necessarily mean it will be incorporated, it's another thing. (Informant PL-13)

The empirical findings suggest that empowerment will require the project leader to localise his perceptions so that he can provide information to project recipients and educate them in a way that the project and its outcomes can be easily integrated into their framework of understanding.

Well I think you really need to research. I do a fair degree of research before I go in somewhere. You really need to see the lie of the land if you like...So if I work in integrated natural resource management, no understanding of the concept of sustainable development, it just isn't taught. You have to be really careful and you have to take steps back all the time...if

you are, for example, doing capacity building then it would be levelling the information you are giving to the beneficiaries in a way that they can receive it and integrate it. (Informant PL-6)

(iv) Establish effective channels of interaction

The leader's role in context building can also require focusing on aspects of internal project context as relating to the work processes of the project team. According to the data a key task for the project leader is to develop channels for effective team member interaction, thereby establishing a context that facilitates the work of the project team.

When you're doing the formal stuff you have one particular mindset and particularly when you're meeting with the clients, meeting with the donor, meeting with the government, you are constrained in what you can and cannot say, in the ways you can present yourself. With the team at the end of the day you can kick back and say, oh that ministry of agriculture bloke just didn't know what he was talking about did he?...But that's important stuff. If you start to become aware that a ministry of agriculture in T..[country name], say, has quite serious limitations, or, has a mindset that's going one particular way that has to have an impact on how you design [the project]. And if you don't have the opportunity to have those conversations where the gloves come off a little bit more, it can get lost in the mix. (Informant PL-15)

This will require the project leader to overcome customary LCT project setting challenges of a lack of organisational support, an unfamiliar environment and working in a foreign (i.e. second or third) language. For example, in response to a question about how a project leader controls experts on the project team, one of the research informants explained:

Most of the people are working in a language which is not their own language, they are far from home, they don't have a lot of support. They are sometimes abandoned in the middle of nowhere...it is usually something difficult. (Informant PL-13)

The context building task of establishing clear effective channels of interaction can be particularly important when the project leader does not have visibility of team members at all times, or does not have full control of team members in a dedicated project setting at all times. In this context, when establishing channels of interaction, the project leader can tutor interactions between team members during early stages of interaction.

Most of my experts are perhaps sixty per cent out in the field or out of the office and therefore coaching the interactions within the office becomes even more important so they are going to understand what they are going to do when they are away and other people in the office who might be in another location also understand what everybody else is doing when they're away.

(Informant PL-7)

Once channels of interaction are established, the project leader can ensure that the process of debate among team members is continuous. In this way it provides an opportunity for all members of the project team to be heard while at the same time providing a safe setting where preconceptions by members can be challenged. For example, in response to a question about how the project leader resolves tensions that might arise within the project team, one of the research informants explained:

I would say that to me is probably the key task of the team leader, to make sure that all this diversity is heard, is listened to, and that together decisions are made where people say, well, it isn't exactly what I thought should happen but I can also see the other person's point of view. That in my experience means a lot of talking, listening to each other, making sure that everyone has the chance to be heard, and that I would say is one of the major tasks of the team leader to make sure that the different specialists and the particular points of view get heard by the others and discussed and certain preconceptions are challenged. (Informant PL-16)

5.4.2 The Project Leader as a Cultural Bridger

A key finding to emerge from the data is the necessity for a project leader to operate effectively within foreign cultures and environments. This is referred to in this research enquiry as cultural bridging. The empirical findings point up a number of potential key tasks associated with the role of cultural bridging. They are:

- i. Lead multi-cultural teams in a foreign environment;
- ii. Determine how aspects of a foreign culture will impact the project;
- iii. Develop the cultural sensitivity of team members;
- iv. Mediate and facilitate on aspects of the foreign culture.

The remainder of this section expands on this role and its four related key tasks as they are reflected in the data.

(i) Lead multi-cultural teams in a foreign environment

From the data, a key task associated with the role of cultural bridging is for the project leader to be able to "cross cultural bridges" and lead projects in the context of foreign cultures. This foreign culture can be external to the project, i.e. the culture of the environment where the project is taking place, as well as existing within the project team itself, i.e. working with team members from different cultures. For example, in response to a question about the issues faced by project leaders, one of the research informants explained:

You've got to cross cultural bridges, you've got to be able to do that. That's fundamental.

You've got to be able to make those leaps. Now that's difficult when you first begin this type of work. (Informant PL-6)

The empirical findings suggest that this task requires that the project leader be capable of understanding the cultural uniqueness of the project environment, to know what that culture may be expecting from the project leader and his project.

Culture for me that's the key point. To know the culture of the people you are going to work with is a key point. To know what is the meaning of development for them and to know what this culture is expecting from you as a developer. (Informant PL-9)

The data points up that to be successful, a key task of the project leader is to integrate himself with aspects of the culture. Localising himself to the foreign culture in this way can mean development of effective relationships with those that he will work with in implementing the project. For example, in response to a question about the challenges of working with individuals from different cultural backgrounds, one of the research informants explained:

I think that the planning process, and identification process needs a team of sociologists and anthropologists to go to the country, to get the culture of the country, to know about the relationships of the communities, the tradition of the communities, what are the roles inside of the community and then, once you have had an idea about these people and what they considered to be developed, they understand about to be developed, then you can work in a very participative manner with these communities to follow the way in which they want to be developed. (Informant PL-9)

Cultural localisation can involve flexibility on the part of the project leader to take into account variations in culture to where the project is taking place. In addition he must resist any inclination to impose pre-formed project solutions without first taking stock of culture and its environment.

You need to not have any pre-boiled beliefs and for managers no political implications. You need to be more open, you need to accept whatever you are going to find and you need to make an adjustment for those cultures you are going to find. You need to be very open and free minded. (Informant PL-9)

The project manager has to adapt to the cultural situation both the work culture but also the country culture...and we are not flexible enough, we have our solution and we try and implement that and let's say a project manager has to listen to the people and what is the problem not just time plans and whatever. (Informant PL-1)

This cultural bridging associated task may require the project leader to become somewhat anthropological in his orientation. For example, in response to a question about the challenges of working with team members from different cultural backgrounds, one of the research informants explained:

If I work with all people not my nationality and not my language, I have to have another mental scheme...You have to really have yourself certain characteristics of able to interact with different cultures, different language. Even if we speak the same language, different way to speak, different way to express, you have to adapt. My consideration is that we have to adapt to them not pretending the opposite...You have to have that characteristic of an anthropological view. (Informant PL-10)

(ii) Determine how aspects of a foreign culture will impact the project

A further task associated with the project leader role of cultural bridging is developing an understanding of how aspects of a foreign culture can impact on the project. As part of this task the project leader must carefully screen out any practices and customs from the external environment that could impact the project in a potentially negative way.

In countries of corruption because it's a way of living, people are used to corruption since they've been on the street. So corruption really for them or for most of the people, it's not really anything serious, it's a part of life, it's a way of acting on a daily basis. So when this is part of the normal life, they are tempted to use this kind of method in the programme when you are working...So you have to say no. Even if it's going to be a favour for you, it's going to make it easier at the end of the day for you, then you need to say no. (Informant PL-9)

This particular cultural bridging task advances beyond listening and fitting into the foreign culture, toward having an understanding of how aspects of the foreign culture may react and impact on the project as well as the project team members themselves. For example, in response to a question about the challenges of working with individuals from a different cultural background, one of the research informants explained:

We brought in a black consultant from our firm where I was working. Fortunately he was fairly easy going, but people would run up to him and want their photos taken with him. So that got a little bit uneasy. So you've got to make sure that the consultant can manage that situation. It's not a case of them not fitting in with the culture, it's more a case that they are going to come across people who are going to react strangely towards them. (Informant PL-21)

The process of knowing how aspects of culture will impact a project requires a knowledge and understanding of the culture to the extent that the possible sentiment toward the project is understood by the project leader as well as any potential threats to the project in advance that are present in the culture.

I don't want to personalise too much but probably the two biggest difficulties in the former [region name] is one, the stubbornness of the people and second or maybe first the absolute conviction that there is nothing better than themselves. Former [region name] people, well not all of them, but certainly the [nationality] have the feeling they are the best and the brightest,

and that you are just bringing things marginally which they already know, which is certainly not true. (Informant PL-13)

In Egypt the word for a foreigner is ashnabe but the word for a stupid foreigner is hawaga and if you've been around there for long enough you get enough of the language to know when they are talking about hawagas and you know, they always talk about foreign consultants as hawagas, you're another hawaga. (Informant PL-14)

The process of knowing how aspects of culture will impact a project could also be useful to the project leader in identifying in advance the potential limitations and challenges to the project that may be faced by him during project implementation. For example, in response to a question about the cultural challenges that may exist on projects, one of the research informants explained:

Whenever you go to a region or a nation, especially in developing countries there are all cultural issues. Sometimes we forget. We think that technical issues are the master to solve the problems. Things must be accepted not only from the chief of the community, but all. So you have to respect their culture. If they say, on such a day morning we don't work you have to try and understand why they don't work, so culturally you have to understand. (Informant PL-12)

(iii) Develop the cultural sensitivity of team members

Another task to emerge from the data associated with the role of cultural bridging requires the project leader to direct skilled team members to localise their skill and knowledge base so that they can accommodate to the routines and practices of the local culture.

That's one of the things that I find here in B...[country name] in the water sector. The engineers basically believed that they had studied enough that they could tell the local people what was good for them and the sociologists would say, go to the people and listen to them, you may

know a lot about concrete and steel and river erosion and sand bags and piling and what have you, but when it comes to what people want and need you have got to listen to the local people even if they're illiterate. (Informant PL-16)

This task requires the project leader and team members alike to take cues from the local culture and where necessary seek direct assistance from those already experienced with the cultural aspects of the environment. For example, in response to a question about the challenges of working within a different culture, one of the research informants explained:

I have seen some projects really get coloured or get turned into different directions and lots of project failures and half-cooked projects and a lot of changes in the projects finally when the project started. Culturally people have to be very aware what they do and they have to get expertise from that community otherwise sometimes it's very difficult. (Informant PL-11)

The data suggests that taking cues from the local culture and assistance from those already familiar with local cultural nuances can be the difference between charting the project on a successful course to completion, or toward failure.

I think the cultural aspects are very important, so you really have to know how they think. You really have to understand what goes on in their mind, and you have to learn basically how to manoeuvre and how to move to get things done. If you do it wrongly all doors may shut and that's it. (Informant PL-2)

In understanding cultural nuances, the findings suggest that having project experts who represent different cultural backgrounds can be advantageous to the project. This is because it can provide the project leader with an understanding of culture related issues that can occur both within and between cultures, within a safe environment of the project setting.

It makes it easier because you have internally all the basic understanding of the words, the gestures, the silence, whatever things possible that can happen between different cultures, is already inside your team. So then you feel much more the incompleteness...because the potential misunderstanding of the other person is already inside the team. So not just one nationality in a team, no, intercultural. (Informant PL-19)

That is something which is very useful because you can solve many issues much more easily because there is always an opportunity to look at a problem from different perspectives. I don't find it as an issue I find it something as a huge plus. (Informant PL-22)

(iv) Mediate and facilitate aspects of the foreign culture

A further cultural bridging task for the project leader emerges from the data, that of cultural facilitation and mediation. In the case of multi-cultural teams the project leader may be faced with cultural limitations and challenges that emanate from within his own team. In the role of cultural bridger, the project leader must be adept at facilitating a cultural adaptation of project team members. For example, in response to a question about the challenges faced by project leaders, one of the research informants explained:

The largest problem with any project of this kind is universal to them all, it doesn't depend on the project it's a question of cultural adaptation of the expert who comes in...There's the problem of the cultural background of the expert as he arrives. Where I work if somebody has come from a former planned economy he has a cultural disadvantage because the locals won't accept him as being genuinely foreign, European or whatever so they have a cultural barrier there. The other cultural barrier is where someone comes in who has worked primarily in developed European or North American economies who expects the same sort of mindset to exist in the countries to which he is travelling. (Informant PL-7)

The empirical findings suggest that the task of cultural facilitation can result in a sensitivity toward cultural issues and an emergent local context perspective by the project leader and his team members.

Every single thing you do here will be reviewed by the local nationals in their perspective of Islamic law. So, you want to have a drink, an alcoholic drink that will not be possible, even though you are in the compound which is full of ex-patriots from other countries, from western countries. If you do, the local national that is working here in the compound they will see a violation of their laws. So that is the kind of cultural sensitivity that you should have.

(Informant PL-20)

The mediation aspect of this task can require the project leader to resolve potential differences which may occur between project participants owing to cultural difference. For example, in response to a question about the typical problems that may arise between experts, one of the research informants explained:

Currently in my position here in A...[country name] one of the issues is we have a number of people on our team who are from the US and as it happens most of them would probably vote conservative rather than democrat. So if they look at the local government here in A...[country name] they almost by definition look at it from a negative perspective...Well I come from a European background and I have much more of a positive point of view of the local and national government. So that by extension, I would be pushing for more co-operation, more alignment with the government and some of my American colleagues would say that's just a dead-end street. (Informant PL-16)

The Brits, the Aussies, the New Zealanders have in my experience fewer cultural differences but it could get more serious if you like with cultures that don't share that kind of backbone if you like, the same kind of experiences, so the African cultures particularly...Taking a project team, the last team I worked in we had, me I'm a Brit, my boss was a New Zealander, one of my

colleagues was Australian another colleague was from the Netherlands, many of my team were Zimbabwean and a whole bunch of other people were of the various tribes of South Africa. Technically that's one nationality but quite often they are very different internally. So you would have anything up to eight, nine, ten different cultures all at one time... I would say that cultural issues are always there. The main differentiation is between the level of difficulties that they cause. I think the major problem that comes up with that is misunderstandings and misinterpretations of things that people have said. (Informant PL-15)

In the role of cultural bridger, the project leader may have to, at times, mediate between members of his own team. This is of particular importance in circumstances where differences in team member disciplines, cultures, age groups or gender give rise to conflict.

It certainly happens between cultures and age groups and gender. In many Asian countries, Islamic countries the way that men and women relate is totally different from the way that is done in the west...I would try to mediate between team members and say, you thought that the other person was rather rude to you yesterday but actually remember where he comes from, in his culture that's just the normal way of dealing with it so don't take it personally. Then I would go to the other person and say look you cannot behave in front of him or her like that, that just communicates the wrong message. (Informant PL-16)

The cultural facilitation and mediation task can mean the project leader having to actively manage and censor some of the interactions that take place within the project team. It may involve taking action up front to ensure certain interactions do not take place which could give rise to cultural offence. For example, in response to a question about the cultural aspects of project work, one of the research informants explained:

The Filipino's culture is different from the Australian and British culture in that among Filipinos they quite often comment on weight, your physical appearance. That's really perfectly acceptable to them but not so much to the westerners. The team leader did have to sit

everyone down and say this is a cultural difference: I understand that amongst Filipino's it's alright to pitch up and say, ah you know, you've put some weight on, but to westerners this is an issue and you don't do that please...In a perfect world the team leader would acknowledge upfront that people are from different backgrounds, different experiences, and that everyone needs to keep a check if you like on their causing-offenceometers and their taking-offenceometers and be aware that problems may be arising from communication rather than a genuine desire to hurt or to annoy someone. (Informant PL-15)

5.4.3 Political Broker

The LCT project can bear resemblance to a loose coalition of diverse associates and organisations gathered together on a temporary basis. In the traditional hosted project context the PM function may be viewed as a function with intrinsic supervisory authority, with a level of authority vested in the project manager incumbent which is legitimised and supported by common membership of the host organisation. In the LCT project setting however such a perspective is not always appropriate. Instead a role of the project leader to emerge strongly from the empirical findings is that of a broker of quasi-independent individuals, responsible for successfully navigating this coalition through the project lifecycle. The empirical findings highlight a number key tasks for the leader of the LCT project in his role as political broker. They are:

- i. Negotiate with service providers;
- ii. Navigate the coalition's complex web of relationships;
- iii. Build and maintain consensus and agreement among the project's team members;
- iv. Influence project participants.

The remainder of this section expands on this role and key tasks as reflected in the data.

(i) Negotiate with project service providers

Because the LCT project can resemble a loose coalition of independent service providers and individuals, a key task for the LCT project leader is that of negotiation with these service providers on which the project is dependent. The empirical findings suggest that this task becomes particularly important in instances when the project leader does not have full direct control over what the project needs. An ability to negotiate project relationships with tact and diplomacy is seen as a necessity.

Project management has become more complicated because you work with partners and you don't control the partners. I mean you have a contract with partners but you don't really exercise direct control over them in the field. You have to be able to have strong negotiation skills...if something goes wrong. You say this is what needs to be done and you have to set the bottom line. You have to be quite straight forward but also use quite a lot of diplomacy and subtleness to get really things done the way you want. (Informant PL-23)

You do have people who are quite difficult, difficult cases. Or even you have people and that method doesn't work too well because they have another job to go to so they don't care. But it is quite difficult but I suppose you have to be diplomatic you have to be able to try to persuade people. (Informant PL-18)

The data suggests that the implementation of a project in the LCT context is similar to a tactical game. The project leader needs to understand and navigate through a complexity of relationships with service providers to the project. As a negotiator he will need to be aware, in advance, of potential compromises that will need to be made with parties to the project and at the same time also be aware of the shifts in power among parties to the project that could take place throughout the lifecycle of the project. For example, in

response to a question about the skills needed by project leaders, one of the research informants explained:

This is a game as it were, you have to understand where everyone stands. I'm not saying that in a negative sense. Like in politics, compromises would have to be made... because there are always various groups and it all depends who at a certain moment is the most powerful, who's got his act together and it also depends a lot on circumstances...it's actually quite messy.

(Informant PL-16)

In instances where the project is seen as confrontational, the project leader must be capable of negotiating with parties who are impacted by the project in order to overcome any resistance to the project and the anticipated change it may bring about.

A lot of what we're doing is very confrontational for some of them, not for all of them because they have to change. So then you can get resistance to change...not to what you're doing, what the project is pushing them to do. (Informant PL-6)

The research findings suggest that as a negotiator the project leader may at times need to negotiate the parameters of the change that the project will bring about. The data suggests that project recipients may be willing to accept one aspect of the project in order that another aspect relating to a potential change the project could bring about is protected and does not change. It therefore becomes important for the project leader to be able to identify such aspects and where necessary, negotiate the extent of the change that the project is expected to bring about.

A thing which is a classic which is what is called resistance to change of the recipient countries or authorities. Then it's important to understand why. It's normal not to wish to change but at the same time it's not that simple and in fact very often people are ready to change, it depends what, and it depends what it will change. Usually they are ready to change so that something

else doesn't change and it's probably that something else which is important which you have to identify. (Informant PL-13)

The data further suggests that effective negotiation by the project leader can assist the development of a positive team environment within which project work can take place. For example, in response to a question about the skills needed by project leaders, a research informant explained:

Negotiation, good negotiator and also somebody who is able to set [the] different point[s] of view in a good environment of teamwork. (Informant PL-3)

(ii) Navigate the coalition's complex web of relationships

In the LCT context, project team members can originate from an organisation that the project leader does not himself belong to, therefore the project leader cannot rely on traditional organisational structures and supports to be effective in this context. In this context each project team member is accountable and answerable to the party to whom he is contracted in the first instance, and not necessarily the project leader. For example, in response to a question about the challenges in implementing projects, one of the research informants explained:

They are not our experts at the end of the day so they can walk away, they can be bad or good...On top of that we have partners involved who want to do their own little bit who don't want to get involved in the overall thing. (Informant PL-26)

In this respect, the project leader needs to recognise that the project team resembles more a coalition of individuals and stakeholders collaborating together on a temporary basis. The

empirical findings draw attention to the resultant challenge for the project leader of managing such a coalition.

Each expert has a different contract with a different consulting company...It's a challenge in fact to co-ordinate, because each one responds to his contractor and if the consortia, as is many times the case, is not well co-ordinating you may get challenges to co-ordinate administratively, also the team. (Informant PL-3)

The data suggests that within this setting a key task of the project leader becomes that of a navigator of the coalition. As a navigator he is charged with navigating the complexity of relationships that can exist between service providers to the project, their respective team members, representatives of the beneficiary and representatives of the project's funding donor agency. Figure 6-1 below is representative of the pattern of relationships that can typically exist.

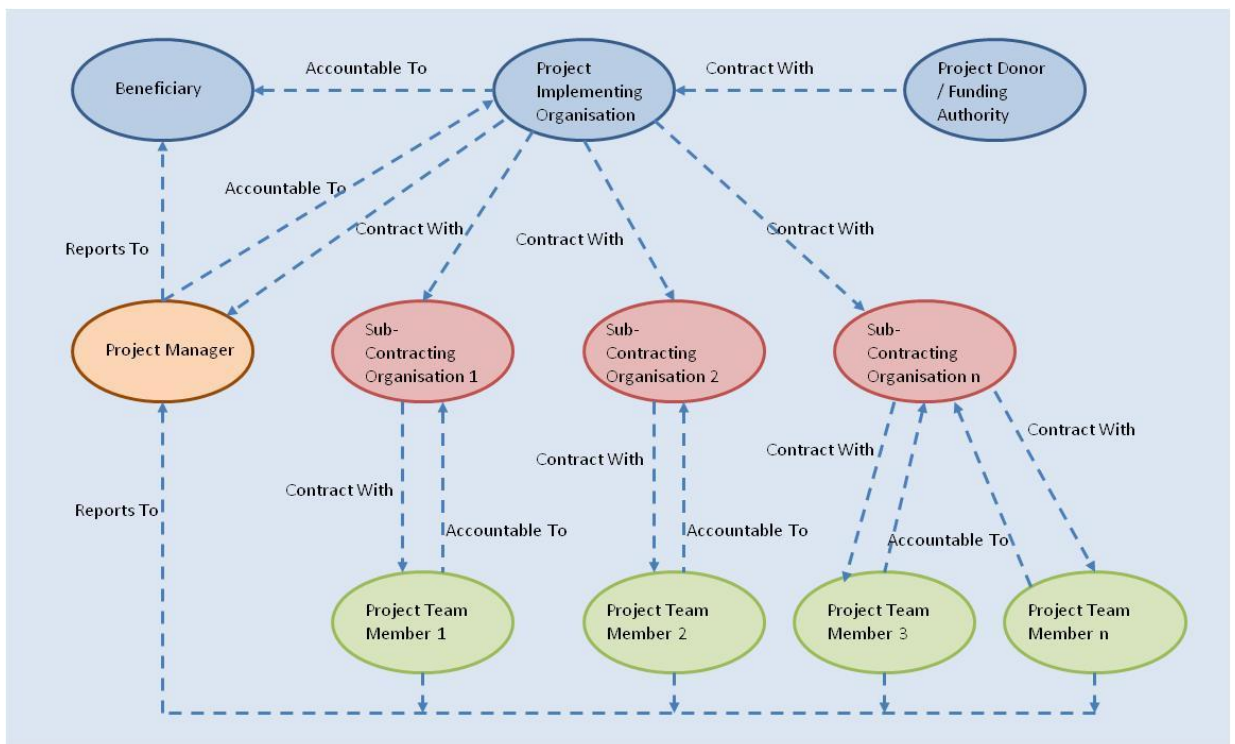


Figure 5-1 Typical Project Relationship Patterns in an LCT project (Source Author)

The project leader needs to recognise the complex relationship patterns that can exist between the various parties to the project. In particular the project leader needs to be cognisant of the impact that relationship patterns can have on his leadership, particularly during key decision points, such as taking action when the project is not going to plan, or having to replace experts. For example, in response to a question about the sanctions that may be at the disposal of the project leader, one of the research informants explained:

He has not the power like that to replace somebody I think, no it's not the case. I mean, my point of view, you have always to co-ordinate with the consortia and see also with the donor and the local authority [beneficiary] what is going wrong, but not take any decision on that. I don't think he has a final word on that. (Informant PL-3)

(iii) Build and maintain consensus and agreement among the project's team members

The empirical findings point up that within the LCT context all members of the project can share a similar professional standing within the team. As such there can exist a perceived equivalence of professional authority among members of the project team. Mindful of this, an important task for the project leader is to achieve consensus on what will be achieved by project team members rather than instruct project members as to what should be done.

It's very much a loose confederation of people where you have to have a certain degree of consensus...I have an on-going accessible style of management whereby first of all I never sit in my own office when I have got a team of experts. We sit in open space banter ideas across tables to each other at any time. It has to be informal because although I might be the project manager or programme manager these are people who are working in areas that I have much less technical expertise. They are my equals or in some cases superior in terms of what they are

doing. So you have got to have a really open attitude because it is a debate among professionals. (Informant PL-7)

The project leader should be aware that as experienced, independent experts, team members may have strong opinions on what they feel they should be doing. Building consensus will involve acknowledgement of this by the project leader and achieving common agreement on the objective, methodology and deliverables for the project. For example, in response to a question about the issues that are faced by the project leader in co-ordinating the contributions of various team members, one of the research informants explained:

In my experience if you get a bunch of well qualified, experienced consultants working together there is the potential for all of them to imagine that they are the team leader, to want to do what they want to do and not to do what anyone else wants to do, and try to keep them of track, both in terms of the mechanics of it, delivering the deliverables on time, but also the approaches and methodologies. (Informant PL-15)

The data suggests that the task of achieving consensus is an important factor in delivering the project to client expectations and ultimately in being paid for the work that has been completed. For example, in response to a question about the challenges of controlling project team members that are temporary contractors, one of the research informants explained:

The project manager basically has to be good and he has to have the skills to try and drag these guys together and say look we are all in this, the lot of us are not going to get paid properly unless we do this thing properly. There is a common goal to get the project finished, to keep the client happy, to get paid. (Informant PL-26)

Project member's expectations of the project are likely to differ. At times they may be somewhat unrealistic and not match up to the context in which the project is being delivered. Therefore achieving consensus can require the project leader to work with project members to adjust their expectations toward a common perception.

Most of the experts they are trying to work on a most quickly basis or trying to achieve very spectacular results. So to calm them down is my most frequent intervention with them, you know, to say to them: don't be so ambitious, don't expect that, don't try to put this objective so high...The starting point that some experts are starting to work is higher than some communities need. Usually they are trying to show off the activity they are going to develop, it's going to have such an impact of let me say, ten per cent of change in evaluation with the baseline, and I always expect no more than two per cent. (Informant PL-9)

(iv) Influence project team members, service providers and beneficiaries

When implementing a project in an unfamiliar setting, the project leader will have to determine an appropriate approach to implementation. Although he may be working in a foreign, unfamiliar setting, the project leader needs to develop an understanding of who the key individuals are with influence over the project. The empirical findings point up that in establishing his own influence, the project leader can then build up collaborative relationships with these key individuals who could otherwise adversely impact the project.

In V...[country name] the context was more difficult...you needed to be very much aware how state institutions worked, how you can approach someone and if you wanted to get something done what you need to do, what is the kind of approach you have to follow in order to get a person on-board for a particular thing, and it takes much more time. (Informant PL-23)

The village leader will say we do not want this project or something like that or you will find a politician will come and say, oh you are really creating some problems within the region, or the army person will come and say, you are not allowed go into that area and they will not give the permission to the village people and they will not come. (Informant PL-11)

Developing first his understanding, then his influence, requires the project leader to be capable of relating to a multitude of parties who are connected with the project. The data suggests that this will involve tact and empathy on the part of the project leader to ensure the project is acceptable to all project parties.

You need a person who is pretty tactful, who can relate to all the different stakeholders that is the donors, the national government involved, the local government involved, the various heads of the local agencies. So a person with quite a bit of tact, relational skills and a bit of a political understanding. (Informant PL-16)

The project manager...they've got to have a likeable character, you've got to get on with a lot of people, particularly in many cases with senior government representatives and you've got to be able to be tactful and diplomatic but at the same time really make it clear what you think.

Because often they'll respect bluntness but it's got to be done in a diplomatic way. (Informant PL-21)

The empirical findings point up that the idea of the project leader as an influencing agent also applies to his own team members, particularly in instances where multiple opinions exist on what should be done or how something should be achieved. In this situation the project leader can be expected to influence team members to accept a decision and deliver the required project result. For example, in response to a question about the challenges faced by the project leader in co-ordinating the contributions of the various team members, one research informant explained:

It's an extremely complex thing and people can have a very different idea of what should be done. So the team leader's job in that regard then becomes, being a referee, a bit of conflict management, but also being able to provide the leadership and the leadership skills to be able to say: well I've had a think about all this, we are going to be doing this. Whether it's one or the other or a hybrid of both and then somehow get these warring experts to buy into it and deliver the results. (Informant PL-15)

5.5 Implications for Conventional Project Leadership

The gradual process of analysis and review of research findings emphasised aspects of leadership that project leaders of LCT projects regularly perform and that are acknowledged in conventional PM literature and practitioner guides. These empirical findings mainly relate to how the project is organised, planned and controlled and is referred to in this research as the technical co-ordinator role of project leadership. The empirical findings suggest the practice of this technical co-ordinator role is subject to certain nuances that take into consideration the LCT context in which the role is applied. Taken from the data, the following key tasks associated with the role of technical co-ordinator are of notable importance in the LCT context:

- i. Team convening;
- ii. Project planning;
- iii. Communicate effectively at different levels within and outside the project.
- iv. Act as a coach for project team members;
- v. Build relationships with project team members;
- vi. Integrate the contributions of the project's team members into a harmonised output;

- vii. Facilitate collaboration among the project's service providers and team members.

The remainder of this section discusses the implications of this particular project leadership role and associated key tasks to emerge from the data.

(i) Team Convening

The empirical findings suggest that a notable feature of project team convening is the limited role and influence the project leader actually has in determining the project team in the LCT context. Taken from the data this can be somewhat attributed to competition that can exist between the participant organisations that are involved in the project to have their preferred personnel included within the team structure.

In the ideal world I would choose the people that I would like to be in the team based on my long track record based on who I've worked with, who is good, language skills and who has the sensitivity because a lot of what we're doing is diplomatic and not insulting somebody senior in a foreign government. That very rarely happens because nearly all the tenders are done by consortia and there's competition between the consortium members to come up with their own individual guy as an argument as to why I should get a larger slice of the margin. (Informant PL-7)

Another factor that can impact team building is a lack of availability of preferred personnel. A lack of preferred personnel availability can mean that experts selected for a project team have no track record with either the organisation responding to the tender or other project team members. For example, in response to a question about how project teams are constituted, one of the research informants explained:

We would always want to work with consultants we have worked with previously particularly if they were good...But I must admit in all the time I was doing recruitment and I did quite a lot of recruitment like that, it was actually very rare that we would work with a consultant twice, because out of the opportunities that were coming up for us very rarely dovetailed with their availability...So you'd have to end up going with people you didn't know. So it would really end up being a litany of first time relationships. (Informant PL-15)

The empirical findings point up that in addition to having little or no input into the determination of the project team, the project leader may not know the basis of selection of project team members and the level of professional competency that exists in the team.

I've seen more and more people that are coming and they don't know even their job, their output entering it in that type of technique. And that is not supposedly done by the team leader it's supposedly arriving to the team leader but it happens more and more. And that is another problem for the team leader because the headquarter when they select the people, I don't know how they selected. (Informant PL-10)

In the LCT setting, the data suggest that the focus of team convening is less about selecting the individuals and skill-sets the project leader would like to work with on the project, but instead more about moulding the individuals and skill-sets he is given into a project team. For example, in response to a question about how project teams are constituted, a research informant explained:

You are not like the manager, I mean like the leader of the team, you are not really free to select the people that you want, so you have to work finally with those that become part of your team. (Informant PL-9)

The activity of team convening will initially involve the project leader ensuring that team members understand both the objective of the project and how they are expected to contribute to achieving the project objective.

The main task for the manager, the project manager, is to make sure everyone in the team will understand the overall objective and each staff member's part of this objective, and this is one of the main management activities I would say. (Informant PL-17)

It will also involve active facilitation to bring together the individual viewpoints of different team members into a common position and way forward. For example, in response to a question about how interactions within a project commonly take place, one of the research informants explained:

This is also your skill in facilitating. As a facilitator you have to know how to run and how to lead properly a meeting, and how to channel a discussion and how to avoid confrontation. To bring together different point of view and then, to come to an end with a common position and a way forward. (Informant PL-3)

(ii) Project Planning

From the empirical findings a key task for the project leader is planning the project.

Although he may be faced with a project, team members and a project context that is unfamiliar to him, an ability to clearly identify and define all of the elements related to the project is important.

To see clearly all elements of the project, that's a most important thing. So the project manager has to know how to define appropriate resources, how to define appropriate milestones, he has to know how to define risks and how to resolve those risks. So it's a mix of let's say many different skills. (Informant PL-22)

The ability to identify and define all of the elements related to the project will require the project leader to collaborate with others. A research informant draws attention to the importance of collaboration in assisting the project leader's pre-understanding of the context in which the project takes place. For example, in response to a question about the skills needed by the project leader, a research informant explained:

Experience in specific field and not only in terms of field visit but good knowledge of project cycle, a good understanding of the area for development...Must have a good understanding of what is meant countries who have recently come out of war or conflict...and understand concretely and be fully committed with the participatory approach, programmes design, support. These are very important. (Informant PL-12)

In the LCT context, the project leader typically has to collaborate with third party partners in delivering the project. As well as being willing to collaborate himself he may have to convince others of the benefit of collaborating with him and the project.

Identifying who are the other partners and really convincing the partners to contribute something, and pooling the resources towards some task and really, really networking and liaising with others. (Informant PL-11)

The data suggests that the focus of collaborative planning is to achieve a balance between the requirements of the project and what the project can realistically deliver with the resources that have been assigned to the project. For example, in response to a question about the skills that are needed by the project leader, one of the research informants explained:

So you need to have the capacity to design something in collaboration with the partner which is capable of being addressed, solved or resolved with a short term input. That's actually quite

tough because very often the requirements are much broader than the resources available in terms of person days. That's a crucial one, thinking of it in terms of the cycle. (Informant PL-7)

As part of the planning activity the project leader may have to intervene occasionally with team members on the project to ensure that the project in terms of what it is achieving and what the team members are producing, does not come into conflict with aspects of the wider context in which the project is taking place.

Sometimes you're doing some stuff that sets the destination of a country, the direction of it. In K...[country name] at first there were no banks and we had to work so hard to get R...[name of finance institution] and P...[name of finance institution] to come to K. Then we had guys who wrote policy papers suggesting that the government should set up its own nationalised bank with subsidised interest rates. So I said, Christ guys if you do that subsidised interest rates will undermine the two commercial banks we got and they'll just go. So you will do a huge amount of harm. (Informant PL-14)

When a collaborative plan is established and similar to project leaders in other contexts, he must be able to link all project activities to expected outputs and be capable of using the plan to continuously monitor and assess the project. For example, in response to a question about the skills needed by project leaders, a research informant explained:

Set indicators and put these indicators in a realistic planning and then based on that, establish a monitoring system...and then to follow up routinely...Doing that on a routine basis and having consistency in following up the different activities of the logical framework and seeing after how those activities contribute to the effectiveness to achieving results. (Informant PL-3)

(iii) Communicate effectively at different levels within and outside the project

Another key task to emerge from the data is effective communication. This will involve communicating not only to project team members, but to a variety of participant organisations involved with, or parties affected by, the project. The empirical findings suggest that the process of communication is not only about correspondence, but reconciling the demands made of the project with what the project is actually capable of delivering.

You have to communicate with your experts, you have to communicate with the ministries or tenderers and to be able to speak the same language, and they understand the demands on one side and what the experts are able to deliver on the other side. (Informant PL-8)

Understanding such demands requires an awareness of the motivations that may exist for instigating the project. Such awareness can stem from having effective knowledge of relevant background events to the project. For example, in response to a question about the issues faced by project leaders when implementing the project, one of the research informants explained:

I've been in one project where, the project itself once we got involved in it, didn't really make sense, but it was funded by the European Union and they wanted a trade relationship with this state in India and so they offered them development assistance just to maintain a good trade relationship. But the local government didn't want or need the development assistance. So there the whole thing was overruled by a political component. (Informant PL-16)

In terms of planning and organising the LCT project, the project leader should recognise that certain activities may need to be implemented in a particular way or certain messages need to be communicated.

You have to get things done in a particular way and depending upon what area you're in what culture you're dealing with but in essence it's all the same. How do you achieve to go from A to B, or A to Z. You have people, you have money, you have policy documents and you have politics the wheeling and dealing...you have meetings you set up your agenda, you know the pluses and the minuses, you start the politics, where you want to go. (Informant PL-19)

The empirical findings suggest that communication should be seen as fair and objective, with the project leader capable of interacting with the project team on an equal basis. For example, in response to a question about how the project leader influences and controls project experts, a research informant explained:

In my point of view he should have a personality fair and objective in general...the personality should be clear, should be able to transfer and receive and inter-relate with the team at equal level, because we have to do something, we have to build. (Informant PL-10)

The project leader should be aware that in some instances the purpose of the LCT project may be to act as a catalyst and to validate another bigger change that is on the agenda. In this situation the purpose of the project team is to act as an external catalyst for the change. Taken from the data, in such a circumstance clear communication becomes increasingly important.

In some projects consultants have been brought in because the leadership wanted to see some change but they couldn't do it for whatever reason and so they bring in consultants who are independent and who are paid a lot more so they can say, well these experts told us to do it. So it gives them a handle on the local staff to say, look whether you like it or not we've now got this expert advice and therefore it's going to happen. So there are a multitude of complexities and quite often there are ideological things involved. (Informant PL-16)

(iv) Act as a coach for project team members

The empirical findings point up that in the LCT context, the project leader is not necessarily seen as the figurehead of authority or the controlling influence on the project. Typically, the experience and professional background of team members is such that they may not see the need to be controlled. In this situation a key task to emerge from the data is that of a facilitator and coach to the project team. For example, in response to a question about the possible sanctions that are available to the project leader, a research informant explained:

The level of people you're talking about is such that even the word sanction is the last thing in the book as it were. You first try to somehow make it possible for them to perform better and so rather than coercing you're trying to cajole them, you're trying to facilitate them, help them, do whatever you can. (Informant PL-16)

Because team members have no track record of working together they are predisposed of viewing the project from their own viewpoint. In coaching his team, a challenge for the project leader is in working with the perceptions of individual team members and assimilating them into a shared, collective team perspective.

If the people overcome this difficulty of considering themselves as individual...or start to see the job not as an individual, but as a team, the whole job go better. (Informant PL-10)

The research findings point up that as a coach, decisions taken by the project leader have to be seen to be developed in a collaborative manner. For example, in response to a question about how the project leader exerts control on the project, one of the research informants explained:

It's a confederation it's a collaborative process. Ok, I have to make a decision in the end and sometimes I have to make a decision usually a compromise decision that is not one hundred per

cent acceptable to anybody including to me. But somebody has to make the decision. But it has to be seen and developed in a collaborative process throughout. (Informant PL-7)

The data suggests that the support and facilitation of the project leader are foremost for the task of coaching project team members. For example, in response to a question about what the project leader can do about non-performing project team members, a research informant explained:

You have to consider first, usually, you are holding a kind of personal relationship with all your team and usually this takes place. So first things you have to consider is if you are coaching them properly, if you are offering them the right support that they need, if you are trying to put the right things at the right moment. (Informant PL-9)

(v) Build relationships with project team members

The empirical data points up that in the LCT context, the project team resembles more a coalition of individuals with no history of association who are collaborating together on a temporary basis. In this structure the project leader's direct control is limited. Notwithstanding this, there is still a need for the project leader to direct the efforts of his team members.

You're not directly controlling them but somehow you need to direct and steer them.
(Informant PM-23)

A key task for the project leader is the ability to build positive working relationships with team members. For example, in response to a question about how the project leader controls project team members, a research informant explained:

Then of course there's the carrot part of it which is creating a good relationship with them, making sure they've got the tools and resources they need to do their work, clearing the path for them so that they can do their work and making sure they're recognising that you're doing your job, if you like. (Informant PL-15)

The data suggests that building effective relationships will require the project leader to be open to ideas from team members and not to command those working in the team.

You don't need to be so strict, so you have to be open to move the strategy ongoing, and be permeable to ideas from others, so that is very, very important...I think you need to be very participative, you don't need to establish a tight hierarchy in which you are the boss and the rest of the people have to do as you say, or your idea is the good one and the others ideas you are not considering at all. (Informant PL-9)

However, the project leader will need to be mindful of the limitations of the LCT context when it comes to building and maintaining relationships. One research informant draws attention to the artificial aspect of building a team in an LCT setting where no continuity exists.

You don't really get a gelled team at any one time...in a way you're creating an artificial team rather in the way that using the football analogy: what would I do if I am told to choose eleven people off the side of the football stadium and make a team out of them for the next fifteen minutes and choose another eleven for the fifteen minutes after that? So it's a fascinating task to try and get people to work together in an environment where there is no continuity. (Informant PL-7)

The data suggests that, to build relationships with team members, the project leader will need to be respected by them. While relationships in the LCT context may not be lasting, the data points up that they should be durable enough to cope with the tension and challenges expected to arise in the course of project delivery. For example, in response to

a question about how the project leader controls project team members, one of the research informants explained:

The team leader plays a key role in building the team up, which is not always easy, because he has a collection of individuals who are not used to working together...So he should be respected enough and at the same time friendly enough and at the same time developed in terms of management...It's like a commando. If I remember well, the way that the royal air force commandos were built up was teams where people would have good relationships but not good enough, and there should be a little bit of tension as well. So it's probably something like that. A good relationship, a bit of tension, challenges between themselves and this idea of trying to work together in the realisation of a common set of objectives. (Informant PL-13)

In building relationships, the project leader needs to be mindful that team members may be more influential and have a superior professional track record than the project leader. A research informant describes the following experience:

In the world bank there used to be a person [names person]. I found out that he was actually going to be on the team and I had been approached to be the team leader. So I thought there was a misunderstanding because I was so many levels below him I thought he could not be a team member whereas I was going to be the team leader. I mean he was a global expert and I was just a freelance consultant...I would basically have to let him do what he wanted to do and that is what happened...Even while we were there, he was invited by the then President of [names country] to get an award. (Informant PL-16)

The empirical findings suggest that in situations of working with and building relationships with influential and experienced team members, charging or commanding team members to perform certain activities can become counter-productive. Instead, as part of building relationships with his team, the project leader will need to look for opportunities to share responsibility with team members. Emerging from the data, a suggested benefit of this

approach is that in doing so individual team members may become more demanding, and expect more of themselves than the project leader may have expected of them. For example, in response to a question about the skills needed by the project leader, a research informant explained:

If you are very typically strict manager, strict boss, just giving the commands and expect that people follow the commands with no discussion, you are building a barrier between you and your team, which finally is going to be against you. If you are very participative, if you are trying to transfer responsibilities to the people and share the responsibilities with the people on your team, the people is getting more and more involved in the process of the project, then finally they are more demanding of them self than you can be. So that's why I'm telling you the decision is taken away from the manager, approach your people and try and share responsibility. (Informant PL-9)

Regular meetings and interactions are another mechanism for the project leader to build relationships with his team. The data suggests the purpose of such meetings is not simply to review the project and establish what should be done next, but an opportunity for the project leader to converse with project team members and facilitate them in their work.

The project manager has pre and post, weekly or twice a month sitting down at a meeting what has to be done for the next ten days and what are the outcomes. What has happened and what are the things that have been worked out, what is not working out and why it is not working out. These are the mirrors of a project that the project manager can sit down and talk to his colleagues and assist them. (Informant PL-12)

(vi) Integrate the contributions of the project's team members into a harmonised output

The empirical findings point up the importance of the project leader being able to work with a range of project inputs. The inputs that the project leader is required to work with may be diverse in nature and outside of the project leader's own professional discipline. For example, in response to a question about how the project leader controls project team members, one of the research informants explained:

You sit, from the beginning and discuss what they are responsible for and you monitor the process and you make sure they deliver something on time. But you get these people for certain technical inputs so that means that you yourself are not the big expert on that subject.

(Informant PL-2)

If you have a project that is composed of production, trade, social issues, then he [project leader] cannot be an expert in all these things...The good thing of him is how to make maximise of all these things. He has to maximise and know each expert the maximum things he can attract. (Informant PL-12)

In controlling the project output an important task for the project leader is to integrate this, at times, diverse set of participant contributions into an overall, harmonised output.

There is the management aspect of actually making sure that all the contributions from a range of, let's call them short term or transient experts, there is the management issue of actually matching the pieces together so you get a harmonised product. Because the larger the number of people involved, the possibility of dysfunction or loss of synergy on the project increases geometrically, rather than arithmetically. (Informant PL-7)

However, the data also draws attention to the difficulty associated with the activity of integration in an LCT context. For example, in response to a question about the project leader's personal network of contacts, a research informant explained:

It's something very peculiar because you cannot do like what usually people do in a company where they try to build something up, what they call the affection sociodade...When you recruit someone you try to see whether someone has the competencies you're looking for, but also if this someone will be able to be integrated...In a project it's exactly the contrary. This building work, you don't have time to do it, it should be done before, which of course is not the case. (Informant PL-13)

Emerging from the data is a comparison of project delivery in the LCT context to a jig-saw puzzle that the project leader must complete. The task of integrating participant contributions will involve clearly defining, then working with the contributions of each team member, i.e. the individual pieces of the jig-saw. The empirical findings suggest that a key intervention that can assist the project leader is to develop a series of mini terms of reference for each of the team members. The mini terms of reference is a document that clarifies the role and expected contribution from each LCT project team member and illustrates how their role and contribution fits into the overall project design.

What I usually do if I am running a project is a mini terms of reference not a full one, maybe a couple of pages which sets out what I want somebody to do during a mission...You want to make sure, the thing is if you have got a large pool of short term experts the main thing is to make sure that they actually fit into the jig-saw puzzle of your overall programme of implementation of the project. (Informant PL-7)

Emerging from the data the project leader can use the mini terms of reference as a tool to provide on-going guidance to the team member as to what is expected from him, thereby making the overall integration of contributions less complicated for the project leader. For example, in response to a question about the control mechanisms used by the project leader, one of the research informants explained:

Any consultant should have a terms of reference which should have a work plan and associated deliverables and should, if it's been done properly, have some sort of acknowledgement of the quality of the deliverables required. (Informant PL-15)

As an integrator of participant contributions, the process of defining team member contributions, then integrating them into an overall project design, can facilitate an improved acceptance of, and commitment to the project's main objectives, as a research informant explained:

When you are really engaging the people in the design of the strategy of the programme, when the people feel that the strategy itself is made by all, then they feel that the programme and the goals of the programme or the project, like a part was built by them too. (Informant PL-9)

(vii) Facilitate collaboration among the project's service providers and team members

The data suggests that when controlling the project the project leader will need to recognise that the project organisation structure resembles more a loose association of interests, with a shared interest in an outcome who are collaborating together on a temporary basis, than a project team in the traditional sense. For example, in response to a question about how the project leader controls project team members, one of the research informants explained:

It's not a vertical structure, it's not a pyramid it's very much a loose confederation of people.

(Informant PL-7)

From the empirical findings our attention is drawn to the properties of looseness and unfamiliarity that can exist between members of this structure. A research informant

points up that these properties tend to be more prominent in the LCT project context than the more traditional project context.

The companies that bid are not really consulting companies with permanent teams. They would usually you know, hunt for experts that are relevant for the bid...So I don't really feel that there is any kind of team spirit or any kind of background or any kind of legacy of this kind of companies. So they wouldn't become companies like I don't know...like McKinsey or even smaller with permanent teams they would just try to get a good portfolio of experts and make some margin on that...So if one company wins the bid they would not really be able to transfer this know-how from one bid to another because this is the know-how that is, well, in the experts. (Informant PL-25)

When controlling the LCT project the project leader needs to be mindful of its unique characteristics. Leading a team of independent experts will not imply the existence of any form of line management or supervisory authority over these experts. However, the project leader is still required to synchronise the activities of semi-autonomous experts. For example, in response to a question about the possible sanctions that may be available to the project leader, one of the research informants explained:

There's a book here in my bookcase called the first among equals and it talks about how if you lead a team of experts, actually you're not their boss you just happen to have the task of, somebody has to do the co-ordination, and you've been given that task and you have to do it to the best of your ability. (Informant PL-16)

People will highlight him that you are our team leader you are not our boss, this can happen sometimes. There is a difference because you are not paying me, I am your colleague you are a team leader, I am senior like you. (Informant PL-12)

The data points up that the activity of synchronising participants involves making sure the efforts of those involved in the project are effectively co-ordinated. In doing so the project

leader must allow those involved in the project the opportunity to voice their opinions as well as allowing them certain freedoms in how they carry out their work.

All these people are usually highly qualified but because of that somewhat independent to put it mildly, so thinking back over the team that I've led, it's really a bit of a dance where you make sure each of the individuals is respected in their own right and allowed full freedom and yet as a project manager you make sure that their efforts are co-ordinated. (Informant PL-16)

Because team members of an LCT project may only be available to the project leader at a specific time and for a limited duration, this can make project control extremely complex.

The empirical findings point up that the process of team member co-ordination must therefore become creative and focus on developing potential synergies between team members. For example, in response to a question about the skills that are needed by the project leader, a research informant explained:

If you see that there are five or six activities in a short term expert's assignment that maybe you will spot that when he is doing it activity two is linked with expert number three's activity four and you can pursue a new angle of work or use a different resource over there. Because all the time we're talking about people who have limited time. So always be thinking about the synergies between the members of the team. Someone might be available this month but not next month but maybe he is doing an activity this month that somebody due in next month can build on because its related to the activities that were planned for them or maybe I will include a continuation in this other person's mini terms of reference. So it's a little bit of a juggling act in that sense it has to be rather creative. (Informant PL-7)

It's often difficult to get them to come together at the same time and so that is a problem and I'm not sure that is something that's easily resolved. You do the best you can. But sometimes you can resolve it and sometimes you can't. Sometimes you do get some disconnects because

you can't get people together and you just do what you can to cover the cracks I suppose. It's not ideal. (Informant PL-18)

5.6 Evaluating the Research Findings

5.6.1 Introduction

Following the main empirical research and a process of analysing the research findings, an evaluation exercise was carried out with selected research informants. The purpose of the evaluation process was two-fold. First, to check the validity of the main themes emerging from the data for accuracy and completeness. Second, to make an initial assessment of the potential utility of the findings along with ideas about how best to disseminate them within the world of practice. Eight experienced PM practitioners agreed to read an extract of the research findings provided to them (a copy which is presented in appendix E) by the researcher and participate in a follow up interview. The process of research evaluation included potential research informants who were not previously familiar with the research. Three of the eight second round interview participants were new to the research, i.e. they had no previous involvement in the research. The three new research informants are referred to as PL-28, PL-29 and PL-30 in the excerpts of data that are provided below. Research informants PL-3, PL-7, PL-9, PL-16 and PL-21 participated in both the first and second round interviews. The contribution of research informants who participated in the second round interviews only (i.e. PL-28, PL-29 and PL-30) is denoted with an asterisk symbol (*) in the data excerpts below.

Prior to the second round interviews taking place, questions were prepared by the researcher to guide the interview process. This interview guide comprised the following set of questions:

- From a practitioner perspective, what is your overall assessment of the research findings?
- Did the findings represent an accurate account of previous interview conversations?
- Did the research overlook anything?
- What practical value does the research offer to practitioners?
- From a practitioner perspective, which research findings do you feel are most insightful and useful?
- What are the implications of project leaders overlooking the roles identified in the research findings?
- How might the research findings be brought back to practice?

The researcher did not adhere rigidly to the interview guide, preferring instead to allow each conversation open up beyond the above questions. This enabled a deeper, joint exploration of the research findings with the experienced PM practitioners who participated in the research evaluation exercise. Excerpts of interview accounts collected in the evaluation process are provided in the remaining sections of this chapter.

5.6.2 About the Interview Account

The following statements relate to the accuracy of the original interview accounts that were collected and transcribed during the empirical data collection. Research participants who

took part in the main empirical enquiry were asked if their opinions were accurately recorded. The following feedback was typical:

I was not in the least bit misrepresented so thank you very much for that. (PL-7)

Of course I can only speak for myself because I know what I said and what I've seen is that you really transcribed what I said very well, all the details are there, so I assume that is the case for the others as well. (PL-16)

I think what you've put there is fine to be honest. I certainly didn't find anything that wasn't representative of what I said, so no concerns there. (PL-21)

5.6.3 Overall Assessment of Research Findings

As part of the research evaluation process, research informants were asked for their overall assessment of the research extract sent to them. The excerpts presented below point up different perspectives of the research findings by experienced PM practitioners. The following excerpts capture the research informants' overall assessment of the research findings:

I liked the approach and I liked your breakdown into the different roles, the different role functions that project leaders play...It's a very interesting research idea to start off with and the result of the research is also equally interesting to me and to other practitioners. (PL-7)

It is, in my view, excellent and covers all the points that I would make. (PL-30*)

In general it's good, what you have done is very good, it captures everything. The different areas the different topics. Maybe you will not apply all of them in the one job you are taking but many of them are really important. (PL-3)

The team leader's role will extend in various directions...It was interesting for me because it's the first time I've seen anybody look at the role and try and assess the different elements which are associated with it. So from that point of view I thought it was useful and I think to anybody who is a team leader it will be interesting material because it provides them with food for reflection. (PL-29*)

5.6.4 Neglected Aspects Within the Research

Research informants were asked, from the perspective of experienced PM practitioners, whether the research overlooked any important aspects relating to project leadership? Some of the feedback received points up possible further trajectories for future research and also contains suggestions on how the research could be integrated with practice. The following excerpts are noteworthy:

Let me put it this way, if you do this kind of PhD research you almost by definition really have to focus so there's always an awful lot that will not be dealt with and in a sense for me to see if anything has been overlooked I have to ask you the question: were there things that maybe in an earlier phase you considered including in the outcomes but for whatever reason, were sort of borderline and you decided not to include them? (PL-16)

What is written is ok. But if you want this to be some sort of document that is an implementation guideline it should be in that perspective. It is ok, it reflects on things that have to be developed further...Adapt style of management for instance is just an example, flexibility and creativity in approach, ok they are general statements we cannot say they are not true but we cannot take it as a guideline, I have to elaborate a little bit more. What do you mean adapt style of management in which way? How to adapt style of management? (PL-3)

I'm not sure the question of planning projects and how remote it sometimes is from the actual project manager is fully recognised. But it is and I think it's far too remote. For example in the European Union the programmes and projects are designed, accepted and then the projects are put out to tender to the various consultants. The consultants then have to write a proposal which has to fully comply with the terms of reference and very often in the terms of reference it says something like alternative proposal will not be accepted. This creates a big sort of gap between what should happen in the field and what actually happens. (PL-28*)

Maybe perhaps you could try to test this in the field and then convert it in a nice tool for the selection and evaluation of managers. (PL-9)

5.6.5 The Potential Value of the Research Findings to Practice

In the course of evaluating the research findings, research informants were asked to gauge the potential relevance, or otherwise, of the empirical findings to actual PM practice. The purpose of doing so is to attempt to determine an overall assessment of the potential value of this research contribution to practice. The excerpts from research informants that relate to this point are as follows:

I hadn't thought of it like that, because all the functions are always jumbled up in any job that I do. I hadn't really thought of categorising what I do into role types, so to speak, and that for me was interesting. The results were interesting of course. But the concept I found fascinating [i.e. exploring the role of the project leader], I think you're absolutely spot on...You've identified some directions that need to be highlighted so that people start to think about training, training themselves to work in this way. (PL-7)

In general yes it's correct for all of your activities you have listed in the table. This to me applies to everything. (PL-3)

I think maybe some of the development organisations or consultancy companies could say: look, you should read this book before you go out. It will provide you a lot of useful tips and things. (PL-28*)

The study is quite good. The summary is quite good because you are to the point and the list...I think yes they're right and a very good job...But I also saw that it depends on the area on which the people are working, the counterpart, the situation which is quite different from one project to another. (PL-9)

5.6.6 Equivalence of Identified Leadership Roles

An interesting aspect of the evaluation of the empirical findings of this research points up the fact that the roles identified in the research should not be thought of as independent of each other but instead should be considered as part of an "integrated whole". Feedback suggests that no one role takes precedence over another and instead the leadership roles identified in the research are inter-linked, with one informant suggesting that the importance of any one role is dependent on project context.

I would say probably the importance is dependent upon at least on the context of the project itself, who the partners are, who the stakeholders are. If you think about it this way: if you think of a project as the intersection of the interests of a bunch of stakeholders which the project manager has to manage you will see that the type of relationship between the stakeholders will determine the skills that are called for on the part of the project manager. (PL-7)

I think it is a full set and you should consider balancing all of these points. All of them are quite important to succeed and implement the project. (PL-9)

As I say everything is a mix, it's a mix. A good project manager needs to be able to do all three roles plus his technical and overall management roles. (PL-7)

5.6.7 Relating the Roles Identified in the Research to Practice

The practical, or on the job considerations relating to the roles identified in the empirical findings were collected from experienced PM practitioners. Emerging from this it would appear that the roles of Context Builder and Cultural Bridger are of special interest to PM practitioners, for different reasons. The excerpts provided below share some of these insights from practitioners into these roles.

The context will determine which role has slightly more prominent position in the hierarchy than others...I'm working abroad in that sense and therefore I think that the cultural bridger in that sense is probably more prominent than it would be if I was working somewhere, let's say like Germany, or the Netherlands or Scandinavia. Whereas if I was based in the UK and working in western Europe probably the context builder might be more important. (PL-7)

I see the planning and organising or controlling projects as a bit lower down, not because they're not important but because they're the skills that come with the job anyway. (PL-7)

I think building context specific value and competencies to ensure the long term benefit of the project is sustainable. I think that's probably one that jumps out for me. (PL-16)

I think the roles you have are dependent upon the roles of the stakeholders and relations of the stakeholders that the project manager has to manage. (PL-7)

In my point of view the technical in the team leader in this case it goes in the second position...If I have a project, an environmental project, natural resources management it should be adapted to the culture of the territory, this is very important for me to understand. (PL-3)

Most of the projects...you can learn the ropes of what's needed quite quickly. But the essence of the problem is, and I think your paper bears this out is: unless you can catch the cultural implications of what you are doing, your work is going to be wasted. (PL-29*)

When it comes to the cultural bridge I think it is developing the cultural sensitivity of team members, because...the more that team members have that, the more likely it is that in their own area of specialisation they can contribute in a meaningful way. (PL-16)

I was particularly interested in the sections on culture - always tricky when one arrives in a new country, and also concerning team members of different cultures. (PL-30*)

5.6.8 Implications of Practitioners Overlooking the Roles

As part of the evaluation of empirical findings, research informants were asked their opinion of the dangers of PM practitioners overlooking the roles identified in the research. The feedback received varied amongst research informants, but overall pointed up a shared perspective that to overlook the roles identified in the research would be detrimental for the project leader. The following excerpts are relevant:

I think if you overlook those roles I think the danger would be that you'll have either no impact or worse a negative impact...and make things worse. (PL-16)

This is a classic. It is a clash that you have with your counterpart and also the personalities. I have colleagues who are really technically good, but their personality they clash, because they think that they know the context...For instance the project we have in E***, there was another project they changed five team leaders in two years because...they interpreted the context maybe in the wrong way. (PL-3)

The importance of what you're writing about is extremely important to donor organisations because I don't think many of them have given very much thought or consideration as to what

the team leader actually needs to do...They probably ought to pay a bit more attention to what the qualities of the team leader are...If donors are more concerned about that, they might end up with better results. (PL-29*)

I think this would be fatal. If you go there with a sort of missionary approach, the sort of old fashioned missionary approach of: these people know nothing we are the only ones that know everything, we're always right...That's the finest way to make enemies I think. (PL-28*)

5.6.9 Bringing Findings Back to Practice

As part of the research evaluation process, research informants were asked: a) whether there is merit in bringing the research to practice, and; b) if so, how this might be best accomplished? In general, research informants were of the opinion that the research has potential value to practice, with each research informant having their own opinion as to how this might be best accomplished. The following excerpts highlight this:

I think there are basically two ways in which you could feedback. One is to make a popularised version of what your findings are and publish that in the relevant journal so that practitioners can make use of your findings. Even reading your paper earlier this morning I thought: boy this is worthwhile and I would love to send it to so-and-so and others, of course I wouldn't do that until your research is public. But I can easily imagine people benefitting from this. So publicising a popular version in a relevant journal and I think the other thing is working this out in relevant training because ultimately the consultants who are involved in this kind of work, particularly the team leaders but ideally broader than that, would have to get the kind of training that would help them get familiar with what they're applying. (PL-16)

We may certainly take it in our programme, because in our programme we have to provide guidelines, a manual including monitoring and evaluation, so this is some kind of project management, so this we are going to use. (PL-3)

I think it would be interesting from the point of view of contractors as a way of something that might influence their mode of assessing candidates for a team leadership role. (PL-29*)

Most of the roles and activities and characteristics you have identified should be part of the guide of the donors or the organisations should use to select future managers because I think it could be a very useful tool for selecting and testing the people. (PL-9)

The main way that I would think of that I've seen similar approaches is to join a number of the LinkedIn groups that relate, in my case, to private sector development or aid and you can do various searches on LinkedIn to do that. But I've already seen a number of approaches like that where people have uploaded their documents and started like a little forum discussion going on it. (PL-21)

5.7 Summary of Research Findings

The purpose of this chapter was to present and interpret thematically the findings collected from interviews carried out with research informants. The reflections presented in this chapter represent the perceptions of experienced project leaders of how an LCT project is different from a more traditional project setting and how effective leadership of projects can be accomplished within an LCT context. Project leader roles emerge strongly from the empirical findings. The data suggests three important roles for project leaders to consider as well as practice implications for the conventional aspects of the role of project leadership that is referred to in this research enquiry as the technical co-ordinator role.

The first of these important roles to emerge from the data was that of context builder. The following summarised key tasks associated with this role emerged from the empirical findings:

- Adapt aspects of the project to fit the context;
- Adapt the leadership approach to unfamiliar norms and values;
- Create context-specific value to ensure the long term benefit of the project is sustained;
- Establish effective channels of interaction.

Another important role to emerge from the data was that of cultural bridger. The following are the summarised key tasks associated with this role:

- Lead multi-cultural teams within a foreign context;
- Determine how aspects of a foreign culture will impact the project;
- Develop the cultural sensitivity of team members;
- Mediate and facilitate aspects of the foreign culture.

A further important role for the project leader in an LCT setting was that of political broker. The following summarises the key tasks associated with this role to emerge from the data:

- Negotiate with service providers;
- Build and maintain consensus / agreement among project participants;
- Navigate the coalition's complex web of relationships;
- Influence project participants.

As well as these important roles, the data point up implications for existing aspects of project leadership as they relate to planning, organising and controlling a project. These are collectively referred to as a technical co-ordinator role of project leadership. How this role

is accomplished is subject to specific nuances in an LCT project setting. The following summarises the key tasks associated with this role to emerge from the empirical findings:

- Team convening;
- Project planning;
- Communicate effectively at different levels within and outside the project.
- Coach project team members;
- Build relationships with project team members;
- Integrate project team member contributions;
- Facilitate collaboration among team members.

The findings to emerge from the data were evaluated with a purposeful selection of research informants. Eight experienced PM practitioners agreed to read an extract of the research findings provided to them (a copy of which is included in appendix E) and discuss their views of these findings in a follow up, recorded interview (a sample transcript of the interview is provided in appendix F). While different research participants held different opinions of the research findings, overall their feedback on the research findings was positive. In terms of the value of this empirical enquiry to practice, research informants agreed that the research findings associated with this enquiry are of potential relevance to PM practice, that project leaders should be trained in these roles and believed that the categorisation of the PM function into specific leadership roles, as presented above, offered a fresh and useful way of thinking about the PM function in the LCT context.

The roles of context builder and cultural bridger appear to resonate most with PM practitioners, however the data suggests when enacting the roles identified in this research enquiry that no one role takes precedence over another role. The research evaluation suggests that when practiced, the leadership roles identified in the empirical research

enquiry are integrated with one another. The research evaluation further suggests that the context in which the project takes place can determine the relative importance of any one role to the project leader. PM practitioners contend that overlooking the roles identified in the research enquiry can lead to considerable problems for the project leader. Such problems can include conflict with the beneficiary or other project stakeholders, or a legacy of a negative or damaging impact following the project implementation.

Emerging from the process of evaluating the empirical findings are different suggested potential mechanisms for bringing the findings of this research enquiry back to practice in a way that PM practitioners could potentially benefit from them. These included incorporating them directly into an on-going capacity building programme that one of the research informants is leading and that is currently taking place across a number of countries, using social media to disseminate a popularised version of the research findings and the development of detailed training tools and interventions around the research findings.

Overall, while different research informants held different opinions of the empirical research findings, the evaluation exercise provides additional support for the validity of the leadership role categories emerging from the empirical findings. The evaluation exercise also provides some reassurance that nothing of major significance has been missed in this interpretation of the data from the perspective of the experienced practitioners involved in the study and welcome affirmation of the potential of this research enquiry to make a meaningful contribution to PM practice. The feedback also provides motivation for this and other researchers to carry out further, more systematic and in-depth studies in this area. Further research could consider developing more detailed PM case studies that can be used in an interactive way with experienced practitioners in executive PM education.

6. Discussion of Research Findings

6.1 Introduction & Purpose

The purpose of this chapter is to discuss the empirical findings of the research enquiry and examine their significance. This research enquiry investigates a particular form of project overlooked within the literature base, which for the purpose of this research is termed the "Loosely-Coupled Transient" (LCT) project. The research intent of this enquiry is to examine the actual practice of leadership in an LCT project setting to examine the lived experience of leadership of these projects and understand what project leaders regard as being effective in this project context. A discussion of the findings of the empirical research takes place in this chapter. Insights into the lived experience of project leader and the socio-behavioural implications of the role are presented. This is followed by a discussion of the project context in which this lived experience takes place. The potential relevance of ideas inspired by RDT is also discussed in this chapter. The discussion takes place in the context of relevant literatures and concepts introduced earlier in chapter two.

6.2 Project Leader Lived Experience & Socio-Behavioural Inspired Roles

As a motivation for his research study Kotter (1982) observed that there existed a "large gap" (ibid: 156) between conventional management-related knowledge and actual managerial behaviour. While conventional knowledge gave an impression of management behaviour as being systematic, formal and organised, Kotter's research conclusions suggested that actual management behaviour was less organised and more fragmented in practice but deeper analysis revealed this unanticipated outcome as reflecting the

“efficiency of seemingly inefficient behaviour” (ibid:164). Cicmil et al. (2006) observe a similar deficit between knowledge and practice in much of the conventional PM research, suggesting that much of what is accepted as PM knowledge is a functionalist representation of PM that does not reflect the reality of managing projects. Soderlund (2004) observes that PM research has traditionally paid limited interest in the actual work and performance of the project leader and suggests that it is time for more thorough studies on the role of project leadership, citing in particular the work of Kotter (1982) and Mintzberg (1971).

Crawford et al. (2006) observe that PM research needs to move-on from viewing PM practitioners as trained technicians, able to follow methodologies and use techniques on well defined projects, to that of reflective practitioners, able to learn, operate and adapt effectively in complex project environments. As a result they suggest that existing PM knowledge and training does not adequately address the needs of those managing in the more challenging project environment as it does not consider the actuality of managing projects. In rectifying this Crawford and her colleagues call for a clearer understanding of what are the roles of practitioners involved in the management of projects. Soderlund et al. (2008) also call for a greater understanding of the role and practice of PM. There is a need to understand how PM actually works so that more effective learning and knowledge development can take place, they suggest. A similar theme between the aforementioned research is the suggestion of a perceived gap between the conventional knowledge-base of PM and the actual role and practice of PM and is the primary research opportunity that this research enquiry concerns itself with.

This research enquiry answers the call of Soderlund (2004), Crawford et al. (2006), Soderlund et al. (2008), and attempts to address this apparent gap in PM research, and in the vein of research inspired by Kotter (1982) and Mintzberg (1971), shed new light on the actual practice of project leadership. Ramaswamy and Gouillart (2010) use the phrase "co-

creation" (ibid:102) to describe a process whereby customer insights and experiences are used in the design of products and services. Co-creation starts with a platform that focuses on the experiences of a small number of participants and then gradually increases in size. This empirical enquiry uncovers and examines the actual leadership processes that take place in the LCT project and could be said is the result of a similar process of co-creation conducted gradually with participants. As a result the empirical findings provide insight into actual leadership that PM practitioners view as what is needed to be effective in the LCT type of project. Emerging from these findings is a strong theme of project leadership roles. Three important socio-behavioural roles of project leadership are identified in the empirical findings; context building, culture-bridging and political brokering. Each of these roles will now be considered separately.

6.2.1 Context Building

The empirical finding of context building is not acknowledged as such in existing PM literature, however the importance of context is recognised within PM literature and there are some key draw-outs that can be taken from the literature and considered in the context of this role. The research of Engwall (2003) argues that a project is understood in relation to its organisational context and that the structures and procedures employed in a project have to be analysed in relation to the courses of activity, future plans, standard operating procedures, traditions, and norms of its organisational context. The project inherits such features from its host organisation, observes Engwall. Hodgson and Cicmil (2007) observe that projects do not exist independently of context, suggesting that projects that take place in a hosted context are influenced by past experiences, values and routines of the organisation where they are located. Morris and Geraldi (2011) observe that a key activity

of PM is in steering the interactions between context and project management. Project managers need to create the institutional conditions and project context within a host organisation where the project is located to support and foster the project, they suggest.

The research of Mayo and Nohria (2005) on general management practice draws attention to the importance of a manager's contextual sensitivity which they describe as a manager's ability to interpret and understand the business landscape. They regard a key skill for the general manager as that of "contextual intelligence" (ibid: 46) which they view as an ability to understand the organisational context and take advantage of particular events that take place during a period in time. High levels of contextual intelligence are required by managers to be truly effective and without this ability to read and adapt to context, other leadership skills are but "temporal strengths" (ibid: 45).

The empirical findings of this research enquiry provide insight into the actual practice of the project leadership role of context building by pointing up specific tasks to be accomplished by the project leader. Emerging from the data context building-related tasks are: (i) Adapt aspects of the project to fit the context; (ii) Adapt the leadership approach to unfamiliar norms and values; (iii) Create context-specific value and building competency to ensure the long term benefit of the project is sustained; (iv) Establish effective channels of interaction.

A further extension of existing PM research is that the empirical findings of this research enquiry also give explicit consideration to aspects of context that are considered important in the LCT project context. The following excerpts are noteworthy:

I mean you have to understand the local "language", not the language but how people interact with each other. So that's different not from each country but from regions. (Informant PL-17)

...go to the country, to get the culture of the country, to know about the relationships of the communities, the tradition of the communities, what are the roles inside of the community and

then, once you have had an idea about these people...you can work in a very participative manner with these communities to follow the way in which they want to be developed.

(Informant PL-9)

From the excerpts above attention is drawn to specific elements of context that are considered important by research informants. Four elements in particular are identified by research informants in the excerpt of data above, they are: Regional specifics; Pre-existing relationships where the project is taking place; Traditions, and; Pre-existing roles where the project is taking place. The data offers further support of each of these contextual elements. Table 6-1 below presents how the data supports each of these four elements in turn.

LCT Context Element	As Supported in the Research Findings
Regional specifics	<p>It's very important you should know the locality and what's going on there and create value for them... they will have their own agenda. (PL-11)</p> <p>[A] barrier is where someone comes in who has worked primarily in developed European or North American economies who expects the same sort of mindset to exist in the countries to which he is travelling. (PL-7)</p> <p>It's really sometimes a very, very tough task, a really tough task...If the project doesn't fit to their locality and if they think this is not a good project, it's very difficult to implement. (PL-11)</p>
Pre-existing relationships	<p>I'm not particularly gifted when it comes to people relationships. So I see the structure and where we need to go, but sometimes I almost forget that you can't get anywhere without people. (PL-16)</p> <p>You have to find room to have a good relationship and this is sometimes very challenging because sometimes it is difficult to mix the part between what is the job and what is out of job (PL-3)</p> <p>Locals in our team have more power than the project manager. Why? Because the locals have contact with the client and they have</p>

LCT Context Element	As Supported in the Research Findings
	<p>knowledge of the client, knowledge of the country where we are, that we have not. (PL-10)</p>
Traditions	<p>I'm [nationality], ok, when the tsunami struck my country, and [country name] is a very big country with lots of cultures, even though we are from the same country. We still have cultural differences and that sometimes gives you a hard time if you don't understand the local customs. (PL-20)</p> <p>A lot of companies will send people out to scope projects. Unless you've got a feel for the country it's quite difficult to do and you've often try to rely a lot on some local staff who can get engaged and know the environment well. (PL-21)</p>
Pre-existing roles	<p>Everybody has a designated role and that is made clear from the beginning of the implementation of the project. (PL-6)</p> <p>The first thing to note that there is no local opinion or no donor opinion, because there are always various groups and it all depends who at a certain moment is the most powerful, who's got his act together. (PL-16)</p> <p>I suppose a lot of the time we would like to have a local partner involved there because a local partner can support us if some issue should crop up. (PL-27)</p>

Table 6-1 Context Elements of the Loosely-Coupled Transient Project

The empirical findings suggest that the LCT project takes place within a context that is different to a traditional hosted project and suggests that contextual elements considered important in the LCT setting are regional specifics, existing relationships, traditions and pre-established roles. These are elements over which the project leader can expect to have little or no control over, but which will impact the operation of the LCT project. As a context builder, the project leader must understand these four elements of context that pre-date

the existence of the LCT project and the potential impact each of these elements can have, not only on the project, but also on his leadership of the project.

6.2.2 Cultural Bridging

The empirical findings draw attention to a prominent role of the project leader in the LCT project setting which involves him transcending cultures. This role is referred to as cultural bridging. The role of cultural bridging is not referenced in existing PM literature, however the importance of culture is acknowledged within general management literature.

Hofstede (1980) regards culture as a collective mental programming of individuals in an environment. Hofstede refers to a process of cultural conditioning whereby the mental programming of individuals becomes crystallised in the institutions they have built together: their family structures, educational structures, forms of government, work organisations, laws, etc. We are conditioned by different influences and once this crystallisation process starts, the cultural attributes that we display become difficult to change. Den Hartog et al. (1999) suggest that leadership of an organisation is directly influenced by the culture that exists within the society where it is located. In some cultures an individual might need to be seen to take decisive action in an authoritarian manner in order to be seen as a leader, whereas in other cultures consultation and a democratic approach may be favoured. The implication from the research of Den Hartog and his colleagues is, that elements of culture shape aspects of leadership demonstrated in a given context.

Hofstede et al. (1990) identify four dimensions of culture as symbols, heroes, rituals and values. Culture is made visible to an outsider through these four elements but their intended meaning lies in the way they are perceived by insiders. Hofstede and his colleagues contend that it is the shared perceptions of practices carried out on a frequent

basis that is the core of a culture. Cordery et al. (2009) observe that a diversity of project team members cultural backgrounds can result in different team member mindsets that can be problematic for the project leader. Cordery and his colleagues suggest facilitation between team members and facilitation with project tasks as key activities for the project manager in overcoming cultural challenges that emerge from within the team.

Building on these insights provided by the literature the empirical findings suggest that cultural bridging will require a particular form of intelligence on the part of the project leader. Clark (2010) contends that the emotional intelligence of a project leader is a significant contributor to behaviours associated with project leader competences in the areas of teamwork, attentiveness, and managing conflict. He regards emotional intelligence as being particularly important in projects due to the nature of how they are organised. Similarly Muller et al.'s (2012) research on the project leader's emotional intelligence concludes that it is a significant contributor to project success. The findings of this research propose that, similar to the concept of emotional intelligence, to be effective in his role the LCT project leader will require "cultural intelligence". For the purpose of this research cultural intelligence is a term used to refer to the project leader's ability to draw on aspects of the culture to facilitate his thinking and positively influence his behaviour.

Cultural intelligence is required to the extent that the project leader can understand the culture where the project is taking place and adjust aspects of his leadership to complement elements of the culture accordingly. From the data the following excerpt is noteworthy:

You have to really have yourself certain characteristics to interact with different cultures...My consideration is that we have to adapt to them, not pretending the opposite. (Informant PL-10)

Cultural intelligence requires an understanding of the visible aspects of the foreign culture or the ways in which the culture manifests itself. Findings from the data point up that the

project leader needs to understand the true meaning of culture as perceived by those who live within the culture where the project will take place. Such an understanding can be determined from the perceptions of practices that are carried out in the context where the project is taking place.

Cultural intelligence can provide insight into how elements of the foreign culture could react and impact on the project, as well as its reaction and impact on the individual project team members themselves. From the data the following excerpts are noteworthy:

Culture for me that's the key point. To know the culture of the people you are going to work with is a key point...and to know what this culture is expecting from you as a developer.

(Informant PL-9)

If I work with all people not my nationality and not my language, I have to have another mental scheme...You have to really have yourself certain characteristics of able to interact with different cultures. (Informant PL-10)

The empirical findings suggest that cultural intelligence can also allow the project leader to assess the cultural preconditioning of those who are connected to the project and to identify obstacles that may be posed by such cultural preconditioning that may exist both inside and outside the project team.

6.2.3 Political Brokering

The empirical findings draw attention to another important project leadership role in the LCT project setting that is referred to in this research enquiry as political brokering. This role is not acknowledged as a PM role within the PM literature as such, however there are

implications from the literature that could be extracted and examined in the context of this project leadership role.

Sydow et al. (2004) regard project based activity as taking place within the social system of a larger organisation or multiple organisations. They suggest that recursive interplays constantly take place between both the project and its social system and the ability of the project leader to co-ordinate within this framework is seen as critical by Sydow and his colleagues. Pinto (2000) observes that PM is fraught with political processes and presents a number of reasons why this is so. First, because project managers do not have a stable base of power, status or authority. Second, projects often exist outside of the traditional line management structure, thus bargaining and negotiation is required to secure the resources required by the project. A third reason is that project managers are not always given the authority to conduct formal performance evaluations on project team subordinates, thereby denying them an important base of hierarchical power. Pinto regards effective project managers as those who are willing and able to employ appropriate political tactics to further their project goals. Political behaviour is not seen as negative or something to be avoided, but as something that can have a positive impact on project implementation. Important PM work in this regard includes learning to cultivate methods of influence in order to secure the resources from other parts of the organisation necessary for project success, contends Pinto.

The earlier discussion in chapter two previously pointed up Resource Dependency Theory's (RDT) observation of context, how an organisation's behaviour is influenced by its wider organisation ecology and how organisations are not self contained but are part of a wider social system and rely on their environment for support. RDT tells us that to ensure its continued existence the organisation must negotiate and interact with other entities in its environment to secure an ongoing supply of resources and support for the organisation.

How the LCT project is organised bears some semblance to this RDT perspective on organisations and their contexts. The LCT project will exist within a larger social system comprising the project and other larger organisations, with recursive interplays constantly taking place between both the project and its social system. The LCT project is constituted, and dependent on resources (such as team members and financing) from different sources. The LCT project leader is seldom in full control over these resources and when managing them, will need to take into consideration various competing demands that are made by other entities within the social system. This brings into perspective the role of political brokering.

Similar to the idea of cultural intelligence identified earlier in this chapter, the empirical findings suggest a further particular form of intelligence is required of the project leader to operate effectively within the LCT social system. This is referred to in this research as "political intelligence". For the purpose of this research, political intelligence is a term used to refer to the project leader's ability to modify his thinking and behaviour in a way that considers the multitude of relationships and agendas that exist in the LCT social system.

Political intelligence is required by the project leader to identify and work with different interests and perspectives that could influence or impact the project. The research of Dougherty (1992) points up a key challenge for the project leader when working with different interests observing that each separate interest may develop their own thought world. Because projects have the effect of forcing these independent thought worlds to coordinate their activities for a limited time, those involved in the project can experience difficulty in developing into an effective cohesive unit. A further challenge emerging from within the team is highlighted by Bunderson and Sutcliffe (2002) who observe that the diversity of team members backgrounds and functional specialisms can become

problematic when such diversity leads to a lack of understanding of other team members' project contributions.

As the LCT project is constituted from different sources, such diversity in thought worlds and team members is always likely to be present. The LCT project represents the focal point, or point of convergence of a diversity of social systems and thought worlds of those involved with the project and within this loose association the project will be loosely coupled to more than one social system and thought world. Political intelligence will be required by the project leader to build and maintain influence among the divergent social systems and thought worlds to secure the resources needed for successful project delivery as well as ensuring on-going commitment to the project.

A key contribution of this research enquiry has been to build on the socio-behavioural aspect of PM and address a perceived gap in PM research that enquires on the actual practice of project leadership. The empirical findings contribute to existing knowledge by providing additional insight into actual leadership that PM practitioners view as what is needed to be effective in the LCT type of project. Specifically three important socio-behavioural leadership roles emerge from the empirical findings that point up the importance of the contextual, cultural and political implications of actual project leadership work. While these roles are not acknowledged as such within existing literature, implications for each of these roles can be usefully drawn-out from PM and general management literatures. The following table synthesises these implications and summarises ways in which this research contributes to practice and literature.

Empirical Finding	Key Implications from Literature	Extends Knowledge & Practice
Context building	<ul style="list-style-type: none"> • Effective managers demonstrate contextual intelligence (Mayo and Nohria, 2005); • Projects are shaped by their contextual factors (Engwall, 2003; Pfeffer and Salancik, 1978); • PM practice is subject to contextual improvisations and adaptations (Hodgson and Cicmil, 2007; Morris and Gerald, 2011). 	<ul style="list-style-type: none"> • Suggests key tasks how context building can be accomplished; • Suggests four elements of context considered important in the LCT project context.
Cultural bridging	<ul style="list-style-type: none"> • Leadership practice is influenced by culture (Den Hartog et al., 1999); • Culture is reinforced through collective perceptions and practices (Hofstede et al., 1990); • Individuals are culturally pre-conditioned and this conditioning can be difficult to change (Hofstede et al., 1990; Cordery et al., 2009). 	<ul style="list-style-type: none"> • Suggests key tasks how cultural bridging can be accomplished. • Proposes the idea of project leader "Cultural Intelligence".
Political Brokering	<ul style="list-style-type: none"> • The project is a form of social system (Sydow et al., 2004); • Projects can be coupled to more than one context (Pfeffer and Salancik, 1978); • Political tactics are often needed to realise project goals (Pinto, 2000); • Importance of developing a cohesive unit from different thought worlds (Dougherty, 1992; Bunderson and Sutcliffe, 	<ul style="list-style-type: none"> • Suggests key tasks how political brokering can be accomplished. • Proposes the idea of project leader "Political Intelligence".

Empirical Finding	Key Implications from Literature	Extends Knowledge & Practice
2002).		

Table 6-2 Summarised Implications and Extensions

6.2.4 Technical Co-ordinating

As motivation for this study from the researcher's own professional experience it was found that expertise with conventional PM knowledge and techniques represented a threshold skill set when leading an LCT project, i.e. they were a necessary, but not a sufficient skill set to manage the project. This prompted an enquiry into the actual lived experience of leadership and the characteristics required to be effective within this project setting. A similar observation regarding conventional PM knowledge is also reflected in the PM literature. Turner and Muller (2003) observe that competence in the traditional areas of the PM body of knowledge are but "entry tickets" (ibid: 6) to the domain of PM. They regard the traditional skills of planning, organising and controlling as hygiene factors and suggest that by themselves they do not lead to effective project management practice.

Cicmil (2006) points up a dominance of PM research that focuses on traditional PM skills of planning, organising, co-ordinating and controlling but do not fully reflect the project reality as messy, ambiguous, fragmented and political in reality. Central to Cicmil's research is a concern that as a result of this focus mainstream literature views project managers as skilled technicians and that this perspective marginalises their wider potential role as competent social and political actors within complex arrangements structured as projects. Findings to emerge from the empirical research point up implications for traditional PM skills which will now be discussed.

Pfeffer and Salancik's (1978) Resource Dependency Theory (RDT) has suggested that the organisation resembles a framework of exchange whereby the organisation provides an

inducement and in return individuals agree to participate and provide contributions to the organisation. Seen through such a lens the LCT project can be said to resemble a collaborative framework. Within this framework, exchanges of inducements and contributions are assessed and negotiated between team members and project implementation parties. Project team members can enter or leave the project depending on their own assessment of the relative value to be gained by engaging with the project. The following excerpt is noteworthy:

They are not our experts at the end of the day so they can walk away. (Informant PL-26)

Such a collaborative framework structure has implications for how the project leader plans, organises and controls the LCT project. A challenge for the LCT project leader is to move away from representations of the project as a form of organisation hierarchy and to reinterpret the project organisation as a collaborative framework of temporary team member exchanges, from which members can "walk away" from, or disengage with. A key task for the project leader is in building the framework and maintaining its effectiveness throughout the project lifecycle by ensuring team members engage with the collaborative framework for at least as long as their contributions to the project are necessary.

Emerging from the data a further challenge for the project leader when planning and organising the project is that as a temporary grouping of individuals, team members are likely to be predisposed to viewing the project from the perspective of their individual role or expected contribution to the project. The following excerpt is noteworthy:

So everybody sees the job as their job...the people tend to be like that. They tend to be individual. They tend to maintain the characteristics of the individual. (Informant PL-10)

A key challenge for the project leader is to recognise the nuances of individual team members and work with them to bind them into an overall effective team structure. Cronin

and Weingart (2007) highlight the difficulties that can exist with this and use the term "representational gap" (ibid: 761) to define a phenomena that can arise when individuals work together to solve a problem. An individual is guided primarily by their own individual level knowledge and mental frames in their interpretation of, and solution to a problem. A team needs what Cronin and Weingart term a "joint representation" (ibid: 763), described as the aggregate of the individual team members representations of knowledge and skills. Representational gaps occur when one team member cannot use another's knowledge or information due to the non-existence of a minimum degree of shared understanding between the team members. This in turn can increase misunderstanding and misuse of information and decrease cooperation between team members.

The empirical findings also point up implications for how the project leader controls and influences project team members. The data suggests that members of the LCT project team are likely to be experienced, independent experts with a level of authority similar to that of the project leader. As such the project leader should be aware that the team members themselves may have strong opinions on what they should be doing within the project, and that they may consider their opinion as being equally as important as that of the project leader. The following excerpt is noteworthy:

Although I might be the project manager or programme manager these are people who are working in areas that I have much less technical expertise. They are my equals or in some cases superior in terms of what they are doing. (Informant PL-7)

From the above the LCT project resembles a network of peers with no apparent vested supervisory authority function. How can the project leader ensure effective project control in the absence of a vested supervisory authority function? RDT offers potential insight as to how the project leader could exercise control and influence in the absence of formal mechanisms in the LCT project setting. RDT contends that managers do not control

individuals, but instead control a portion of an individual's behaviour. Individuals do not invest all of their behaviour in any one organisation, instead their behaviour is partially included within several groups. An individual's inclusion in an organisation is defined by the proportion of his behaviour included in that structure and different demands can be made on the individual's behaviour by different organisations. RDT argues that it is possible for an individual to be simultaneously part of more than one organisation through different behaviours that take place at different times.

Applying this idea to the LCT project context, the project leader should recognise that he does not control the individual LCT project team member. At best he will control only a portion of the behaviour of a team member, while the individual team member controls other behaviours. Thus it is possible that the demands on a LCT team member's behaviour made by the project leader may at times be inconsistent or incompatible with demands on behaviour made by another organisation to whom the team member also belongs. RDT refers to this phenomena as inter-role conflict and this can represent a challenge for the project leader when managing LCT project team members whose behaviour is included in organisations outside the LCT project organisation.

Emerging from the empirical findings is the suggestion that in the absence of formal control mechanisms the skill of facilitation is seen as particularly important in the LCT project context. The following excerpt is noteworthy:

You first try to somehow make it possible for them to perform better...you're trying to facilitate them, help them, do whatever you can. (Informant PL-16)

The research of Marion and Uhl-Bien (2001) points up how the project leader of the LCT project might ensure such cohesion. They regard the skills of facilitation and influence as being particularly important when leading teams of highly skilled individuals. A key task of

project leaders is to facilitate the intellectual capabilities of team members and focus on creating the conditions that enable productive and innovative environments. Marion and Uhl-Bien point up the skill of being able to influence both within and external to the organisation context as well as the skill of facilitating experts within the organisation as important leadership skills when leading teams of highly skilled individuals. Bartlett and Ghoshal (1997) observe that the context of organisations has changed through the course of time from the industrial era through to the evolution of the information age. As well as having implications for the organisation itself this change has also led to the requirement to redefine the role of management. Instead of a focus of controlling individuals and ensuring conformity to the organisation's policies and practices, the overall management focus is to capture and leverage the knowledge and expertise that each member brings to the organisation, they suggest.

Thamhain (2004) suggests that project leaders need to be technically and socially competent and that the human side of PM is its most challenging aspect. Increasingly, effective project leaders are seen as social architects who not only are competent within the technical aspect of PM but who can understand the interaction of project organisation and behavioural variables, he suggests. The empirical findings support the perspective that technical expertise or traditional PM skills alone are not in themselves sufficient to manage a project. However the empirical findings extend this perspective by suggesting a range of contextual, cultural and political skills that are needed by the project leader to manage LCT projects effectively as well as pointing up implications for the more traditional PM skillset. The data suggests that in an LCT context, for the project leader to be seen as socially competent (Thamhain, 2004) it is important for him to identify and understand and work with certain contextual, cultural and political elements that impact the project. PM tools and frameworks are of limited use to the project leader in planning for, and working with,

such contextual, cultural and political elements and instead the empirical findings point up the development of certain socio-behavioural skills that can assist the project leader to become a more effective technically and socially competent leader.

6.3 Validation of LCT Project-Type

Another aim of this research enquiry was to draw attention to a form of project that appears to be overlooked in conventional PM research. "Loosely-Coupled Transient" (LCT) project is a term used to describe the particular type of project that is examined in this research enquiry and can be distinguished from the traditional or hosted project. The traditional view of projects is a temporary organisation structure, established for a specific purpose, that exist within the structure of a host organisation (van Donk and Molloy 2008; Shenhar 2001a; Kerzner 2000). For the purposes of this study, an LCT project can be considered to mean a project arrangement characterised by multiple stakeholders, non-exclusive commitment to the project by a team member, loose project relationships, temporary coalition arrangements, and fragmented, intermittent involvement throughout the project lifecycle by project team members. The insights emerging from the empirical data suggest that such characteristics may be more accentuated within the LCT project context when compared with the more conventional project type. The following diagram attempts to illustrate this contrast between the project types suggesting they exist on a project-type continuum that runs from the singular-hosted at one end to the loosely-coupled transient at the other with various shades of tight-loose coupling in-between as follows.

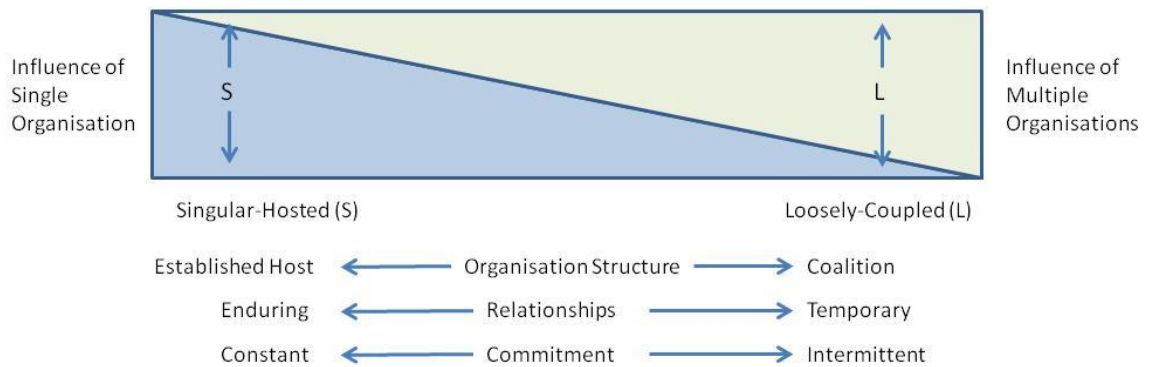


Figure 6-1 Contrasting the LCT & Conventional Project Type

For an LCT project to exist, it requires the agreement or consent of autonomous organisations to participate in the project. This introduces the notion of multiple organisations each of which co-own, or sponsor, and are responsible for a particular aspect of the project. Multiple organisations enable the introduction of different functional specialisms into the LCT project. Once agreement is secured among these organisations, the LCT project could be seen as representing the juncture of temporary interests and relationships of these autonomous organisations.

The data further points up that consensus among sponsoring, autonomous organisations must exist for the LCT project to be established. The level of interest in the project is not necessarily the same among sponsoring organisations, some organisations may have a higher level of interest than others. In addition to what the project is setting out to achieve, the level of interest in the project of each sponsoring organisation is a determining factor in the project structure (i.e. which organisation supplies most of the projects experts, expertise considered critical to fulfil the project objectives, etc.). The LCT project exists until such time as the project fulfils its objective, or, from the data, the juncture of interests of the sponsoring, autonomous organisations no longer coalesce.

When managing the LCT project the project leader can find himself accountable to multiple sponsoring organisations each with their own defined interest in the project and functional specialism. A challenge for the project leader of the LCT project is, that as well as managing the project delivery, he is also charged with managing the interests of all project sponsoring organisations at the point where these interests intersect. In doing so he must recognise and balance different levels of interest of sponsoring organisations in the project while also recognising that the interests of sponsoring organisations may be subject to change throughout the lifecycle of the project.

The data points up how the project, interpreted as a temporary conjunction of convergent interests and relations of sponsoring organisations, has implications for the project team itself that need special consideration by the project leader. Novel configurations of sponsoring organisations responding to one off project opportunities can result in new and untried project team formations. The data points up an ephemeral, once-off association of project team members as notable features of the LCT project structure. A research informant draws attention to this by using the following analogy:

[W]hat would I do if I am told to choose eleven people off the side of the football stadium and make a team out of them for the next fifteen minutes and choose another eleven for the fifteen minutes after that. (Informant PL-7)

Emerging from the empirical findings is the suggestion that this ephemeral, once-off association of project members may be more prominent in the LCT project than more traditional project types. Individuals are drawn from sponsoring, autonomous organisations, each with their own functional specialism and assembled into a project team that exists on a once-off basis. Also to emerge from the data is an element of unfamiliarity of an individual's professional track record with the sponsoring organisation to whom he is

contracted. This is another prominent feature of the LCT project. The following excerpt is noteworthy:

[I]t was actually very rare that we would work with a consultant twice, because out of the opportunities that were coming up for us very rarely dovetailed with their availability...So you'd have to end up going with people you didn't know. So [the project team] would really end up being a litany of first time relationships. (Informant PL-15)

This description points up that there can exist some new or untried configuration of team members in the formation of the LCT project that the project leader will have to manage. As well as representing a novel project context for the team members, the project may represent the first time individual team members have worked with one another. Within this LCT project context, the project team will consist of semi-autonomous individuals, purposely contracted on a typically once-off basis to contribute to a specific aspect of the objectives of the project. The implication of this for the project leader is that he must take into consideration that the LCT project team can resemble an ephemeral intersection of project roles and interests of semi-autonomous project team members. Furthermore he must recognise that the point of convergence of roles and interests can change throughout the project as the configuration of team member roles and interests may be modified throughout the course of the project lifecycle, or as some project roles become more important to project delivery than other project roles. In the LCT project context, a key challenge for the project leader is to ensure a process of continuous commitment of, and engagement with, ephemeral project team members throughout the project delivery life-cycle.

An intended outcome of this research enquiry was to draw attention to a form of project that appears to be widely overlooked in conventional PM research and which is called a "Loosely-Coupled Transient" (LCT) project in this research enquiry. The responses of

experienced PM practitioners indicate that this descriptor describes their world and that it is a project category for which the existing literature offers very little acknowledgement. This research enquiry represents an initial attempt to consider the LCT project and its comparison and contrast to the more traditional project type. It also represents an initial attempt to expand our perspective of the project beyond the more conventional singular-hosted project type toward the possibility of more transient project structures that are loosely-coupled to a number of organisational contexts. Further exploration of the LCT project could be a focus for more intense, future research.

6.4 The Potential Value of Importing New Perspectives into PM

Winter et al. (2006) observe that despite the proliferation of project work in a variety of business sectors much of the current conceptual base of PM continues to lack relevance to practice. As a way of addressing this Winter and his colleagues call for new concepts, frameworks and approaches to be introduced into the PM knowledge base that can potentially assist PM practitioners. Soderlund (2004) contends that PM research cannot be built on empirical insight alone, but needs also to be theory-based. He observes that such perspectives exist in other fields and suggests that various theories of potential relevance to PM be tried out in a similar manner to what has been done within the broader field of management, but in a manner that pays attention to the unique traits of projects.

Answering the call of Winter et al. (2006) and Soderlund (2004) it is suggested in this research enquiry that ideas inspired by Pfeffer and Salancik's (1978) Resource Dependency Theory (RDT) are of potential relevance to PM. Previously pointed up in this research enquiry is the RDT perspective of the organisation as a framework of individual participants each of whom enter or leave the framework depending on their assessment of the relative

value to be gained by engaging in an exchange with others in the framework. As pointed up previously this perspective would appear to have particular resonance in the LCT project setting.

The empirical data suggests that in the LCT context the project resembles a framework of participants. Within this framework exchanges of inducements and contributions are assessed and negotiated between team members and project implementation parties. Project team members can enter or leave the project depending on their own assessment of the relative value to be gained by engaging with the project. The following excerpt is noteworthy:

It's very much a loose confederation of people where you have to have a certain degree of consensus. (Informant PL-7)

The empirical findings suggest that the LCT project leader needs to move away from representations of the project as a form of organisation hierarchy and to reinterpret the project organisation as a collaborative framework of temporary team member exchanges, from which members can disengage. RDT tells us that a key task for managers is establishing the framework and maintaining its effectiveness. In the LCT project context the project leader needs to ensure that team members will engage in the LCT project "framework" for at least as long as their contributions to the project are necessary.

RDT draws attention to a relationship dynamic that can typically exist within a framework of individuals. It proposes a concept called interdependence and describes it as characterising the relationship between participants in an organisation. RDT draws attention to two types of interdependence which are termed behavioural interdependence and outcome interdependence. In the case of behavioural interdependence the activities that participants are engaged in are dependent on the actions of another participant. In the

case of outcome interdependence the outcomes achieved by one participant are jointly determined with the outcomes of another participant.

In the context of the LCT project organisation, the formation of the project could be regarded as an example of behavioural interdependence as it is contingent on a number of organisations and individuals coming together to participate in the project. In the LCT context, if a sufficient number of organisations and individuals do not come together with the purpose of establishing such a framework then the project cannot take place. Further evidence can be found in that the progression of the project through its lifecycle to completion is dependent on these individuals choosing to remain part of the collaborative framework until such time as the project is finalised or their inputs are no longer necessary. At the same time the data also points up elements of outcome interdependence in that, similar to the more traditional project, the work of individuals involved in the project needs to be co-ordinated by the project leader to ensure an overall project output or deliverable.

Another potentially useful idea to emerge from RDT concerns control and influence. RDT contends that managers do not control individuals, but instead control a portion of an individual's behaviour. Individuals do not invest all of their behaviour in any one organisation, instead their behaviour is partially included within several groups. An individual's inclusion in an organisation is defined by the proportion of his behaviour included in that structure and different demands can be made on the individual's behaviour by different organisations. RDT argues that it is possible for an individual to be simultaneously part of more than one organisation through different behaviours that take place at different times.

Once again this RDT perspective is potentially applicable to the LCT context. A finding to emerge from the data and discussed earlier in this chapter is that the project leader of the

LCT project will rely less on formal control processes which can be due to a lack of vested supervisory authority. Furthermore the project leader must take into consideration that individual team members can disengage with the project should they decide that there is no benefit from continuing to engage with the project. RDT points up that formal control mechanisms are limited within such a structure and suggests influencing behaviour as an alternate mechanism. In the context of the LCT project, in addition to traditional PM knowledge and skills, the project leader will rely on building and maintaining a level of influence and facilitating, team members to ensure project cohesion.

The findings of this research enquiry introduce the possibility of a project existing within a coalition of more than one host organisation and individual interests, each of whom collaborate together on a temporary basis, as in the case of the LCT project. Thus rather than the project being tightly-coupled to a singular hosted environment, the LCT project can be considered to be loosely-coupled to a number of organisations and located within a network of inter-organisational relations. The following excerpt is noteworthy:

If you think about it this way: if you think of a project as the intersection of the interests of a bunch of stakeholders which the project manager has to manage. (PL-7)

A particular challenge for the project leader in this loosely-coupled context is working with different interests and perspectives of organisations that are loosely-coupled to the LCT project and that could influence or impact the project.

This particular aspect of the research enquiry has attempted to answer the call of Soderlund (2004) and Winter et al. (2006) who suggest that various theories of potential relevance to PM be tried out in a similar manner to what has been done within the broader field of management. The introduction of new concepts and frameworks from theories elsewhere in the broader field of general management research is seen as contributing to the PM

knowledge base and potentially assisting PM practitioners. The research enquiry demonstrates the potential relevance and usefulness of ideas drawn from Pfeffer and Salancik's (1978) Resource Dependency Theory to a particular project setting, indicating how the PM field can be potentially enriched by drawing much more upon theories already developed in related domains.

7. Conclusion

7.1 Introduction & Purpose

This chapter presents some concluding remarks on the research enquiry. It opens with a reminder of the purpose of this research enquiry. The contribution of this research to project management (PM) practice and its implications for PM research is presented.

Finally this chapter points up potential trajectories for future, related research, which are positioned in the context of the limitations of this research enquiry.

7.2 Research Purpose

The overall aim of this research enquiry was to investigate the lived experience of leadership within a particular form of project that is overlooked in mainstream literature, referred to in this research as a "Loosely-Coupled Transient" (LCT) project and ask: what is the nature of the lived experience of project leadership and how do project leaders see it related to their own effectiveness? In exploring the research question, this research study systematically collected and pooled the insights of thirty experienced PM practitioners and analysed them, with the help of relevant concepts from literature, in order to generate insight from their collective experience and explain the actual leadership processes that take place in the LCT project. While projects have been previously referred to as "transient" (Turner and Muller, 2003), the term "Loosely-Coupled Transient" in this research, is extended to mean a project arrangement characterised by non-exclusive commitment to the project by a team member, loose project relationships, temporary coalition arrangements, and fragmented, intermittent involvement throughout the project lifecycle by project team members. LCT project work arrangements allow project contractors, sub-

contractors and freelance consultants, all of whom may be previously unknown to one another, to come together within a temporary, non-exclusive formation to implement a project in an often unfamiliar setting. This research enquiry aimed at identifying and explaining how leadership as actually practiced by project leaders of LCT projects, with a view to deepening our understanding of what is needed to be effective in this type of project in a way that should be helpful to current and future PM practitioners.

7.3 Contribution to Practice & Literature

The research enquiry was practice-led with its motivation originating from the researcher's own professional experience. It was found that experience of conventional PM tools and techniques represented a threshold skill set when leading a LCT project, i.e. they were a necessary, but not a sufficient skill set to manage a project. This prompted an enquiry into the actual leadership characteristics required to be effective and an investigation into the actual practice of leadership in this project setting.

The primary contribution of this research enquiry to both practice and the existing research is the insight it provides into the actual leadership processes that take place in a particular project setting. This research has identified and discussed three project leadership roles which are context building, cultural bridging and political brokering that are viewed as being necessary for effective PM. The research also identifies and examines the implications for the more traditional technical PM role. Also to emerge from the empirical findings are the specific tasks that provide further useful insight into how each of the project leadership roles may be accomplished. In terms of contribution to practice these roles and related tasks have been validated by experienced PM practitioners. They conclude that the findings of this empirical enquiry could provide a useful contribution to PM practice. They also view

the roles identified in this research enquiry as an essential but overlooked part of their function for which there is very little recognition in existing PM literature and professional training. Additionally, the empirical findings contribute to previous research on PM by furthering the analysis of actual PM practice that takes place in the project setting (Cicmil et al., 2006; Cicmil and Hodgson, 2006) by giving explicit consideration to the importance of understanding the contextual, cultural and political influences on leadership in the project setting. These influences emerge from the project environment and while they can be outside the control of the project leader, the empirical findings point up that they have strong leadership implications that need to be understood and embedded within PM practice. Specifically, project leadership requires new forms of ability and intelligence described in this research enquiry as contextual, cultural and political forms of intelligence. This is particularly relevant in project settings such as Loosely-Coupled Transient project setting examined in this research enquiry. The empirical findings contribute to previous research by answering the call of Crawford et al. (2006: 731) who suggest "we need new and better ways to think about projects and their management" by providing new PM knowledge that is based on experienced, practical insight. However limitations to the conceptual insights provided by this research are acknowledged by this researcher. The empirical findings are based on insights provided by thirty exploratory interviews and as such the findings to emerge from this research provide an important platform for more intensive, systematic research. In particular there is scope for further research to carry out more systematic and in-depth studies in this area using the comparative case method, not only to study more closely how the four leadership role identified here play out and interact over the full course of individual projects, but also to provide the valuable case materials for executive education purposes to help experienced practitioners to enhance their PM competencies in these important leadership areas.

Deriving from this main contribution, this research enquiry has contributed a number of useful perspectives to both PM practice and research that can be summarised as follows.

Contribution to Practice	Contribution to Existing Research
Helps experienced LCT project leaders to more fully make sense of their roles and the key knowledge and competencies needed to be successful	Examines the lived experience of the project leader and enlarges the role of the project leader when the project context moves beyond the tightly-coupled singular hosted category
Helps in the selection of project leaders for LCT projects	Validates the LCT project as an important type of project category with socio-behavioural as well as technical coordination challenges worthy of more deeper and extensive study
Helps in guiding the future training and coaching of project leaders for LCT type situations	Offers a preliminary roles-based framework that can be used to inspire and guide further research and future practice

Table 7-1 Research Enquiry Contribution Summary

As this research enquiry emerged from PM practice a key aim of this research is to contribute to PM practice. In this regard a key contribution of this research enquiry has been to explore the role of the project leader to more fully understand this role and the key knowledge and competencies that are needed to be successful. The empirical findings point up three important socio-behavioural roles as well as implications for the conventional, more technical PM role. In doing so the empirical findings suggest that the manager of a contemporary project should be viewed as a technical and socially competent leader. As a technical and socially competent leader, the empirical enquiry points up the contextual, cultural and political implications, validated by experienced project leaders and considered by them as being central to the practice of effective project leadership. In doing so the findings of the research enquiry are closely attuned to the recent developments in PM

research that call for project leadership to look beyond the traits, behaviours, etc. of the project manager and instead be understood as a constant process of interaction between project participants and everyday activity that takes place on the project. In particular, it answers the call of recent researchers (Cicmil, 2006; Soderlund, 2004) in the realm of PM leadership studies for more systematic, empirical enquiry into the roles and activities of PM leadership in different contexts in order that a more complete picture of leadership can be developed and that is based on what project leaders actually do. Soderlund (2004) has previously suggested that what would be useful to PM research is research in the vein of what Mintzberg (1971) and Kotter (1982) have done for general managers on the theme of what actually takes place in a project and how managers actually manage their projects. Mindful of this perceived limitation with conventional PM research, an aim of this research enquiry is to address the apparent deficit in the knowledge base and contribute further to PM knowledge in an empirical, conceptual and practical way. The empirical findings contribute to the existing knowledge-base by pointing up the contextual, cultural and political implications of PM that emphasise the reality of what project leaders actually do when managing a project.

The research of Ika and Hodgson (2014) has previously drawn attention to the shortcomings of conventional PM research and practices when implementing certain types of projects aimed at social and economic development, suggesting they do not give full consideration to the nuances of these types of projects. Mindful of this need to move beyond research accounts that focus on generic PM practice this research enquiry gives explicit consideration to contextual, cultural and political implications of managing projects. Evaluation of the empirical data tells us that experienced practitioners believe that while these are critical aspects to PM, they are largely overlooked in the selection processes and professional training of project managers. Traditional technical PM skills that focus largely

on planning and delivery of projects are regarded by experienced PM practitioners as threshold competencies, they are necessary but are not the entirety of what is needed to be an effective PM. Findings from the research validation suggest that experience of the project leadership roles identified in this research enquiry should be given the same explicit consideration as the project leader's technical competency when selecting potential PM candidates. Furthermore and subject to further development, experienced practitioners also regard the empirical findings of this research enquiry as being key areas for future training in terms of their on-going professional development, thus making another potentially valuable contribution to PM practice.

Leadership of projects is a popular trajectory of PM research. Much of this research suggests different explanations as to what constitutes effective PM leadership and their findings can be linked to the main schools in general leadership research. In examining the actual leadership processes that take place in an LCT project context, this research enquiry positions itself close to those associated with the competency school of leadership as well as the socio-technical perspective of PM. The empirical findings contribute to existing leadership research to enable a more complete picture of project leadership to be developed that links certain roles and tasks with leadership in one context that has been little researched to date, the context referred to here as the LCT project context.

The research enquiry also pointed up the relevance of specific literatures within the general management domain that could assist PM practitioners to better understand the contextual, cultural and political dimensions of their function. The research of Hofstede (1980, 1981, 1993) into culture, the work of Mayo and Nohria (2005) on contextual intelligence and Weick's (1993) research on collective sense-making are some examples of potentially useful literatures within the general management domain and referred to in this research enquiry that could provide practical insights to both PM practitioners and

researchers. Furthermore, as the LCT project is loosely coupled to a number of organisations and is located within a network of inter-organisational relations, this made ideas inspired by Pfeffer and Salancik's (1978) Resource Dependency Theory (RDT) potentially very relevant to this research enquiry. The research enquiry demonstrated the potential relevance of a number of ideas drawn from RDT and applied to the LCT project setting and in doing so answers the call of Winter et al. (2006) and Soderlund (2004) for new ideas and approaches to be introduced into PM research that can potentially be of assistance to PM practitioners. There remains scope to further extend this trajectory of research. It is suggested that there are other ideas and perspectives within the general management literature that could potentially usefully inform PM. Importing perspectives that are considered outside of, but potentially useful to the PM domain opens up a further trajectory for future PM research, which will now be discussed.

7.4 Trajectories for Future Research

This research enquiry represents an initial attempt to understand the actual processes of leadership in an LCT project context. In doing so the research has identified and discussed three important leadership roles. Future research could focus more intensely on each of the roles and how they interrelate. Such research could provide deeper insight into the tasks associated with each of the roles and examine the competencies needed by project leaders to be effective in context building, cultural bridging and political brokering. Further research could explore how project leaders navigate effectively among each of the roles and what factors determine the prominence of a particular role over other roles in particular project contexts or during particular phases. Such research could also examine how each of the roles identified in this research enquiry integrate with one another, the differences and

points of overlap that may exist between the roles, and aim at deepening our understanding of the actual processes of leadership. An aim of this research trajectory would be to build on and further extend the findings of this research enquiry through a more intensive and comprehensive account of actual project leadership developed in partnership with PM practitioners.

When evaluating the empirical data PM practitioners suggested that the findings of this research enquiry give explicit attention to aspects of their function currently overlooked in conventional PM literature and training programmes. It was also suggested by PM practitioners that the empirical findings would benefit from field-level implementation and dissemination. Suggestions received included: producing articles for professional journals; producing articles for scholarly journals; developing workshops, webinars and the formation of a dedicated e-forum and community of practice. This opens up a further potential trajectory for future research which is, to investigate effective means of how the findings of this research enquiry might be further developed and incorporated into a professional training programme as well as investigating other ways in which the findings could be brought back to practice in an innovative way that PM practitioners can gain a practical benefit from them. In the short to medium term research effort could consider developing workshops and disseminating the findings of this research to PM practitioners with a view to advancing executive education in the medium term, while also helping to advance the research agenda. Such workshops could be enhanced through the development of teaching cases, focused particularly on project leadership in the LCT context, perhaps developed in association with some of the respondents featured in this research, and they could explore the value of importing concepts into the PM domain that have a particular focus on the socio-behavioural roles identified in this study, from such perspectives as design thinking and co-creating value with stakeholders, both of which emphasise the value of involving the

beneficiaries more actively in both the design and implementation phases. Longer term efforts could focus on more intensive research work on project leadership roles and tasks, using more comparative case-based methodologies, to develop deeper insight into the nature of the roles identified here and the key task associated with them, as well as the key contingencies that determine their relative importance in different project contexts and over different phases of the project cycle, as well as how they interplay dynamically during any PM process.

The research enquiry demonstrated the potential relevance of a number of ideas drawn from RDT and applied to the LCT project setting. This opens up the possibility of other, potentially useful perspectives available within the general management literature that could be applied to the PM setting. Applying such concepts and perspectives that are outside the PM research domain represents a further, future research trajectory. By way of example, suggested concepts and ideas of potential relevance to the PM domain include co-creation (Ramaswamy and Gouillart, 2010) and design thinking (Brown, 2008), already mentioned above, which support the importance of developing a deep contextual understanding of the client and finding creative and innovative approaches to identifying what they really need, along with the research of Meyerson et al. (1996) that examines how swift trust can be established within temporary groups emphasising the importance of how contextual factors can influence the formation of trust within temporary groups. This trajectory of future research could examine the potential usefulness of these suggested ideas as well as investigating other approaches that lie outside the domain of PM with the aim of exploring ways in which they can be introduced into PM in a manner that can potentially add value to PM practice and research alike.

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Appendix A: Letter of Approval from DCU Ethics Committee

Ollscoil Chathair Bhaile Átha Cliath
Dublin City University



Mr Christopher Cullen
DCU Business School

18th March 2014

REC Reference: DCUREC/2014/014

Proposal Title: Project Leadership in a Transient Project Context

Applicants: Mr Christopher Cullen, Professor Brian Leavy

Dear Christopher,

This research proposal qualifies under our Notification Procedure, as a low risk social research project. Therefore, the DCU Research Ethics Committee approves this research proposal. Materials used to recruit participants should state that ethical approval for this project has been obtained from the Dublin City University Research Ethics Committee. Should substantial modifications to the research protocol be required at a later stage, a further submission should be made to the REC.

Yours sincerely,

A handwritten signature in black ink that reads 'Donal O'Mathuna'.

Dr. Donal O'Mathuna
Chairperson
DCU Research Ethics Committee



Taighde & Nuálaíocht Tacaíocht
Ollscoil Chathair Bhaile Átha Cliath,
Baile Átha Cliath, Éire

Research & Innovation Support
Dublin City University,
Dublin 9, Ireland

T +353 1 700 8000
F +353 1 700 8002
E research@dcu.ie
www.dcu.ie

Appendix B: Request to Participate in Research Exercise

Christopher Cullen <christopher.cullen25@mail.dcu.ie>

to Xx

Enquiry Relating to Research Study

Hello Mr Xx

My name is Christopher Cullen and I am contacting you in relation to a research exercise I am conducting under the supervision of Dublin City University. From an insight into your experience provided on Developmentaid website you have been purposefully selected as someone with expertise of institutional development projects that is possibly relevant to this research exercise.

This research sets out to explore the uniqueness of context of what I term the "transient" project. A transient project could be an institutional development project. The transient project could be a project that is donor funded and carried out on behalf of a beneficiary organisation. Participants on the project usually comprise freelance experts who may not necessarily commit to full-time involvement on the project but may engage and disengage with the project at certain intervals through out the project lifecycle.

As part of the research I would like to solicit your opinion on management and control aspects of these projects from your perspective as someone with experience in managing such projects. If convenient for you it could be done via a telephone/skype interview expected to last no more than 20-25 minutes. The information being sought is not of a sensitive or commercially sensitive nature and can be supplied in an anonymous manner if preferred. Information provided will not be sold or shared with third parties. The purpose

of seeking this information is solely to inform a research thesis that I am conducting in Dublin City University.

Thanking you in advance for positively considering this request.

Best regards

Christopher Cullen

Appendix C: Sample First Round Interview Transcript

Transcript from audio recording of [Research Informant X] (Referred to as RI(X) below)

[Recording begins:]

Me: Hello it's Christopher Cullen here.

RI(X): Ok, it's nice to meet you.

Me: And you too. Do you mind if I record our call for data collection?

RI(X): No you can record the call.

Me: Ok, thank you. Thank you for agreeing to participate in this discussion. As I previously explained to you I'm doing a research thesis in Dublin City University here in Ireland focussing on project management and I'm looking at a particular type of project that I think has been largely overlooked in the academic literature, I'm particularly interested in the context of these projects and what we could do to make leadership of these projects more effective.

So I came across your profile in development aid and it seemed very interesting and from that I decided that you'd be somebody who I'd like to talk to in relation to projects and project management and so forth, so thank you for coming back to me on that.

RI(X): My pleasure.

Me: Ok, hopefully we won't be hampered by technology too much. I'm getting a little bit of feedback but hopefully it will go relatively smoothly. Maybe by way of starting off could you provide brief information on your professional background and experience?

RI(X): Ok I think you got my profile from Devnet or Development aid. Basically I am a development professional, I have been for the past twenty five years, I got an agricultural rural development background from ISS in [country] and I moved on to work in international development from the late eighties onwards, starting first with more agricultural interventions, farming field schools particularly south east Asia and Thailand and Indonesia, later implemented that in Bangladesh on a larger scale for DFID, from that a livelihoods programme implemented by [organisation name].

These projects were very much focussed on the supply side of agriculture, agricultural production, not so much on the market side, so later on in the earlier part of this millennium we started to look at the market side as well, linking farmers to markets and with that came the whole value chain approach, make the market work for the poor. But as a result from a hands on technical advisor positions I've moved on to more programme co-ordinating positions as well as ACD (explanation: assistant country director) programme positions which is a more strategic managerial job probably.

Also looking a lot with institutional aspects with [organisation name] which is an Irish organisation that you probably know very well and I'm going to be the new ACD for [organisation name] in [country]. And in between I do consulting, I do a lot of consulting nowadays on project management but also on business development which is important because, as in the case of [organisation name], government funding has been reduced due to the recession. Most NGO's are in need of funding so they look at institutional funding from foundations and other means. So I've been supporting a few organisations here in [country]. So that's basically in a nutshell my background.

Me: Ok, sorry you used an acronym that I'm not familiar with, ACD?

RI(X): Yeah, sorry, ACD, Assistant Country Director.

Me: Ah, ok, thank you.

RI(X): Basically if you look at the structure of an organisation it's the first position below the country director. So in the case of [organisation name] the ACD's provide a lot of strategic direction especially in the programme implementation, the programme design and the planning and [organisation name] has such a position. [Organisation name] also has such a position. Other organisations normally don't have them, they're normally called head of programmes but it's basically the same thing.

Me: Ok, thank you for clarifying that. How would you come across the project opportunities that you work on?

RI(X): Well basically what we do and this is particular to the last example, in [organisation name] in terms of project opportunities, they would look at contextual analysis first, then for a project opportunity. In a contextual analysis, say for instance in [country], Cxxxx programme which is a programme that works with communities in the river Rhine islands in the [region], they would do an in-depth contextual analysis. So they would look at the livelihood situation of the communities, what are the issues, what are the needs, look at health issues, look at education issues, look at sanitation, wash opportunities, and then they would see what is there already, what is not there. What is there we leave out, what is not there these are the gaps or opportunities for interventions.

So for instance in the case of Cxxxx, there are very deprived communities, there are no services available from the government, there are no clinics and maybe there are no schools or there are no teachers, livelihood opportunities people just live on subsistence, there are no water wells, there is no sanitation. So based on that for Cxxxx we developed a programme. So we say, we're going to work with these communities because they don't have any services and because the government doesn't provide the services. What we do initially is maybe install some latrines and we hope that the government will make their contribution at some point.

So these are the project opportunities. We identify a few issues which address the needs of poverty alleviation but also it has to link to the countries strategic plan. So for instance in the case of [organisation name] certain areas were not in the country strategic plan, so we would leave that out or say maybe perhaps it can be funded if interested.

So [organisation name] focused a lot on nutrition rather than general health promotion. It would look at maternal health care and neo-natal health care rather than general healthcare. So we would narrow these opportunities down and we would say, these are the opportunities we need to look at and then of course you have to look at ways to get funding for these opportunities. So then you need to look at donors and funding. So Irish Aid for instance, although the funding has been reduced substantially, they were interested in funding the Cxxxx programme because it fitted in with the Irish Aid national objective of looking at chronic poverty. But for instance they were not interested in Wash, in water and sanitation and hygiene. But for that we found another donor in [country] who is a big charity foundation and they said they only focus on that, and fund that. So in this way we managed to capitalise on these opportunities and get that working. So that's basically in a nutshell how it's done.

Me: Ok, and once you have identified these opportunities and you've identified, if you like, a source of funding, so you're into looking at setting up the project, how are project teams established, how are project experts identified, selected and recruited?

RI(X): Very good question. Nowadays it has changed, say [organisation name] in the past, they did all the implementation themselves. So they had three thousand staff in the eighties and nineties and they would recruit lots of other experts, say sanitation experts who would come from other countries and nowadays it's changed. We work with local partners, so basically in terms of recruiting experts, the experts are largely only recruited for technical positions.

So [organisation name] and [organisation name] works the same, you have the partners, the partners are recruited locally, they actually implement the programme. So their responsible for implementing the programme and also recruit staff based on the log-frame, and based on the agreed budget, plans and outputs. So in terms of the implementation that's the partner's side. [Organisation name] and [organisation name] don't really have a say in the recruitment.

So the value added of the NGO's is bringing in the technical expertise. So what they do is hire technical experts, like in Wxxx we had a guy overseeing the implementation but he had a sanitation background. So we would bring in the added value on that and train the partners staff who would then role out the Wxxx project. The same in livelihoods and markets, there were three people who were recruited based on their technical competency and they would train the local partners in these disciplines as well as work with extension services as kind of liaising. Because extension resources in [country], and [country] is not unique, they don't have much resources for say, helping farmers with disease control, so here the extension support of the lead NGO comes in to fill that gap.

So people are recruited based on the technical competency, implementation by partners and the technical oversight is performed by the lead organisation and that goes through an open recruitment process. Advertising the position, appointing a panel that goes through the CV's and an oral test, then the best candidate will be offered the position.

Me: Ok, looking at say the skills of project managers, team leaders who'd implement these types of projects, what would you consider the main technical skills of these individuals to be?

RI(X): Well say the Wxxx project, we were looking deliberately at those with a wash background, water sanitation and hygiene, because for a person to oversee the project he must have a technical discipline. Also there is managerial skills, because in terms of

budgeting: very important; in terms of financial monitoring: very important; in terms of reporting: important, and also nowadays as we work with partners it is important that they are aware of some of the compliance issues that donors set, what is allowed, what is not allowed.

For technical management ideally the project manager who manages the project should also have a good solid understanding of livelihoods, of the livelihoods framework. They should have a good understanding of market dynamics. Yeah, livelihood is quite broad so you either find somebody with an agricultural background, or horticultural background or say may not have a livestock background, or someone say who has a livestock background but say has no agricultural background. So sometimes you have to look what is more important in the project, or if the project manager doesn't have a livestock background we have a technical officer with that background and he or she can fill that void.

So that is what you need to look at when you recruit and you have to look at your project log-frame¹ what is the essence of the project. I've worked for both [organisation name] and [organisation name] and generally we found the people who matched the requirements of the position, although sometimes it was not so easy. [Country name] it's comparatively easier to find qualified people because there are many more on the ground than say in a country like [country name] where I also worked for a while where it was much more difficult because a lot of people don't have the technical competency and you would really have to settle for less and sometimes positions would be open for months and months and months.

Me: Ok, are there key soft skills, so say the non-technical skills of project managers for projects that you consider they should have?

¹ A planning tool that is used for designing, monitoring and evaluating donor-funded development projects.

RI(X): Yes very much, what I consider important soft skills is good people management and team management skills. Because nowadays project management has become more complicated because you work with partners and you don't control the partners. I mean you have a contract with partners but you don't really exercise direct control over them in the field. You have to be able to have strong negotiation skills with partner directors if something goes wrong. You say this is what needs to be done and you have to set the bottom line. You have to be quite straight forward but also use quite a lot of diplomacy and subtleness to get really things done the way you want.

So in terms of soft skills nowadays that is much required. Diplomacy, conflict resolution, because that happens a lot with partners also and you need to have a lot of tact. These partners are still part of the team and it's not the team of the NGO as the lead and the partners on the other side. It is one team of partners and the NGO that jointly implement the project and they are jointly responsible for the log-frame.

It is important that the project manager has very good skills in terms of communication, in terms of diplomacy in terms of team management, because if a team is not strong or there are weaknesses or no team building then it will also adversely affect the programme because some areas will do better than others. People act in tubularity, we see this a lot, there is no sharing of learning and at the end of the day we are held accountable for the results and if the results are not good you're in trouble. So these skills of project management are increasingly important nowadays so I would consider them high and what we do whenever we had a meeting in [organisation name] or [organisation name] we would always have a few points in these areas and it would weigh quite heavily in any selection process.

Me: You mentioned something in your answer about control that was very interesting.

About a lot of the participants involved in the project being outside your control so you cannot tell them directly what to do. How do you manage in that context?

RI(X): Yeah it's very difficult, like in the livelihoods programme where I was programme co-ordinator, we had over forty partners and it was extremely difficult. Basically what it involved was having a lot of co-ordination meetings and clearly outlining what is expected in terms of the project objectives and outputs. Quite often their understanding is lower, so if that's the case what you have to do as a lead NGO is bring in a lot of capacity building and institutional development for them to understand it.

Now the way around it is before you enter into it with partners is to do a screening of potential partners in an area and say which ones are the best. You have organisational assessment capacity tools which will tell you and also tools in terms of the finance and administration, which partners are the best and you would ideally like to work with them. The partners that have a good level of understanding, that have a good level of understanding the technical requirements, that have decent administration and finance systems, because that is also needed for the project and that would probably avoid you falling into some of these pitfalls.

If it isn't, then you have to call them for a meeting, explain what is gone wrong, what is not right and explain how it should be done, give necessary support in terms of training, in terms of building capacity and this way you can improve it. But there is one bottom line and we had this a number of times, when partners are for instance involved in any kind of mismanagement of resources. Like procurement, in the Wxxx project we had a case of procurement of bricks for the water well, they were asked to procure high quality bricks and not low quality. But what they did they put on the (procurement) voucher high quality but procured low quality materials and they pocketed the difference. Now this is a

mismanagement of resources. Then you can say we disallow the cost or we terminate the contract. This is your donor obligation because if the EC finds it, it puts the whole thing in jeopardy.

So yeah, you're not directly controlling them but somehow you need to direct and steer them. In terms of the financial management these are very strict. I don't know of any cases where partners because of the poor technical performance they decided to terminate the contract, I haven't come across any case myself. But I know of some cases of financial mismanagement and the partnership was discontinued.

So that's the partnership it's quite complex. But I have seen that a lot of partners perform quite well. Even in one project an urban project of [organisation name] we noticed that the partners were out-performing [organisation name]. [Organisation name] had a direct implementation component. It was an urban project for people who live on the street and there was some kind of a scheme where people would get night shelter facilities for those who look for shelter at night. We felt that partner organisations were doing better and doing it more cost effective, because of lower wage levels, than the [organisation name] component. So then we decided let's just hand over the [organisation name] component to the partners as well.

Me: Ok, what kind of planning tools and interventions are used in planning these types of projects where you've got a lot of partners and got a lot of third party experts who you are relying on to deliver the output?

RI(X): Well what we do normally when a project proposal has been approved, part of the project proposal involves an activity plan plus a budget which is then split up on a per annum basis. So you have a detailed budget for the first year and a less detailed budget for the following year. With the partners you sit down and say everyone is bound by the log-frame. So in the planning, partner A will provide their activities and that is put into the

project plan and the budget and that's linked to the log-frame indicators. So that's in the project plan of the partner to implement these and monitor them, and that is monitored on a monthly basis by the project manager and the partner and the project manager of the overall project he also monitors how all of the partners are performing. From the expenditures you can see how things are going. If certain expenditures are low, say in training for income generation then we know they're low for this month. Why is that? There may be a reason for that because there was a flood in a certain area and therefore the training could not be done. So then they carry forward to the next month or quarter. So this is how we monitor and the kind of tools we use, there is a lot of reporting so most organisations, say in the case of [organisation name] they had a monthly reporting system, a six-monthly reporting and an annual reporting. So everything is followed, put in a report and we see how performance is from the management accounts. So these are kind of, in general, the tools which are employed.

I should say that when the partners are contracted normally an MOU (memorandum of understanding) is signed as well as a contract and the contract stipulates what has to be accomplished. So partner A has to work in district A and district A has to accomplish, say output 1: increase income of rural women; output 2: to increase awareness on issues of equality; output 3: to mitigate against disaster, and that's all in the contract for the partner each year. That's for year 1 and for year 2 a new contract is signed with more deliverables inside. Normally preceding that, there is a planning workshop where it is exactly decided what needs to be done and why. That's how it works with partners.

Me: Right, looking at the selection of the implementation partners, how does that take place? What criteria are used, how does it happen, how do they get appointed onto or included within a particular project or a particular initiative?

RI(X): Well what you normally do is you do your contextual analysis and then you find a number of organisations as part of your contextual analysis. Or you do an institutional scan, what organisations are in a certain area that can work there. Based on that you list them, say, there are ten organisations we are going to look at now, what's their mission and vision? There may be organisations working with street children and another may be more livelihoods oriented, a third more health oriented. So we look at their profiles, we look at what they are doing, where is the fit, where is the project, because when we do a livelihoods project we want to have partners who also have some orientation in livelihoods. We will also look at where they're working because if we're looking for a partner in district A we are not going to use a partner working in district B for district A, because that may not be logistically possible, so for district A we have these partners which ones could work there.

Based on that, most organisations like [organisation name] and [organisation name], they have tools which they call organisational capacity assessment tools and it's a whole list of questions. Basically starting from governance, the board of directors is the board appointed, elected on a regular basis, who is on the board, who is the executive director, is it a fixed term position? And they look at a number of things like the strategic plan, the programme plan, like the finance and administration system, these are very important. These are very important, most organisations have to have a separate finance and administration capacity assessment. They do a thorough assessment and based on that, the programme team will make a recommendation, yeah there is a good fit, they work in district A, they have a livelihoods background, they have a strategic plan, they have done other projects with other donors, they have been completed well and the finance team will look at the finance systems. If there are weaknesses, they will be mentioned in the assessment. For instance, in terms of the capacity assessment of the organisation they may not have a gender policy, that you can put down they don't have a gender policy. For

instance, on the finance and administration they don't have a cash manual or cash register there, they have a large number of cash floating in the organisation which may be a risk. So we can take this partner but this is a potential risk and if we take the partner they have to address the risk, address the cash management.

This is how it's normally done and once that goes through the process and goes to the ACD for review, the country director signs off and the MoU's are signed between country director and head of partner organisation. The finance team will monitor on a monthly basis whether the cash management issue, whether they follow whether they're improving or not.

Me: What are the issues when the project is implemented, are there any typical issues that might arise and have to be dealt with by the project manager?

RI(X): Well a lot of the issues are compliance issues, but there are also other issues sometimes. I can tell you about for instance in one case overheads in a particular organisation was misused. The overheads were used for buying land which was not allowed, so a partner issue came up. Another issue quite often is recruitment and this is delicate, because quite often what you see in certain contexts is that recruitment by partners is done mainly through favouritism. Certain people are appointed in certain positions because they happen to be relatives of the project manager.

We had a case I had to deal with myself as head of programmes where as a result of that I had to terminate a project manager because there were issues of accountability and transparency and there was a conflict of interest, so the person could not be retained. So these kind of issues they often come up and they are quite delicate so it's not only the finance and administration issues there is also that. We also had resource management issues of vehicles not being properly used.

In general on the technical side some partners are doing better say than others but also was to link them to each other, have regular sharings so they would learn from and visit each other's field so this was some of the technical deficiencies could be overcome. But issues that can come up are conflict of interest, HR (explanation: human resources), administration, finance, procurement and value for money and also nowadays a most important thing is the whole humanitarian accountability partnership, HAP. A lot of international organisations are signed up to that (HAP) and it means that organisations must have an accountability framework, out at field level there must be a complaint response mechanism. So if you install a wash facility you must put up a complaints mechanism, a banner a notice board with a phone number which the beneficiary can ring and say something is not good. They can put in a complaint and that complaint has to be addressed. But it can also be an issue of say, not good materials were used, which then has to be investigated. Some might be project issues and some might be compliance issues. To give an example of one field visit in [country] on the Cxxxx programme, we found for instance that there was no CRM. They had already installed a well but the CRM was not installed.

Me: Sorry CRM in this instance means?

RI(X): Complaint Response Mechanism so you can look it up and HAP, nowadays they've all signed up to it, so it's very important. So sometimes there can be a problem if the partner has not signed up to the CRM, because it's a kind of control mechanism that gives the community a chance to raise issues.

Me: Ok, have you ever been involved or aware of a situation where maybe problems have arisen between experts on the project being implemented?

RI(X): Oh yes there have been. There have been issues between international experts or orientation of a programme where a programme should move towards. Say you have a

partner field school programme which was increased to address more issues, because many of the members of the partner field school were women, so issues of social development and issues of rights. For that an external partner was appointed to look at these issues in a predominantly agricultural programme and that led to a conflict between the person who wanted to pull the whole programme toward social development.

Now in the log-frame it was quite clear that the objective, the prime project goal was to improve the livelihood of so many poor women through raising vegetables for income. It was also clear the way the donor wanted it. But it can sometimes lead to conflicts in terms of direction of a programme and then it needs to be clarified what the programme has been for, that social development is a component not the main direction of the programme. So that has to be made clear to the partners.

Me: What about having experts from differing cultural backgrounds to where the project is being implemented, does that ever become an issue?

RI(X): It can be, in certain context there may be an issue of Europeans and Asians that may not mix. I have dealt with large projects, I don't think this was an issue a lot but I have heard of other projects like the case of [country] where I've heard of some cases where it was difficult because in [country] it's very much state controlled, so whenever an expert works, he or she works with the local ministries and language can become a problem because they don't speak much English, everything has to go through translators.

I worked in [country] and I found it sometimes difficult to get my message across and I've also heard of conflicts with other ex-patriots and the ministries. In [country] it works like this, if you're in a conflict with a local ministry and because there aren't many local partners, your local partner is the government. So if you're in a conflict, well then basically the experts will be normally sent home, the employment or residence permit will basically be cancelled. I know a couple of cases where this happens. So it requires tact and

understanding and in [country] the context was more difficult than say in a country like [country] where there is a stronger civil society. So in [country] you needed to be very much aware how state institutions worked, how you can approach someone and if you wanted to get something done what you need to do, what is the kind of approach you have to follow in order to get a person on-board for a particular thing, and it takes much more time.

Me: Yeah, ok. That's the extent of my questions for now Mr Xxx Xxx. I'd like to thank you very much for your honest and very experienced answers, you've been a mind of information (RI(X) - ok, great) so thank you for that and thank you very much for taking the time out to talk to me.

RI(X): Right, and if there are any more questions you need or any clarification just send an email and I'm always happy to inform, and if there is any research coming out, you're working on a research project.

Me: Yeah, it's a research thesis for a doctorate that I'm working on it's been on-going for the last number of years.

RI(X): Ok, so good luck with your PhD study and if there is any final output then please share it, yeah? It will be of interest to us also findings from other contexts and what we can learn from it, it's always very useful.

Me: Ok, ok, thank you very much and good luck with your assignments.

RI(X): Thanks very much and have a nice weekend, bye.

Me: Bye, bye.

[Recording ends]

Appendix D: Request to Participate in Evaluation of Research Findings

Christopher Cullen <christopher.cullen25@mail.dcu.ie>

to Xx

Follow Up From Research Study

Hello Xx

My name is Christopher Cullen and about a year ago I interviewed you in relation to research I was conducting here at DCU. At the time I was looking at the uniqueness of what I called the transient project (some international development projects being such an example) and I interviewed a number of managers of these type of projects. Since then the research has taken a slight turn to focus on leadership of transient projects.

I am now at a stage where I would like to share the research findings with you, provided you are interested of course. Not by way of volumes of transcripts but specific extracts from interviewees that attempt to break out the project management function into a number of relevant roles and associated activities for the project leader of transient projects to consider. You may be in a position to read and validate based on your experience.

If you are interested please let me know.

Best regards

Chris

Appendix E: Copy of Preliminary Research Findings

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1. Research Findings

1.1 Introduction & Purpose

The purpose of this chapter is to present the findings emerging from field research. The chapter begins with a reminder of the purpose of this research. The focus of the research sets out to investigate effective project leadership in a specific project setting. A brief description of the professional profiles of research informants is provided before their perceptions of leadership that reflect the actual practice of project management (PM) in a particular setting are presented. In imparting the data, selected extracts of the collected data are presented for consideration in a mode that supports potential leadership roles to emerge from the data. The chapter closes with a summary of the main empirical findings.

1.2 The Research Intent

The agenda for this research project has its origins in practice and stems from the researchers own professional background as a PM practitioner. The research investigates leadership in a specific project setting which is termed here as the transient project setting. For the purposes of this research a transient project can be considered to be a temporary, loose association arrangement between service providers to a project. An example are project arrangements that allow project contractors, sub-contractors and freelance consultants, all of which may be previously unknown to one another, to come together within a temporary, non-exclusive formation to implement a project in an often unfamiliar setting. These could include projects aimed at economic and social development that take place in foreign cultures and contexts, although transient projects are not necessarily limited to such development projects. This research sets out to explore the perceptions and work processes of experienced project leaders with the intention of investigating the

actual practice of project leadership in a transient setting and to better understand what project leaders need to do to be effective in this setting.

The research is guided by concepts inspired by Pfeffer and Salancik's (1978) Resource Dependency Theory (RDT). RDT is a theoretical model of potential relevance to this research project. RDT is primarily concerned with how environments can impact and constrain organisations and how organisations respond to constraints and threats from their environment. RDT's potential to this research lies in its perspective of the organisation as a loose framework of participants (as opposed to the traditional, rational and structured model). For an organisation to survive it is necessary to co-ordinate the activities of participants in the organisation who have their own preferences and goals which may be incompatible with those of the organisation. Participants can differ to the extent with which the organisation can influence and control their activities. As this perspective clearly resonates with the researcher's own experience of transient projects it was the main motivation in exploring the potential of RDT to the transient project setting.

The RDT concepts guiding this research are context, leadership and control, and resource interaction. These concepts are used by the researcher as points of orientation to guide interviews with experienced project leaders who informed the empirical study. Specifically the RDT concept of context inspired the following questions:

- How are project opportunities identified and defined?
- How are project teams established?
- How are project team members selected?
- How would the project leader typically spend his/her day?

The RDT concept of leadership and control inspired the following questions:

- What are the key technical skills of project leaders?

- What are the key non-technical or soft-skills of project leaders?
- How does the project leader control project experts?
- Are there sanctions the project leader can impose on project members?
- What issues are typically faced by project leaders?

RDT's concept of resource interaction inspired the following questions:

- How do interactions between project team members most commonly take place?
- What are the most common types of problems that arise with project participants?
- What challenges arise from working with experts from differing cultural backgrounds (to where the project is being implemented)?

Using these questions as points of orientation to examine the nature of project leadership in such transient settings, the data highlight a number of roles and activities which seem quite specific to such transient projects. It also highlights the practical challenges that the transient project poses for existing project leadership roles in all project settings. Viewed as an integrated pattern of project management expertise, they explain what constitutes effective leadership in a transient setting and are summarised as follows:

Roles	Activities
<i>Potential New Leadership Roles</i>	
Context Builder	<ul style="list-style-type: none"> • Adapting aspects of the project to fit the context • Adapting the leadership approach to unfamiliar norms and values • Creating context-specific value and building competency to ensure the long term benefit

Roles	Activities
	<p>of the project is sustained</p> <ul style="list-style-type: none"> Establishing effective channels of interaction
Cultural Bridger	<ul style="list-style-type: none"> Leading multi-cultural teams in a foreign environment Determining how aspects of a foreign culture will impact the project Developing the cultural sensitivity of team members Cultural mediation and facilitation
Political Broker	<ul style="list-style-type: none"> Building consensus and agreement among the project's team members Navigating the coalition's complex web of relationships Influencing project participants
<i>Extending Existing Leadership Roles</i>	
Planning & Organising	<ul style="list-style-type: none"> Negotiating with service providers Team convening Project planning Communicating effectively at different levels within and outside the project
Control	<ul style="list-style-type: none"> The project leader coaching his team The project leader building relationships Integrating the contributions of the project's team members into a harmonised output Facilitating collaboration among the project's service providers and team members

Table 0-1 Leadership Roles & Activities (Source: Author)

1.3 About the Research Informants

Table 0-2 below provides an overview of the characteristics of those who took part in the research. This information was collected prior to the interview being carried out using profiles of prospective research informants with key details being confirmed during the interview. All research informants had experience of the transient project setting as defined in this research, although in many cases this was not their only professional experience. In some of these cases their experience represented not only the perspective of the organisation charged with implementing a project but also allowed them provide a practitioner account from the perspective of an organisation that provides funding for projects or a project sponsor organisation perspective such as a non-governmental, or charity organisation. This enabled a varied range of insights of the transient project setting to be imparted during the course of an interview.

Research Informant Reference	Functional Background / Area of Expertise	Perspective of Informant - Service Provider / Funding Authority / Sponsor	PM Experience
PL-1	Finance, public finance, auditing	Implementer & Funding authority	>12 years
PL-2	Poverty reduction, rural development	Implementer	>10 years
PL-3	Natural resources, environmental management	Implementer	8 years
PL-4	Agriculture, food production	Implementer & Funding Authority	9 years

Research Informant Reference	Functional Background / Area of Expertise	Perspective of Informant - Service Provider / Funding Authority / Sponsor	PM Experience
PL-5	Finance, public finance, accounting	Implementer & Sponsor	>13 years
PL-6	Infrastructure, agriculture	Implementer	> 10 years
PL-7	Finance, tax, legislation	Implementer	>15 years
PL-8	Public expenditure programming	Implementer	> 8 years
PL-9	Regional development, fisheries	Implementer & Sponsor & Funding authority	>20 years
PL-10	Water, sanitation, engineering	Implementer & Sponsor	> 20 years
PL-11	Community development in conflict and fragile zones	Implementer	>10 years
PL-12	Poverty reduction	Implementer	>10 years
PL-13	Water, sanitation and poverty reduction	Implementer	>15 years
PL-14	Financial management, SME development	Implementer	>20 years
PL-15	Rural development, project monitoring and evaluation	Implementer	>15 years
PL-16	Water resources management	Implementer & Sponsor	>15 years
PL-17	Agriculture	Implementer & Sponsor	>12 years
PL-18	Economic policy	Implementer	>10 years
PL-19	Justice and policing	Implementer	>20 years

Research Informant Reference	Functional Background / Area of Expertise	Perspective of Informant - Service Provider / Funding Authority / Sponsor	PM Experience
PL-20	Finance and accounting	Implementer	>5 years
PL-21	Economic development	Implementer	>15 years
PL-22	Information and communication technologies	Implementer	>10 years
PL-23	Rural development	Implementer & Sponsor	>15 years
PL-24	Information and communication technologies	Implementer	>20 years
PL-25	Entrepreneurship	Implementer	>8 years
PL-26	Information and communication technologies	Implementer	>20 years
PL-27	Information and communication technologies	Implementer	>20 years

Table 0-2 Characteristics of Research Informants

The research informant reference is for reasons of anonymity which was guaranteed to all of those who participated in the research. Even though in a number of cases English was not their mother tongue, all research informants could adequately reflect on their experience and verbally describe it in the English language. As summarised in table 0-2, the diverse background, education and professional experience of research informants enabled them to provide an account of common experiences from a variety of perspectives. Quite often the perspective shared by research informants took into account multiple sets of experiences that included the research informant as a person charged with implementing the project, as a person charged with sponsoring the project or as the person charged with

funding the project. The process of comparing and contrasting the differing perspectives of research informants allowed different perspectives of the project experience to be considered, thereby deepening the researchers understanding of the experience.

1.4 New Project Leader Roles

1.4.1 Context Builder

A key finding from the data is that the effectiveness of project leader's in these types of projects depends on their contextual awareness abilities and specifically, being able to adapt the project in accordance with the parameters of a context that is unfamiliar to him. This is referred to in this research as context building. Research informants point up a number of key activities associated with the leadership role of context building, that includes:

- i. Adapting aspects of the project to fit the context;
- ii. Adapting the leadership approach to unfamiliar norms and values;
- iii. Creating context-specific value and building competency to ensure the long term benefit of the project is sustained;
- iv. Establishing effective channels of interaction.

The remainder of this section explores activities (i) through (iv) above as they are reflected and revealed in the data.

(i) Adapting aspects of the project to fit the context

According to research informants a key activity of the project leader as a context builder is to interpret the context in which the project is taking place and adapt factors of the project according to context.

I really go through a phase of understanding what has been done before, what has worked, what hasn't worked and then come up with a list of activities based on that plus whatever the project goals are. Often the activities are led by those project goals and objectives which may not necessarily be the right ones for the environment of course. (Informant PL-21)

This context building activity requires the project leader to advance beyond an analysis of the current situation, toward an unbiased understanding of prior events in their context, why these events took place and the circumstances in which they took place.

Who wants someone coming into your business or your house telling you how to do things quite different from what you did and what you were used to in the past, who is he or she or they telling you what to do and blaming you for not doing things in the right way in the past. People want first of all respect for the way they do things... They want respect and recognition, and if you do not show respect in all sincerity you do not get their feet off the ground. (Informant PL-19)

If you are going there with just an ex-pat way of acting, just trying to develop them from the economic point of view, not considering any kind of tradition, not considering any kind of relationship inside in the communities, not considering any kind of historic matters, then what you are going to get is nothing. (Informant PL-9)

In understanding and adapting to context the project leader needs to understand who the main actors involved in the project are, and develop an accurate assessment of their role and potential involvement in the project.

We always say, ok this is our goals, this is our milestones so what can we do to implement these things. Because there are different kind of people involved in one project. There may

be charities, there may be volunteers, village leaders and a big politician and an army commander and without our knowledge there will be some freedom fighters also from minority groups. They will have a different agendas and backgrounds, influencing people, so we should be aware of what's going on. (Informant PL-11)

Determining an accurate assessment of context will require the project leader to understand underlying project needs which may be suppressed and of greater importance than the project's explicit objectives.

The difficulty is to understand what are the real needs, wishes, the hidden ones...I would also say that the project can be extremely successful even though it doesn't fulfil it's objectives but because it has initiated something, it has initiated a move. (Informant PL-13)

As a context builder the project leader will be challenged to modify any preconceptions about what needs to take place, to take account of an unfamiliar context and setting. The following illustrates the adverse impact of this.

In U...[country name] we worked in a huge textile plant in a town called N..., and I said you know this debt should be written off because a textile company is just like a watch, it just runs at a speed. So even if you are flat out forever you'll not even pay the interest on your debt to the state bank...and he said, ok Mr M...[informant name] you are absolutely right. I accept all of this and I am not going to accept it any longer. He said, in our environment we don't complain because we're ex S...[region name] and you could go to S...[country name] for it, but now I'm going to stand up and explain this. I went back there a year later and I said, where's the chief executive and they said, he's in prison now. I guess you can't be too extreme in your comments...you could just suddenly find you're not wanted there anymore. (Informant PL-14)

(ii) Adapting the leadership approach to unfamiliar norms and values

Another activity identified by research informants involves adapting the style of management to suit the context. As a context builder the project leader must recognise that management practice may need to be adapted to take into consideration local and regional anomalies.

If you go to work in China or India or I don't know, and if you apply Swedish or Danish kind of management it doesn't work. I mean you have to understand the local language, not the language but how people interact with each other. So that's different not from each country but from regions. (Informant PL-17)

The project leader's sectoral or professional experience will not be sufficient to compensate for any deficit in ability to adapt to an unfamiliar context.

If you have very good experience from working in say in the UK, even as sort of sector development, say for example, developing the fruit sector or the vegetable sector in the UK, and you are a very strong specialist, that might be very good. But if you don't fit in the environment in former Eastern Europe then it's very difficult to be of value. (Informant PL-17)

For the project leader to adapt to a set of norms and values that are unfamiliar to him, requires both flexibility and creativity in his management approach.

They must be flexible, they must be able to adapt to different norms and values of another culture and know how to deal with the people...So it's creativity, flexibility that's what matters. (Informant PL-19)

When adapting to local context the project leader should be mindful that he may be viewed by project team members as a support manager by project team members on context related matters. Therefore the level of adaptation required by him can involve assimilating to the local context to the extent he can provide such support to his team members.

Some of them [project team members] need a lot of hand holding and they can't do anything themselves. For example they need your help to go and find somewhere to eat, or to go and do their laundry, or they need you to help change money. I had one consultant who needed my help to get his ears waxed, ear wax removal...I got one consultant who got thrown out of the country for getting into a fist-fight on his first night. (Informant PL-21)

This adaptation aspect of context building may present a challenge for some project leaders as it involves coping with uncertainty and threats that emanate from the project context.

Being able to cope with, I don't want to say stress, this is extraordinarily common but being able to be patient enough, being able to deal with ninety five per cent of things he will not understand...It's not fun to be in the middle of nowhere, really far from things, sometimes not being in danger but having the feeling of real danger. Having the feeling that things may happen and you don't know whom you might call or something like that. Being deprived of a huge number of things. (Informant PL-13)

(iii) Create context-specific value and building competency to ensure the long term benefit of the project is sustained

According to research informants, in his role as context builder an important activity for the project leader is to create a sense of value for those that are affected by the project's outcomes. This activity can involve, viewing the project from different local perspectives, identifying different agendas that could impact the project and looking for opportunities to collaborate.

It's very important you should know the locality and what's going on there and create value for them. I mean how we do create value is, they will have their own agenda: these are the things good for the community or good for the region. So we say, ok we get into that and find our agenda to fit into solve their problems, so really connect to the planning stage their

contributions...for each organisation we have to create their value, to understand they will have their own way of seeing things, they will have different problems to implement and do their work...we have to really understand what they want to do and we find a way also for us to contribute to that in our project solution...we have to find a way to create value and collaborate with them. It's really sometimes a very, very tough task, a really tough task.

(Informant PL-11)

Close integration of the project with its context can help ensure the impact of the project is sustained long after the project itself has concluded.

When you are using this tradition as we did in T..[country name] all these things disappear because then the tradition is working like your ally. So you're moving in the same direction as them, let them to establish the law, let them to follow the tradition to implement the law, to put into force the law and to enforce the law and then it's working. It's really working. The impact you are receiving is a full impact with really long term sustainability. But this is based on tradition, this is based on local culture. (Informant PL-9)

In the transient project setting it is not unusual for the effects of the project to expire shortly after conclusion of the project.

A big part of the problem is that a lot of the projects end up nowhere. I mean you do a project and you kind of know when you look behind you in a year's time that nothing will have happened with it...Some of the others are more strategic or planning. You know some of those reports will never be looked at again. (Informant PL-26)

Therefore, as a context builder the project leader will therefore have to look beyond the immediate outcome that the project is expected to produce and focus on the longer term impact that the project is capable of delivering.

We have two ways of evaluating a project. One is outward based, like...we might have trained fifty people and we might have given loans to those fifty people, so we have supported those fifty people and everything is recorded, so we pick a few and say, the output what is it? But

what's the impact what goals have been realised? Those people might have taken the money and run a business and after three or four months there's no business...so there is an impact assessment. So we have to find out the impact. (Informant PL-11)

See after a while you're out and the people have to create then, with the help of you, their own outcome. They take on board some of your conditions, sometimes all, sometimes not and then they continue. It's their life, it's their business, they're responsible not you.

(Informant PL-19)

From the data, effective project leaders empower the recipients of project outcomes to take charge of those outcomes into the longer term. Specifically this context building activity requires the project leader to advance beyond building and maintaining positive relationships and securing agreement on project outcomes.

It is not only a matter of having good personal relationships with the recipient people, but it's also trying to build something up with them which at the end they will be able to do it by themselves without you and this is not that easy to pick up...they also have to be convinced and they also have to think not only of their own interests but the interests of their country and this is probably the most complicated. Even though internally there are a number of people around the project that agree with what you do, it doesn't necessarily mean it will be incorporated, it's another thing. (Informant PL-13)

According to research informants, empowerment will require the project leader to localise his perceptions so that he can provide information to project recipients and educate them in a way that the project and its outcomes can be easily integrated into their framework of understanding.

Well I think you really need to research. I do a fair degree of research before I go in somewhere. You really need to see the lie of the land if you like...So if I work in integrated natural resource management, no understanding of the concept of sustainable development, it just isn't taught. You have to be really careful and you have to take steps back all the

time...If you are, for example, doing capacity building then it would be levelling the information you are giving to the beneficiaries in a way that they can receive it and integrate it. (Informant PL-6)

(iv) Establishing effective channels of interaction

The leader's role in context building can also require focusing on aspects of internal project context as relating to the work processes of the project team. According to research informants, a key activity for the project leader is to develop channels for effective team member interaction, thereby establishing a context that facilitates the work of the project team.

When you're doing the formal stuff you have one particular mindset and particularly when you're meeting with the clients, meeting with the donor, meeting with the government, you are constrained in what you can and cannot say, in the ways you can present yourself. With the team at the end of the day you can kick back and say, oh that ministry of agriculture bloke just didn't know what he was talking about did he...But that's important stuff. If you start to become aware that a ministry of agriculture in T..[country name], say, has quite serious limitations, or, has a mindset that's going one particular way that has to have an impact on how you design [the project]. And if you don't have the opportunity to have those conversations where the gloves come off a little bit more, it can get lost in the mix.

(Informant PL-15)

This will require the project leader to overcome customary transient project setting challenges of a lack of organisational support, an unfamiliar environment and working in a foreign (i.e. second or third) language.

Most of the people are working in a language which is not their own language, they are far from home, they don't have a lot of support. They are sometimes abandoned in the middle of nowhere...it is usually something difficult. (Informant PL-13)

The context building activity of establishing clear effective channels of interaction can be particularly important when the project leader does not have visibility of team members at all times, or does not have full control of team members in a dedicated project setting at all times. In this context, when establishing channels of interaction, the project leader can tutor interactions between team members during early stages of interaction.

Most of my experts are perhaps sixty per cent out in the field or out of the office and therefore coaching the interactions within the office becomes even more important so they are going to understand what they are going to do when they are away and other people in the office who might be in another location also understand what everybody else is doing when they're away. (Informant PL-7)

Once channels of interaction are established, the project leader can ensure that the process of debate among team members is continuous. In this way it provides an opportunity for all members of the project team to be heard while at the same time providing a safe setting where preconceptions by members can be challenged.

I would say that to me is probably the key task of the team leader, to make sure that all this diversity is heard, is listened to, and that together decisions are made where people say, well, it isn't exactly what I thought should happen but I can also see the other persons point of view. That in my experience means a lot of talking, listening to each other, making sure that everyone has the chance to be heard, and that I would say is one of the major tasks of the team leader to make sure that the different specialists and the particular points of view get heard by the others and discussed and certain preconceptions are challenged. (Informant PL-16)

1.4.2 The Project Leader as a Cultural Bridger

A key finding to emerge from the data is the project leader's ability to operate effectively within foreign cultures and environments. This is referred to in this research as cultural

bridging. Research informants point up a number of potential activities associated with the role of cultural bridging which includes:

- i. Leading multi-cultural teams in a foreign environment;
- ii. Determining how aspects of a foreign culture will impact the project;
- iii. Developing the cultural sensitivity of team members;
- iv. Cultural mediation and facilitation.

The remainder of this section expands on this role and its four activities as they are reflected in the data.

(i) Leading multi-cultural teams in a foreign environment

From the data a key activity associated with the role of cultural bridging is for the project leader to be able to "cross cultural bridges" and lead projects in the context of foreign cultures. This foreign culture can be external to the project, i.e. the culture of the environment where the project is taking place, and also within the project team, i.e. working with team members from different cultures.

You've got to cross cultural bridges, you've got to be able to do that. That's fundamental.

You've got to be able to make those leaps. Now that's difficult when you first begin this type of work. (Informant PL-6)

According to research informants, this activity requires the project leader be capable of understanding the cultural uniqueness of the project environment to know what that culture may be expecting from the project leader and his project.

Culture for me that's the key point. To know the culture of the people you are going to work with is a key point. To know what is the meaning of development for them and to know what this culture is expecting from you as a developer. (Informant PL-9)

A research informant suggests that to be an effective in a transient context, the project leader must integrate himself with aspects of the culture. Localising himself to the foreign culture in this way can mean development of effective relationships with those that he will work with in implementing the project.

I think that the planning process, and identification process needs a team of sociologists and anthropologists to go to the country, to get the culture of the country, to know about the relationships of the communities, the tradition of the communities, what are the roles inside of the community and then, once you have had an idea about these people and what they considered to be developed, they understand about to be developed, then you can work in a very participative manner with these communities to follow the way in which they want to be developed. (Informant PL-9)

Cultural localisation can involve flexibility on the part of the project leader to take into account variations in culture to where the project is taking place. In addition he must resist any inclination to impose pre-formed project solutions without first taking stock of culture and its environment.

You need to not have any pre-boiled beliefs and for managers no political implications. You need to be more open, you need to accept whatever you are going to find and you need to make an adjustment for those cultures you are going to find. You need to be very open and free minded. (Informant PL-9)

The project manager has to adapt to the cultural situation both the work culture but also the country culture...and we are not flexible enough, we have our solution and we try and implement that and let's say a project manager has to listen to the people and what is the problem not just time plans and whatever. (Informant PL-1)

This cultural bridging associated activity may require the project leader to become somewhat anthropological in his orientation.

If I work with all people not my nationality and not my language, I have to have another mental scheme...You have to really have yourself certain characteristics of able to interact with different cultures, different language. Even if we speak the same language, different way to speak, different way to express, you have to adapt. My consideration is that we have to adapt to them not pretending the opposite...You have to have that characteristic of an anthropological view. (Informant PL-10)

(ii) Determining how aspects of a foreign culture will impact the project

A further activity associated with the project leader role of cultural bridging is developing an understanding of how aspects of a foreign culture can impact on the project. As part of this activity the project leader must carefully screen out any practices and customs from the external environment that could impact the project in a potentially negative way.

In countries of corruption because it's a way of living, people are used to corruption since they've been on the street. So corruption really for them or for most of the people, it's not really anything serious, it's a part of life, it's a way of acting on a daily basis. So when this is part of the normal life, they are tempted to use this kind of method in the programme when you are working...So you have to say no. Even if it's going to be a favour for you, it's going to make it easier at the end of the day for you, then you need to say no. (Informant PL-9)

This particular cultural bridging activity advances beyond listening and fitting into the foreign culture, toward having an understanding of how aspects of the foreign culture may react and impact on the project as well as the project team members themselves.

We brought in a black consultant from our firm where I was working. Fortunately he was fairly easy going but people would run up to him and want their photo's taken with him. So that got a little bit uneasy. So you've got to make sure that the consultant can manage that situation. It's not a case of them not fitting in with the culture, it's more a case that they are going to come across people who are going to react strangely towards them. (Informant PL-21)

The process of knowing how aspects of culture will impact a project requires a knowledge and understanding of the culture to the extent that the possible sentiment toward the project is understood by the project leader as well as any potential threats to the project in advance that are present in the culture.

I don't want to personalise too much but probably the two biggest difficulties in the former C...[region name] is one, the stubbornness of the people and second or maybe first the absolute conviction that there is nothing better than themselves. Former C...[region name] people, well not all of them, but certainly the R...[nationality] have the feeling they are the best and the brightest, and that you are just bringing things marginally which they already know, which is certainly not true. (Informant PL-13)

In E...[country name] the word for a foreigner is ashnabe but the word for a stupid foreigner is hawaga and if you've been around there for long enough you get enough of the language to know when they are talking about hawaga's and you know, they always talk about foreign consultants as hawaga's, you're another hawaga. (Informant PL-14)

The process of knowing how aspects of culture will impact a project could also be useful to the project leader in identifying in advance the potential limitations and challenges to the project that may be faced by him during project implementation.

Whenever you go to a region or a nation, especially in developing countries there are all cultural issues. Sometimes we forget. We think that technical issues are the master to solve the problems. Things must be accepted not only from the chief of the community, but all. So you have to respect their culture. If they say, on such a day morning we don't work you have to try and understand why they don't work, so culturally you have to understand. (Informant PL-12)

(iii) Developing the cultural sensitivity of team members

Another activity to emerge from the data associated with the role of cultural bridging requires the project leader to direct skilled team members to localise their skill and knowledge base so that they can accommodate to the routines and practices of the local culture and context.

That's one of the things that I find here in B...[country name] in the water sector. The engineers basically believed that they had studied enough that they could tell the local people what was good for them and the sociologists would say, go to the people and listen to them, you may know a lot about concrete and steel and river erosion and sand bags and piling and what have you, but when it comes to what people want and need you have got to listen to the local people even if they're illiterate. (Informant PL-16)

This activity requires the project leader and team members alike to take cues from the local culture and where necessary seek direct assistance from those already experienced with the cultural aspects of the environment.

I have seen some projects really get coloured or get turned into different directions and lots of project failures and half-cooked projects and a lot of changes in the projects finally when the project started. Culturally people have to be very aware what they do and they have to get expertise from that community otherwise sometimes it's very difficult. (Informant PL-11)

Taking cues from the local culture and assistance from those already familiar with local cultural nuances can be the difference between charting the project on a successful course to completion, or toward failure.

I think the cultural aspects are very important, so you really have to know how they think. You really have to understand what goes on in their mind, and you have to learn basically how to manoeuvre and how to move to get things done. If you do it wrongly all doors may shut and that's it. (Informant PL-2)

In understanding cultural nuances, research informants suggest that having project experts who represent different cultural backgrounds can be advantageous to the project. This is because it can provide the project leader with an understanding of cultural related issues that can occur both within and between cultures, within a safe environment of the project setting.

It makes it easier because you have internally all the basic understanding of the words, the gestures, the silence, whatever things possible that can happen between different cultures, is already inside your team. So then you feel much more the incompleteness...because the potential misunderstanding of the other person is already inside the team. So not just one nationality in a team, no, intercultural. (Informant PL-19)

That is something which is very useful because you can solve many issues much more easily because there is always an opportunity to look at a problem from different perspectives. I don't find it as an issue I find it something as a huge plus. (Informant PL-22)

(iv) Cultural mediation and facilitation

This points up a further cultural bridging activity for the project leader, that of cultural facilitation and mediation. In the case of multi-cultural teams the project leader may be faced with cultural limitations and challenges that emanate from within his own team. In the role of cultural bridger, the project leader must be adept at facilitating a cultural adaptation of project team members.

The largest problem with any project of this kind is universal to them all, it doesn't depend on the project it's a question of cultural adaptation of the expert who comes in...There's the problem of the cultural background of the expert as he arrives. Where I work if somebody has come from a former planned economy he has a cultural disadvantage because the locals won't accept him as being genuinely foreign, European or whatever so they have a cultural barrier there. The other cultural barrier is where someone comes in who has worked primarily in

developed European or North American economies who expects the same sort of mindset to exist in the countries to which he is travelling. (Informant PL-7)

The activity of cultural facilitation can result in a sensitivity toward cultural issues and an emergent local context perspective by the project leader and his team members.

Every single thing you do here will be reviewed by the local nationals in their perspective of Islamic law. So, you want to have a drink, an alcoholic drink that will not be possible, even though you are in the compound which is full of ex-patriots from other countries, from western countries. If you do the local national that is working here in the compound they will see a violation of their laws. So that is the kind of cultural sensitivity that you should have. (Informant PL-20)

The mediation aspect of this activity can require the project leader to resolve potential differences which may occur between project participants owing to cultural difference.

Currently in my position here in A...[country name] one of the issues is we have a number of people on our team who are from the US and as it happens most of them would probably vote conservative rather than democrat. So if they look at the local government here in A...[country name] they almost by definition look at it from a negative perspective...Well I come from a European background and I have much more of a positive point of view of the local and national government. So that by extension, I would be pushing for more co-operation, more alignment with the government and some of my American colleagues would say that's just a dead-end street. (Informant PL-16)

The Brits, the Aussies, the New Zealanders have in my experience fewer cultural differences but it could get more serious if you like with cultures that don't share that kind of backbone if you like, the same kind of experiences, so the African cultures particularly...Taking a project team, the last team I worked in we had, me I'm a Brit, my boss was a New Zealander, one of my colleagues was Australian another colleague was from the Netherlands, many of my team were Zimbabwean and a whole bunch of other people were of the various tribes of South Africa. Technically that's one nationality but quite often they are very different internally. So

you would have anything up to eight, nine, ten different cultures all at one time... I would say that cultural issues are always there. The main differentiation is between the level of difficulties that they cause. I think the major problem that comes up with that is misunderstandings and misinterpretations of things that people have said. (Informant PL-15)

In the role of cultural bridger, the project leader may have to, at times, mediate between members of his own team. This is of particular importance in circumstances where differences in team member disciplines, cultures, age groups or gender give rise to conflict.

It certainly happens between cultures and age groups and gender. In many Asian countries, Islamic countries the way that men and women relate is totally different from the way that is done in the west...I would try to mediate between team members and say, you thought that the other person was rather rude to you yesterday but actually remember where he comes from, in his culture that's just the normal way of dealing with it so don't take it personally. Then I would go to the other person and say look you cannot behave in front of him or her like that, that just communicates the wrong message. (Informant PL-16)

The cultural facilitation and mediation activity can mean the project leader having to actively manage and censor some of the interactions that take place within the project team. It may involve taking action up front to ensure certain interactions do not take place which could give rise to cultural offence.

The Filipino's culture is different from the Australian and British culture in that among Filipinos they quite often comment on weight, your physical appearance. That's really perfectly acceptable to them but not so much to the westerners. The team leader did have to sit everyone down and say this is a cultural difference: I understand that amongst Filipino's it's alright to pitch up and say, ah you know, you've put some weight on, but to westerners this is an issue and you don't do that please...In a perfect world the team leader would acknowledge upfront that people are from different backgrounds, different experiences, and that everyone needs to keep a check if you like on their causing offence-ometers and their taking offence-

ometers and be aware that problems may be arising from communication rather than a genuine desire to hurt or to annoy someone. (Informant PL-15)

1.4.3 Political Broker

The transient project can bear resemblance to a loose coalition of diverse associates and organisations gathered together on a temporary basis. In the traditional project context the PM function may be viewed as a function with intrinsic supervisory authority with a level of authority vested in the project manager incumbent. In the transient project setting however such a perspective is not always appropriate. Instead a role of the project leader can become that of a broker of independent individuals, responsible for successfully navigating this coalition through the project lifecycle. The research highlights a number key activities for the transient project leader in his role as political broker. They are:

- i. Navigating the coalition's complex web of relationships;
- ii. Building consensus and agreement among the project's team members;
- iii. Influencing project participants.

The remainder of this section expands on this role and its related activities as they are reflected in the data.

(i) Navigating the coalition's complex web of relationships

In the transient context project team members can originate from an organisation that the project leader does not himself belong, therefore the project leader cannot rely on traditional organisational structures and supports to be effective in this context. In this context each project team member may be accountable and answerable to the party to whom he is contracted in the first instance, and not necessarily the project leader.

They are not our experts at the end of the day so they can walk away, they can be bad or good...On top of that we have partners involved who want to do their own little bit who don't want to get involved in the overall thing. (Informant PL-26)

In this respect, the project leader needs to recognise that the project team resembles more a coalition of separate individuals, collaborating together on a temporary basis. A research informant draws attention to the resultant challenge for the project leader of managing such a coalition.

Each expert has a different contract with a different consulting company...It's a challenge in fact to co-ordinate, because each one responds to his contractor and if the consortia, as is many times the case, is not well co-ordinating you may get challenges to co-ordinate administratively, also the team. (Informant PL-3)

Set within this context a key activity of the project leader becomes that of a navigator of the coalition. As a navigator he is charged with navigating the complexity of relationships that can exist between service providers to the project, their respective team members, representatives of the beneficiary and representatives of the project's funding donor agency. Figure 0-1 below is representative of the pattern of relationships that can typically exist.

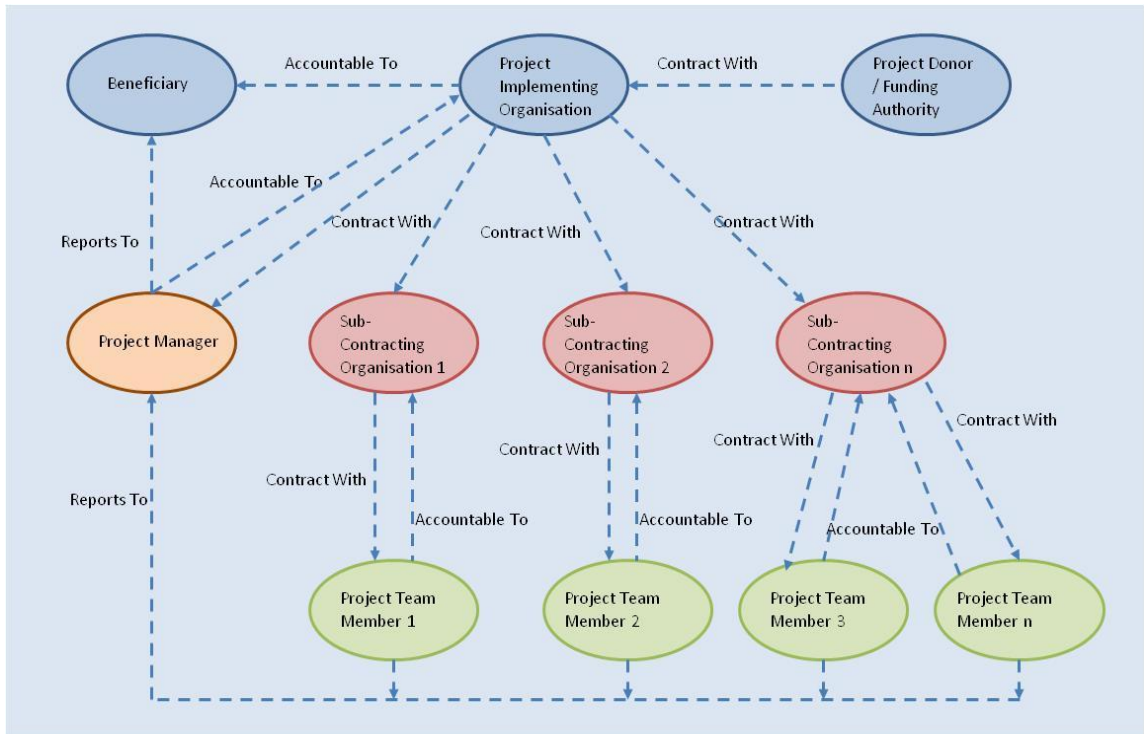


Figure 0-1 Typical Project Relationship Patterns (Source Author)

The project leader needs to recognise the complex relationship patterns that can exist between the various parties to the project. In particular the project leader needs to be cognisant of the impact that relationship patterns can have on his leadership, particularly during key decision points, such as taking action when the project is not going to plan, or having to replace experts.

He has not the power like that to replace somebody I think no it's not the case. I mean my point of view you have always to co-ordinate with the consortia and see also with the donor and the local authority [beneficiary] what is going wrong, but not take any decision on that. I don't think he has a final word on that. (Informant PL-3)

(ii) Building consensus and agreement among the project's team members

In the transient context all members of the project can share a similar professional standing within the team. As such there can exist a perceived equivalence of professional authority among members of the project team. Mindful of this, and in his role of confederate co-ordinator, an important activity for the project leader is to achieve consensus on what will be achieved by project team members rather than instruct project members as to what should be done.

It's very much a loose confederation of people where you have to have a certain degree of consensus...I have an on-going accessible style of management whereby first of all I never sit in my own office when I have got a team of experts. We sit in open space banter ideas across tables to each other at any time. It has to be informal because although I might be the project manager or programme manager these are people who are working in areas that I have much less technical expertise. They are my equals or in some cases superior in terms of what they are doing. So you have got to have a really open attitude because it is a debate among professionals. (Informant PL-7)

The project leader should be aware that as experienced, independent experts, team members may have strong opinions on what they feel they should be doing. Building consensus will involve acknowledgement of this by the project leader and achieving common agreement on the objective, methodology and deliverables for the project.

In my experience if you get a bunch of well qualified, experienced consultants working together there is the potential for all of them to imagine that they are the team leader, to want to do what they want to do and not to do what anyone else wants to do, and try to keep them of track, both in terms of the mechanics of it, delivering the deliverables on time, but also the approaches and methodologies. (Informant PL-15)

The activity of achieving consensus is an important factor in delivering the project to client expectations and ultimately in being paid for the work that has been completed.

The project manager basically has to be good and he has to have the skills to try and drag these guys together and say look we are all in this, the lot of us are not going to get paid properly unless we do this thing properly. There is a common goal to get the project finished to keep the client happy to get paid. (Informant PL-26)

Project members expectations of the project are likely to differ. At times they may be somewhat unrealistic and not match up to the context in which the project is being delivered. Therefore achieving consensus can require the project leader to work with project members to adjust their expectations toward a common perception.

Most of the experts they are trying to work on a most quickly basis or trying to achieve very spectacular results. So to calm them down is my most frequent intervention with them, you know, to say to them: don't be so ambitious, don't expect that, don't try to put this objective so high...The starting point that some experts are starting to work is higher than some communities needs. Usually they are trying to show off the activity they are going to develop, it's going to have such an impact of let me say, ten per cent of change in evaluation with the baseline, and I always expect no more than two per cent. (Informant PL-9)

(iii) Influencing project team members, service providers and beneficiaries

When implementing a project in a novel, transient context, the project leader will have to determine an appropriate approach to implementation. Although he may be working in a foreign, unfamiliar context, the project leader needs to develop an understanding of who the key individuals are with influence over the project. In establishing his own influence the project leader can then build up collaborative relationships with these key individuals who could otherwise adversely impact the project.

In V...[country name] the context was more difficult...you needed to be very much aware how state institutions worked, how you can approach someone and if you wanted to get something done what you need to do, what is the kind of approach you have to follow in

order to get a person on-board for a particular thing, and it takes much more time.

(Informant PL-23)

The village leader will say we do not want this project or something like that or you will find a politician will come and say, oh you are really creating some problems within the region, or the army person will come and say, you are not allowed go into that area and they will not give the permission to the village people and they will not come. (Informant PL-11)

Developing first his understanding then his influence requires the project leader to be capable of relating to a multitude of parties who are connected with the project. Research informants suggest this will involve tact and empathy on the part of the project leader to ensure the project is acceptable to all project parties.

You need a person who is pretty tactful, who can relate to all the different stakeholders that is the donors, the national government involved, the local government involved, the various heads of the local agencies. So a person with quite a bit of tact, relational skills and a bit of a political understanding. (Informant PL-16)

The project manager...they've got to have a likeable character, you've got to get on with a lot of people, particularly in many cases with senior government representatives and you've got to be able to be tactful and diplomatic but at the same time really make it clear what you think. Because often they'll respect bluntness but it's got to be done in a diplomatic way.

(Informant PL-21)

A research informant suggests that the idea of the project leader as an influencing agent also applies to his own team members, particularly in instances where multiple opinions exist on what should be done or how something should be achieved. In this situation the project leader can be expected to influence team members to accept a decision and deliver the required project result.

It's an extremely complex thing and people can have a very different idea of what should be done. So the team leader's job in that regard then becomes, being a referee, a bit of conflict

management, but also being able to provide the leadership and the leadership skills to be able to say: well I've had a think about all this, we are going to be doing this. Whether it's one or the other or a hybrid of both and then somehow get these warring experts to buy into it and deliver the results. (Informant PL-15)

1.5 Extending Existing Leadership Roles

1.5.1 Planning & Organising

Planning and organising is an existing PM role which involves selecting potential team members, assembling a project team and planning the activities and milestones of the project. Such a role remains important in the transient context, but is subject to specific nuances. Relating to planning and organising, research informants point up the following PM activities when drawing attention to these differences in the transient context:

- i. Negotiating with service providers;
- ii. Team convening;
- iii. Project planning;
- iv. Effective communication at different levels within and outside the project.

The remainder of this section discusses this role and key activities to emerge from the data.

(i) Negotiating with project service providers

Because the transient project can resemble a loose coalition of independent service providers and individuals, a key activity for the transient project leader is that of negotiation with service providers on which the project is dependent. Research informants suggest that this activity becomes particularly important in instances when the project leader does

not have full direct control over what the project needs. An ability to negotiate project relationships with tact and diplomacy is seen as a necessity.

Project management has become more complicated because you work with partners and you don't control the partners. I mean you have a contract with partners but you don't really exercise direct control over them in the field. You have to be able to have strong negotiation skills...if something goes wrong. You say this is what needs to be done and you have to set the bottom line. You have to be quite straight forward but also use quite a lot of diplomacy and subtleness to get really things done the way you want. (Informant PL-23)

You do have people who are quite difficult, difficult cases. Or even you have people and that method doesn't work too well because they have another job to go to so they don't care. But it is quite difficult but I suppose you have to be diplomatic you have to be able to try to persuade people. (Informant PL-18)

Research informants suggest the implementation of a project in the transient context is similar to a political game. The project leader needs to understand and navigate through a complexity of relationships with service providers to the project. As a negotiator he will need to be aware, in advance, of potential compromises that will need to be made with parties to the project and at the same time also be aware of the shifts in power among parties to the project that could take place through out the lifecycle of the project.

This is a game as it were, you have to understand where everyone stands. I'm not saying that in a negative sense. Like in politics, compromises would have to be made... because there are always various groups and it all depends who at a certain moment is the most powerful, who's got his act together and it also depends a lot on circumstances...it's actually quite messy.

(Informant PL-16)

In instances where the project is seen as confrontational, the project leader must be capable of negotiating with parties who are impacted by the project in order to overcome any resistance to the project and the anticipated change it may bring about.

A lot of what we're doing is very confrontational for some of them, not for all of them because they have to change. So then you can get resistance to change...not to what you're doing, what the project is pushing them to do. (Informant PL-6)

As a negotiator the project leader may at times need to negotiate the parameters of the change that the project will bring about. A research informant suggests that project recipients may be willing to accept one aspect of the project in order that another aspect relating to a potential change the project could bring about is protected and does not change. It becomes important for the project leader to be able to identify such aspects and where necessary, negotiate the extent of the change that the project is expected to bring about.

A thing which is a classic which is what is called resistance to change of the recipient countries or authorities. Then it's important to understand why. It's normal not to wish to change but at the same time it's not that simple and in fact very often people are ready to change, it depends what, and it depends what it will change. Usually they are ready to change so that something else doesn't change and it's probably that something else which is important which you have to identify. (Informant PL-13)

Research informants further suggest that effective negotiation by the transient project leader can assist the development of a positive team environment within which project work can take place.

Negotiation, good negotiator and also somebody who is able to set different point of view in a good environment of teamwork. (Informant PL-3)

(ii) Team Convening

A notable feature of the project team is the limited role and influence the project leader actually has in its determination in the transient context. This can be somewhat attributed

to competition that can exist between the service providers involved in the project to have their preferred personnel included within the team structure.

In the ideal world I would choose the people that I would like to be in the team based on my long track record based on who I've worked with, who is good, language skills and who has the sensitivity because a lot of what we're doing is diplomatic and not insulting somebody senior in a foreign government. That very rarely happens because nearly all the tenders are done by consortia and there's competition between the consortium members to come up with their own individual guy as an argument as to why I should get a larger slice of the margin.

(Informant PL-7)

Another factor that can impact team building is a lack of availability of preferred personnel. A lack of preferred personnel availability can mean that experts selected for a project team have no track record with either the organisation responding to the tender or other project team members.

We would always want to work with consultants we have worked with previously particularly if they were good...But I must admit in all the time I was doing recruitment and I did quite a lot of recruitment like that, it was actually very rare that we would work with a consultant twice, because out of the opportunities that were coming up for us very rarely dovetailed with their availability...So you'd have to end up going with people you didn't know. So it would really end up being a litany of first time relationships. (Informant PL-15)

In addition to having little or no input into the determination of the project team, the project leader may not know the basis of selection of project team members and the level of professional competency that exists in the team.

I've seen more and more people that are coming and they don't know even their job, their output entering it in that type of technique. And that is not supposedly done by the team leader it's supposedly arriving to the team leader but it happens more and more. And that is

another problem for the team leader because the headquarter when they select the people, I don't know how they selected. (Informant PL-10)

In the transient setting, the focus of team convening is less about selecting the individuals and skill-sets he would like to work with on the project, but instead more about moulding the individuals and skill-sets he is given into a project team.

You are not like the manager, I mean like the leader of the team, you are not really free to select the people that you want, so you have to work finally with those that become part of your team. (Informant PL-9)

The activity of team convening will initially involve the project leader ensuring that team members understand both the objective of the project and how they are expected to contribute to achieving the project objective.

The main task for the manager, the project manager, is to make sure everyone in the team will understand the overall objective and each staff members part of this objective, and this is one of the main management activities I would say. (Informant PL-17)

It will also involve active facilitation to bring together the individual viewpoints of different team members into a common position and way forward.

This is also your skill in facilitating. As a facilitator you have to know how to run and how to lead properly a meeting, and how to channel a discussion and how to avoid confrontation. To bring together different point of view and then, to come to an end with a common position and a way forward. (Informant PL-3)

(iii) Project Planning

Research informants regard a key activity for the project leader is planning the project.

Although he may be faced with a project, team members and an environment that he is not

familiar with, an ability to clearly identify and define all of the elements related to the project is important.

To see clearly all elements of the project, that's a most important thing. So the project manager has to know how to define appropriate resources, how to define appropriate milestones, he has to know how to define risks and how to resolve those risks. So it's a mix of let's say many different skills. (Informant PL-22)

The ability to identify and define all of the elements related to the project will require the project leader to collaborate with others. A research informant draws attention to the importance of collaboration in assisting the project leader's pre-understanding of the context in which the project takes place.

Experience in specific field and not only in terms of field visit but good knowledge of project cycle, a good understanding of the area for development...Must have a good understanding of what is meant countries who have recently come out of war or conflict...and understand concretely and be fully committed with the participatory approach, programmes design, support. These are very important. (Informant PL-12)

In the transient context, the project leader typically has to collaborate with third party partners in delivering the project. As well as being willing to collaborate himself he may have to convince others of the benefit of collaborating with him and the project.

Identifying who are the other partners and really convincing the partners to contribute something, and pooling the resources towards some task and really, really networking and liaising with others. (Informant PL-11)

The data suggests that the focus of collaborative planning is to achieve a balance between the requirements of the project and what the project can realistically deliver with the resources that have been assigned to the project.

So you need to have the capacity to design something in collaboration with the partner which is capable of being addressed, solved or resolved with a short term input. That's actually quite tough because very often the requirements are much broader than the resources available in terms of person days. That's a crucial one, thinking of it in terms of the cycle. (Informant PL-7)

As part of the planning activity the project leader may have to intervene occasionally with team members on the project to ensure that the project, what it is achieving and what the team members are producing, does not come into conflict with aspects of the wider context in which the project is taking place.

Sometimes you're doing some stuff that sets the destination of a country, the direction of it. In K...[country name] at first there were no banks and we had to work so hard to get R...[name of finance institution] and P...[name of finance institution] to come to K. Then we had guys who wrote policy papers suggesting that the government should set up its own nationalised bank with subsidised interest rates. So I said, Christ guys if you do that subsidised interest rates will undermine the two commercial banks we got and they'll just go. So you will do a huge amount of harm. (Informant PL-14)

When a collaborative plan is established and similar to project leaders in other contexts, he must be able to link all project activities to expected outputs and be capable of using the plan to continuously monitor and assess the project.

Set indicators and put these indicators in a realistic planning and then based on that establish a monitoring system...and then to follow up routinely...Doing that on a routine basis and having consistency in following up the different activities of the logical framework and seeing after how those activities contribute to the effectiveness to achieving results. (Informant PL-3)

(iii) Communicating effectively at different levels within and outside the project

Another key activity to emerge from the data is effective communication. This will involve communicating not only to project team members, but to a variety of service providers involved with, or parties effected by, the project. A research informant suggests that the process of communication is not only about correspondence, but reconciling the demands made of the project with what the project can deliver.

You have to communicate with your experts, you have to communicate with the ministries or tenderers and to be able to speak the same language, and they understand the demands on one side and what the experts are able to deliver on the other side. (Informant PL-8)

Understanding such demands requires an awareness of any political motivations for instigating the project. Such awareness can stem from having effective knowledge of the local context in which the project is taking place.

I've been in one project where, the project itself once we got involved in it, didn't really make sense, but it was funded by the European Union and they wanted a trade relationship with this state in India and so they offered them development assistance just to maintain a good trade relationship. But the local government didn't want or need the development assistance. So there the whole thing was over-ruled by a political component. (Informant PL-16)

In terms of planning and organising the transient project the project leader should recognise that certain activities may need to be implemented in a particular way or certain messages need to be communicated.

You have to get things done in a particular way and depending upon what area you're in what culture you're dealing with but in essence it's all the same. How do you achieve to go from A to B, or A to Z. You have people, you have money, you have policy documents and you have politics the wheeling and dealing...you have meetings you set up your agenda, you know the pluses and the minuses, you start the politics, where you want to go. (Informant PL-19)

Communication should be seen as fair and objective, with the project leader capable of interacting with the project team on an equal basis.

In my point of view should have a personality fair and objective in general...the personality should be clear, should be able to transfer and receive and inter-relate with the team at equal level, because we have to do something, we have to build. (Informant PL-10)

The project leader should be aware that in some instances the purpose of the project may be to act as a catalyst and to validate another bigger change that is on the agenda and the purpose of the project team is to act as an external catalyst for the change. In such a circumstance this will need clear communication.

In some projects consultants have been brought in because the leadership wanted to see some change but they couldn't do it for whatever reason and so they bring in consultants who are independent and who are paid a lot more so they can say, well these experts told us to do it. So it gives them a handle on the local staff to say, look whether you like it or not we've now got this expert advice and therefore it's going to happen. So there are a multitude of complexities and quite often there are ideological things involved. (Informant PL-16)

1.5.2 Controlling the Project

Controlling the project is a PM role that focuses on managing project activities for the accomplishment of an agreed project output. This is an important role for the project leader in any context but in the transient project context once again there are notable differences in how control is accomplished. In controlling the project, research informants point up the relevance of the following activities:

- i. The project leader coaching his team;
- ii. The project leader building relationships;

- iii. Integrating the contributions of the project's team members into a harmonised output;
- iv. Facilitating collaboration among the project's service providers and team members.

The remainder of this section explores this role and key activities as they are reflected and revealed in the data.

(i) The project leader coaching his team

In the transient context, the project leader is not necessarily seen as the figurehead of authority or the controlling influence on the project. Typically, the experience and professional background of team members is such that they may not see the need to be controlled. In this context a key activity to emerge from the data is that of a facilitator and coach to the project team.

The level of people you're talking about is such that even the word sanction is the last thing in the book as it were. You first try to somehow make it possible for them to perform better and so rather than coercing you're trying to cajole them, you're trying to facilitate them, help them, do whatever you can. (Informant PL-16)

Because team members have no track record of working together they are predisposed of viewing the project from their own viewpoint. In coaching his team, a challenge for the project leader is in working with the perceptions of individual team members and assimilating them into a shared, collective team perspective.

If the people overcome this difficulty of considering themselves as individual...or start to see the job not as an individual, but as a team, the whole job go better. (Informant PL-10)

As a coach decisions taken by the project leader have to be seen to be developed in a collaborative process.

It's a confederation it's a collaborative process. Ok, I have to make a decision in the end and sometimes I have to make a decision usually a compromise decision that is not one hundred per cent acceptable to anybody including to me. But somebody has to make the decision. But it has to be seen and developed in a collaborative process through-out. (Informant PL-7)

A research informant suggests that the support and facilitation of the project leader are foremost for the activity of coaching project team members.

You have to consider first, usually, you are holding a kind of personal relationship with all your team and usually this takes place. So first things you have to consider is if you are coaching them properly, if you are offering them the right support that they need, if you are trying to put the right things at the right moment. (Informant PL-9)

(ii) The project leader building relationships

In the transient context, the project team resembles more a coalition of individuals with no history of association who are collaborating together on a temporary basis. In this structure the project leader's direct control is limited. Notwithstanding this, there is still a need for the project leader to direct the efforts of his team members.

You're not directly controlling them but somehow you need to direct and steer them.
(Informant PM-23)

A key activity for the project leader is the ability to build positive working relationships with team members.

Then of course there's the carrot part of it which is creating a good relationship with them, making sure they've got the tools and resources they need to do their work, clearing the path for them so that they can do their work and making sure they're recognising that you're doing your job, if you like. (Informant PL-15)

Building effective relationships will require the project leader to be open to ideas from team members and not to command those working in the team.

You don't need to be so strict, so you have to be open to move the strategy ongoing, and be permeable to ideas from others, so that is very, very important...I think you need to be very participative, you don't need to establish a tight hierarchy in which you are the boss and the rest of the people have to do as you say, or your idea is the good one and the others ideas you are not considering at all. (Informant PL-9)

However the project leader will need to be mindful of the limitations of the transient context when it comes to building and maintaining relationships. One research informant draws attention to the artificial aspect of building a team in a transient setting where no continuity exists.

You don't really get a gelled team at any one time...in a way you're creating an artificial team rather in the way that using the football analogy: what would I do if I am told to choose eleven people off the side of the football stadium and make a team out of them for the next fifteen minutes and choose another eleven for the fifteen minutes after that? So it's a fascinating task to try and get people to work together in an environment where there is no continuity. (Informant PL-7)

The data suggests that to build relationships with team members the project leader will need to be respected by them. While relationships in the transient context may not be lasting, a research informant suggests they should be durable enough to cope with the tension and challenges expected to arise in the course of project delivery.

The team leader plays a key role in building the team up, which is not always easy, because he has a collection of individuals who are not used to working together...So he should be respected enough and at the same time friendly enough and at the same time developed in terms of management...It's like a commando. If I remember well, the way that the royal air force commandos were built up was teams where people would have good relationships but

not good enough, and there should be a little bit of tension as well. So it's probably something like that. A good relationship, a bit of tension, challenges between themselves and this idea of trying to work together in the realisation of a common set of objectives. (Informant PM-13)

In building relationships, the project leader needs to be mindful that team members may be more influential and have a superior professional track record than the project leader. A research informant describes the following experience:

In the world bank there used to be a person M** C**[person name]...I found out that he was actually going to be on the team and I had been approached to be the team leader. So I thought there was a misunderstanding because I was so many levels below him I thought he could not be a team member whereas I was going to be the team leader. I mean he was a global expert and I was just a freelance consultant...I would basically have to let him do what he wanted to do and that is what happened...Even while we were there he was invited by the then President of R***[country name] to get an award. (Informant PL-16)

In situations of working with and building relationships with influential and experienced team members, charging or commanding team members to perform certain activities can become counter-productive. Instead, as part of building relationships with his team, the project leader will need to look for opportunities to share responsibility with team members. From the data a suggested benefit of this approach is that in doing so individual team members may become more demanding, and expect more of themselves than the project leader may have expected of them.

If you are very typically strict manager, strict boss, just giving the commands and expect that people follow the commands with no discussion, you are building a barrier between you and your team, which finally is going to be against you. If you are very participative, if you are trying to transfer responsibilities to the people and share the responsibilities with the people on your team, the people is getting more and more involved in the process of the project, then finally they are more demanding of them self than you can be. So that's why I'm telling

you the decision is taken away from the manager, approach your people and try and share responsibility. (Informant PL-9)

Regular meetings and interactions are another mechanism for the project leader to build relationships with his team. A research informant suggests the purpose of such meetings is not simply to review the project establish what should be done next, but an opportunity for the project leader to talk with team members and facilitate them in their work.

The project manager has pre and post, weekly or twice a month sitting down at a meeting what has to be done for the next ten days and what are the outcomes. What has happened and what are the things that have been worked out, what is not working out and why it is not working out. These are the mirrors of a project that the project manager can sit down and talk to his colleagues and assist them. (Informant PL-12)

(iii) Integrating the contributions of the project's team members into a harmonised output

Research informants point up the importance of the project leader being able to work with a range of project inputs. The inputs that the project leader is required to work with may be diverse in nature and outside of the project leader's own professional discipline.

You sit, from the beginning and discuss what they are responsible and you monitor the process and you make sure they deliver something on time. But you get these people for certain technical inputs so that means that you yourself are not the big expert on that subject. (Informant PL-2)

If you have a project that is composed of production, trade, social issues, then he cannot be an expert in all these things...The good thing of him is how to make maximise of all these things. He has to maximise and know each expert the maximum things he can attract. (Informant PL-12)

In controlling the project output an important activity for the project leader is to integrate these, at times, diverse set of participant contributions into an overall, harmonised output.

There is the management aspect of actually making sure that all the contributions from a range of, let's call them short term or transient experts, there is the management issue of actually matching the pieces together so you get a harmonised product because the larger the number of people involved the possibility of dysfunction or loss of synergy on the project increases geometrically rather than arithmetically. (Informant PL-7)

However a research informant draws attention to the difficulty associated with the activity of integration in a transient context.

It's something very peculiar because you cannot do like what usually people do in a company where they try to build something up, what they call the affection sociodade...When you recruit someone you try to see whether someone has the competencies you're looking for, but also if this someone will be able to be integrated...In a project it's exactly the contrary. This building work, you don't have time to do it, it should be done before, which of course is not the case. (Informant PL-13)

One research informant compares project delivery in the transient context to a jig-saw puzzle that the project leader must complete. The activity of integrating participant contributions will involve clearly defining, then working with the contributions of each team member, i.e. the individual pieces of the jig-saw. A key intervention that can assist the project leader is to develop a series of mini terms of reference for each of the team members. The mini terms of reference is document that clarifies the role and expected contribution from each team member and illustrates how their role and contribution fits into the overall project design.

What I usually do if I am running a project is a mini terms of reference not a full one, maybe a couple of pages which sets out what I want somebody to do during a mission...You want to make sure, the thing is if you have got a large pool of short term experts the main thing is to

make sure that they actually fit into the jig-saw puzzle of your overall programme of implementation of the project. (Informant PL-7)

The project leader can use the mini terms of reference as a tool to provide on-going guidance to the team member as to what is expected from him and thereby making the overall integration of contributions less complicated for the project leader.

Any consultant should have a terms of reference which should have a work plan and associated deliverables and should, if it's been done properly, have some sort of acknowledgement of the quality of the deliverables required. (Informant PL-15)

As an integrator of participant contributions the process of defining team member contributions, then integrating them into an overall project design, can facilitate an improved acceptance of, and commitment to the project's main objectives.

When you are really engaging the people in the design of the strategy of the programme, when the people feel that the strategy itself is made by all, then they feel that the programme and the goals of the programme or the project, like a part was built by them too. (Informant PL-9)

(iv) Facilitating collaboration among the project's service providers and team members

When controlling the project the project leader will need to recognise that the project organisation structure resembles more a loose confederation of interests with a shared interest in an outcome who are collaborating together on a temporary basis than a project team in the traditional sense.

It's not a vertical structure, it's not a pyramid it's very much a loose confederation of people. (Informant PL-7)

Attention is drawn to the looseness and lack of familiarity that can exist between members of this confederation structure, with a research informant pointing up that these traits tend

to be more prominent in the transient project context than the more traditional project context.

The companies that bid are not really consulting companies with permanent teams. They would usually you know, hunt for experts that are relevant for the bid...So I don't really feel that there is any kind of team spirit or any kind of background or any kind of legacy of this kind of companies. So they wouldn't become companies like I don't know...like McKinsey or even smaller with permanent teams they would just try to get a good portfolio of experts and make some margin on that...So if one company wins the bid they would not really be able to transfer this know how from one bid to another because this is the know how that is, well, in the experts. (Informant PL-25)

When controlling the transient project the project leader needs to be mindful of its unique characteristics. Leading a team of independent experts will not imply the existence of any form of line management or supervisory authority over these experts. However the project leader is still required to synchronise the activities of quasi-independent experts.

There's a book here in my bookcase called the first among equals and it talks about how if you lead a team of experts actually you're not their boss you just happen to have the task of, somebody has to do the co-ordination, and you've been given that task and you have to do it to the best of your ability. (Informant PL-16)

People will highlight him that you are our team leader you are not our boss, this can happen sometimes. There is a difference because you are not paying me, I am your colleague you are a team leader, I am senior like you. (Informant PL-12)

The activity of synchronising participants involves making sure the efforts of those involved in the project are effectively co-ordinated. In doing so the project leader must allow those involved in the project the opportunity to voice their opinions as well as allowing them certain freedoms in how they carry out their work.

All these people are usually highly qualified but because of that somewhat independent to put it mildly, so thinking back over the team that I've led, it's really a bit of a dance where you make sure each of the individuals is respected in their own right and allowed full freedom and yet as a project manager you make sure that their efforts are co-ordinated. (Informant PL-16)

Because team members may only be available to the project leader at a specific time and for a limited duration this can make project control extremely complex. The process of team member co-ordination must therefore become creative and focus on developing potential synergies between team members.

If you see that there are five or six activities in a short term experts assignment that maybe you will spot that when he is doing it activity two is linked with expert number three's activity four and you can pursue a new angle of work or use a different resource over there. Because all the time we're talking about people who have limited time. So always be thinking about the synergies between the members of the team. Someone might be available this month but not next month but maybe he is doing an activity this month that somebody due in next month can build on because its related to the activities that were planned for them or maybe I will include a continuation in this other person's mini terms of reference. So it's a little bit of a juggling act in that sense it has to be rather creative. (Informant PL-7)

It's often difficult to get them to come together at the same time and so that is a problem and I'm not sure that is something that's easily resolved. You do the best you can. But sometimes you can resolve it and sometimes you can't. Sometimes you do get some disconnects because you can't get people together and you just do what you can to cover the cracks I suppose. It's not ideal. (Informant PL-18)

1.6 Summary of Research Findings

The purpose of this chapter was to present the findings collected from interviews carried out with research informants. Data collected relates to effective project leadership in a transient context. The reflections presented in this chapter represent the perceptions of experienced project leaders of how a transient project is different from traditional projects and how effective leadership can be accomplished in a transient setting. The data shed light on three potential new roles for project leaders to consider and extend our understanding of two existing leadership roles.

The first of these new roles was that of context builder. The following table summarises the main activities and key attributes, as pointed up by research informants, that are associated with this role.

Activity	Key Attributes
Adapting aspects of the project to fit the context	<ul style="list-style-type: none"> • Interprets unfamiliar context • Attains unbiased understanding of prior events • Alters perceptions to work in different context
Adapting the leadership approach to unfamiliar norms and values	<ul style="list-style-type: none"> • Adapt style of management • Flexibility and creativity in approach • Cope with uncertainty and threats
Creating context-specific value and building competency to ensure the long term benefit of the project is sustained	<ul style="list-style-type: none"> • Identify and work with different agendas • Integrate project outcomes into recipients framework of understanding • Ensure project impact by sustaining project

Activity	Key Attributes
	outcomes after project completion
Establishing effective channels of interaction	<ul style="list-style-type: none"> • Establish a setting to facilitate project team work • Tutor team member interactions • Provide a safe context to challenge team members

Table 0-3 Context Builder Summary (Source Author)

Another new role to emerge from the data was that of cultural bridger. The following table summarises the main activities and key attributes associated with this role.

Activity	Key Attributes
Leading multi-cultural teams within a foreign context	<ul style="list-style-type: none"> • Understand cultural uniqueness's • Integrate with aspects of culture • Flexibility to work with local norms
Determining how aspects of a foreign culture will impact the project	<ul style="list-style-type: none"> • Understand how culture will impact project • Screen out potential mal-practice • Understand potential culture-based threats & limitations
Developing the cultural sensitivity of team members	<ul style="list-style-type: none"> • Localise team member skills and knowledge • Take cues from culture • Understand issues that can occur within and between cultures
Cultural mediation and facilitation	<ul style="list-style-type: none"> • Adapt team members to one another

Activity	Key Attributes
	<ul style="list-style-type: none"> • Develop sensitivity of cultural issues • Resolve differences owing to culture

Table 0-4 Cultural Bridger Summary (Source Author)

Research informants also pointed up the potential new role of political broker as being an important role for the project leader in a transient setting. The following table summarises the main activities and key attributes associated with this role.

Activity	Key Attributes
Build consensus / agreement among project participants	<ul style="list-style-type: none"> • Achieve consensus, do not instruct team members • Work with independent team members with strong opinions • Adjust expectations toward a shared perception
Navigating the coalition's complex web of relationships	<ul style="list-style-type: none"> • Diminished direct control over team members • Multitude of complex project relationships can impact project leadership
Influencing project participants	<ul style="list-style-type: none"> • Identify key individuals whose assistance will be needed • Use tact and empathy to relate to different parties • Build collaborative relationships

Table 0-5 Political Broker Summary (Source Author)

As well as potential new roles, the data points up implications for existing PM roles namely planning and organising a project, and controlling a project. In relation to projects that take place in a transient setting, how these roles are accomplished are subject to specific nuances. In relation to project planning and organising, key points to emerge from the data can be summarised as follows:

Activity	Key Attributes
Negotiating with service providers	<ul style="list-style-type: none"> • Use tact and diplomacy with service / resource providers • Develop awareness of potential compromises and temporal shifts in power • Negotiate the change that the project will bring about
Team Convening	<ul style="list-style-type: none"> • Limited role and influence in team selection • Unfamiliarity with team members and their level of competency • Moulds individuals into a semblance of a team
Project Planning	<ul style="list-style-type: none"> • Identify and define all project elements in an unfamiliar context • Collaborate with third parties • Ensure project is not in conflict with local context
Communicating effectively at different levels within and outside the project	<ul style="list-style-type: none"> • Develop awareness of motivations of others • Reconcile what is wanted with what can be delivered by the project

Table 0-6 Planning & Organising Summary (Source Author)

In relation to controlling the project in a transient context, the following summarised points emerge from the data:

Activity	Key Attributes
Coach	<ul style="list-style-type: none"> • Facilitates the project team • Assimilates perspectives into a shared perspective • Collaborative decision making
Build relationships with team members	<ul style="list-style-type: none"> • Open to different ideas regarding the project • Focus on building not permanent, but durable relationships • Look for opportunities to share responsibility
Integrating project participant contributions / outputs	<ul style="list-style-type: none"> • Jig-saw puzzle of diverse contributions • Clearly define the required team member contribution • Integrate team member inputs into a harmonised output
Facilitating collaboration among project participants	<ul style="list-style-type: none"> • Deal with looseness and novelty associated with project • Co-ordinate efforts, not supervise team members • Develop team member synergies

Table 0-7 Project Control Summary (Source Author)

Appendix F: Sample Second Round Interview Transcript

Transcript from audio recording of [Research Informant A] (Referred to as RI(A) below)

[Recording begins:]

Me: Do you mind if I record?

RI(A): No problem at all.

Me: Great, thank you. So thanks again for engaging with me (RI(A): no problem) I think it was about a year ago when we last spoke? What I did was I interviewed about twenty seven or twenty eight guys like yourself, project leaders with experience in certain types of projects and then I started to synthesise the data and go through it and I made a few attempts at that and at later stages certain things were coming out or appeared to be coming out of the data and that's why I'm focused in on these roles of project leaders. Then I started to analyse and write up the data in a role format and what I wanted to do was to share with you, because you were kind enough to get involved in the research, share with you the research findings and basically get your views and thoughts in terms of its validity and so on.

RI(A): Well I read it with great interest and like anyone else who reads it the first thing I wanted to do was identify which of the twenty seven people I was (laughs) to see if I had been misrepresented grossly or slightly but I think I identified who I was and I was not in the least bit misrepresented so thank you very much for that. That puts you a long way ahead of most journalists that I speak to, even if I write the bloody thing they usually manage to get it wrong anyway by describing me in the wrong post, the wrong name, and usually always confusing me with tupperware of course.

Me: Oh, right.

RI(A): But I liked the approach and I liked your breakdown into the different roles, the different role functions that project leaders play although of course we all have to be a bit of everything it what we do. I mean, I spent this afternoon, I'm in [country], in a meeting which I would say is probably about twenty per cent technical, thirty per cent management and fifty per cent diplomatic, working with some senior ministry figures in order to get a fairly large activity involving seventy people off the ground.

Me: Oh, right.

RI(A): So what you wrote was actually very interesting and my immediate reaction was: how much in the public domain is this going to be?

Me: Well it's going to be published as part of a doctoral thesis so I'd imagine it would be available.

RI(A): Yeah, well I'm not going to have the two hard copies which are going to be in the university library to have freighted to [city] to read. It's a very interesting research idea to start off with and the result of the research is also equally interesting to me and to other practitioners because I began to think of other things as I went through. It's always the case that you've got something dormant in the back of your head or brain that you draw on as needs be but you don't put it on paper, and you put on paper when I see...yes of course quite right why didn't I think of that before. But I've been doing it on auto-pilot or auto-pilot through the seat of my pants (laughs).

So I'd be very interested to know about whether this could be passed onto people or whether I just give you some names you might want. I mean I've got people who I'm sure would just love to read it and comment on it and whether the best thing is for me to do is

send them an email round robin asking them to contact you or I send you their emails and you do exactly the same taking my name in vain to do so.

Me: Well it's still a work in progress, I'm still some way off completing it.

RI(A): I'm sorry Christopher but life is a work in progress (laughs).

Me: Yes, so it's by no means finished yet so any feedback at all you can provide would be beneficial. If you were interested once I complete the final work with the literature review and the discussion elements, if you were interested I could forward that on to you.

RI(A): Yeah, I'd be more than happy to do that. In fact at this stage when you've got the extracts if your timeframe allows, because I'm up to my neck at the moment, I wouldn't mind putting some extra questions in the text of what you sent to me, there won't be many of them, because I haven't seen anything I disagreed with. I'd be happy to do that and send it back to you and when you get further down the track if you want someone to read it by all means I enjoyed it. It's certainly more readable than my bloody report to the European Union I wrote this weekend, that's for sure (laughs).

Me: In terms of the roles I have documented there, have I captured those roles?

RI(A): I think you have and that for me was the real eye-opener because I hadn't thought of it like that. Because all the functions are always jumbled up in any job that I do I hadn't really thought of categorising what I do into role types so to speak, and that for me was interesting. The results were interesting of course. But the concept I found fascinating, I think your absolutely spot on.

Me: Ok, ok and in terms of those roles that are there, would you see an order of importance, an indicative ranking with some being more important than others?

RI(A): Oh, now you are asking difficult questions. Are you trying go get me to write the whole of your PhD thesis for you? (Laughs) It depends where you are because if we're

talking about project management in general, yes, the context will determine which role has slightly more prominent position in the hierarchy than others. I work exclusively outside the old EU member states, yes, well I do do stuff in [country] occasionally and work in eastern Europe. I'm working abroad in that sense and therefore I think that the cultural bridger in that sense is probably more prominent than it would be if I was working somewhere let's say like Germany or the Netherlands or Scandinavia. Whereas if I was based in the UK and working in western Europe probably the context builder might be more important.

I see the planning and organising or controlling projects as a bit lower down, not because they're not important but because they're the skills that come with the job anyway.

Political broker is of course a key role for me dependent on the level of the client or the difficulties of the client. Political brokerage is more important for me for example in [country] where the relations are not so smooth between the donor and the counter-part. But the role of political broker is less important for me in say [country] or [country] where the political relationship already exists so you move over to the context building or cultural bridging because the political context is already in place.

There you go, so I've completely not answered your question (laughs).

Me: No, you've given me some insights there. I can see what you mean, so the importance depends on the context and the situation that you're in?

RI(A): Of the individual project and of the counter-parts. I would say probably the importance is dependent upon at least on the context of the project itself, who the partners are, who the stakeholders are. If you think about it this way, if you think of a project as the intersection of the interests of a bunch of stakeholders which the project manager has to manage you will see that the type of relationship between the stakeholders will determine the skills that are called for on the part of the project manager.

So if there's a big cultural bridge between the stakeholders, which I have, I have an American team and Mongolian partners here that's a cultural bridge issue. If it's a political relationship then it's a political broker role as in [country], and if its context, like the multi-reduction programme then it's the context role. So it's the stakeholders that really determine what role the project leader has to take, I would say as much as the technical side of it. Technical side there would be much more commonalities between countries because public finance tools are the same just about everywhere, the question is whether they're used. But I think the roles you have are dependent upon the roles of the stakeholders and relations of the stakeholders that the project manager has to manage.

Me: Right, ok that's interesting. Would you say that people have failed by not performing these roles as a project leader?

RI(A): Yes , I can't make it any simpler answer than that. Yes, there was a time when I was working in [city] running the co-ordinating unit for EU projects when we actually used to have to sack project managers because they couldn't get the context right. This is early nineties [country], it's a very difficult context to understand anyway, or they didn't understand the political relationships, or they didn't understand that, yes, you're an expert on say timber in the Congo and that doesn't make you an expert on timber in the Urals so they couldn't make the cultural bridge. So I was usually sent in as the hatchet man by the EU delegation. I guess I used to sack three project managers a year because you do get failures.

There's less now because the market is more mature and people have more experience of the transitional markets I work in, but yes there are people who fail. I wouldn't like to put a number or percentage on it but probably somewhere between ten and twenty per cent with serious problems managing projects. I don't mean the sort that "yes I've got a problem today I'll work on it and it'll be gone tomorrow", it means I've got a problem with a

project it means changing teams. I think I've had about five projects where I've moved in because somebody couldn't handle this.

Me: Yeah, ok. One of the things I want to be able to do with this research work, it's not just prepare a thesis and put it in a library on a shelf somewhere but maybe bring it back to practice, would you have any suggestions on how I could bring some of this back to practice, back to the outside world as it were?

RI(A): To be quite honest what you're doing is sufficiently interesting I see no reason why it shouldn't form the basis of conference or training through some of the project management organisations like the PMI in the USA or the association of project managers in the UK. I don't know the analogous organisations in other countries because I'm not members of them, but you could certainly do that. Nobody's actually really doing the sort of project management role training that is needed sometimes for working out in the field particularly in transition countries.

The technical training for managers like how to design objectively verifiable indicators or what's the difference between an overall objective and a result that's all provided by the project management trainers. But the actual conceptualising the roles and working out how to deal with project problems is not really covered so I would be inclined to think about first of all whether you should be writing called "how to manage your projects - the soft side", I'll charge you a percentage of the revenues if you use the title (laughs) but also because there is a real need for training managers in the mix of skills that's needed.

There are quite a few people that are offering training and advisory services in cultural bridging, that's become very popular . I've noticed just from my spam mail the number of times I get offered the opportunity to understand the bridge between Europe and Asia because you've got a lot of people managing projects in south east Asia but really there's no-one that's thought about the political brokerage or context building roles as well. As I

say everything is a mix, it's a mix, a good project manager needs to be able to do all three roles plus his technical and overall management roles. No it's very interesting, you've identified some directions that need to be highlighted so that people start to think about training, training themselves to work in this way.

Me: Ok thank you, thank you for that. Well thank you for allowing me share the findings with you and your honest and prompt feedback. As I said I am still in the process of finalising it I'm envisaging a process at least up until the end of the year. As you've shown an interest I'll send you the broader work when its nearer completion and fit for public consumption. I can keep you posted that way. But once again thank you very, very much [research informant's name].

RI(A): Not at all, not at all. When you actually get around...I don't know what the rules are...where are you doing the PhD again?

Me: I'm doing it in DCU, Dublin City University.

RI(A): Right I don't know what their view is, I mean it's thirty years since I did my PhD so I can't remember these things. I can tell you when I went back after thirty years to my old university I met exactly the same staff that had taught me thirty years before and I thought "thank God I didn't take tenure when I had the chance" (laughs).

No this could actually be an eBook issued with the support of the project management institute, yeah, so it's over to you now, you'll get lots of readers. The US PMI is just enormous I'm about to join their [country] chapter. There's a lot of people out there who'd be interested to read what you've written.

Me: Ok, ok, well I'll bear that in mind when I'm finalising it.

RI(A): You have my best wishes and sympathy it's all horrible writing thesis's, I'd never do it again. I could never do it again, and make more use out of yours than I did. I think mine is

holding up a book shelf that's falling down in [country] because it's fat enough and tall enough to do so (laughs).

Me: Alright, thanks again.

RI(A): Good luck sir and write to me when you want me to get in touch by skype again, ok?

Me: Alright then and thank you very much.

RI(A): Thank you, bye.

Me: Bye.

[Recording ends]

Appendix G: Sample Extract of Data Cross-Tabulation Worksheet

Appendix G

Name	Number Of Sources	Number Of Coding References	Informant Name	Coded Text
Context builder - external	16	46	Hidden	A lot of the projects we do...the project has probably cor
Context builder - external	16	46	Hidden	a lot of what we're doing is very confrontational for some
Context builder - external	16	46	Hidden	A thing which is a classic which is what is called resiste
Context builder - external	16	46	Hidden	Based on that, most organisations like Care and Concer
Context builder - external	16	46	Hidden	Because most of the projects we involve the beneficiarie
Context builder - external	16	46	Hidden	Because people want first of all respect for the way they
Context builder - external	16	46	Hidden	For instance there maybe in terms of the capacity asses
Context builder - external	16	46	Hidden	For the development projects you have to involve benefic
Context builder - external	16	46	Hidden	have an understanding and acceptance that the technica
Context builder - external	16	46	Hidden	I can give you an example a project I am working at at th
Context builder - external	16	46	Hidden	I have some expertise and some experience you might k
Context builder - external	16	46	Hidden	I mean how we do create value is, they will have their ow
Context builder - external	16	46	Hidden	I mean...if you go to work in china or India or I don't know
Context builder - external	16	46	Hidden	I really go through a phase of understanding what has be
Context builder - external	16	46	Hidden	I remember a micro business and small business creatik
Context builder - external	16	46	Hidden	I think one of the biggest mistakes that's made in this w
Context builder - external	16	46	Hidden	I think that the planning process, and identification proce
Context builder - external	16	46	Hidden	If the project doesn't fit to their locality and if they think t
Context builder - external	16	46	Hidden	If you are going there with just an ex-pat way of acting, j
Context builder - external	16	46	Hidden	If you're interested in how difficult it is to get things chan
Context builder - external	16	46	Hidden	in 1987 there was quite a bad flood and then in 1998 the
Context builder - external	16	46	Hidden	In a way it's easy when you are clear about your goals v
Context builder - external	16	46	Hidden	It is not only a matter of having good personal relationsh
Context builder - external	16	46	Hidden	It's not technically about you telling them the good scier
Context builder - external	16	46	Hidden	I've come across some people who have said, Geert the
Context builder - external	16	46	Hidden	I've seen people coming and they were technically on the
Context builder - external	16	46	Hidden	Let's say in Eastern Europe in say Uzbekistan we worke
Context builder - external	16	46	Hidden	So from the planning stage to the implementation and ev
Context builder - external	16	46	Hidden	So if I work in integrated natural resource management ,

Appendix G

Name	Number Of Sources	Number Of Coding References	Informant Name	Coded Text
Context builder - external	16	46	Hidden	some of them don't even use email, don't know how (me
Context builder - external	16	46	Hidden	Sometimes you're doing some stuff that sets the destin
Context builder - external	16	46	Hidden	The only things that can make the difference if the exper
Context builder - external	16	46	Hidden	the problem you may have is always in the field of relatic
Context builder - external	16	46	Hidden	The project manager has to adapt to the cultural situatio
Context builder - external	16	46	Hidden	Then you really need to know how and when to say no.
Context builder - external	16	46	Hidden	There is a very basic rule of working together with others
Context builder - external	16	46	Hidden	This guy was a guy I recruited first for this team, he has
Context builder - external	16	46	Hidden	Transcript from audio recording of Dhamar Adhibawano,
Context builder - external	16	46	Hidden	Well I think you really need to research. I do a fair degre
Context builder - external	16	46	Hidden	Well what you normally do is you do your contextual an
Context builder - external	16	46	Hidden	Well when you are using this traditional as we did in Tim
Context builder - external	16	46	Hidden	When we facilitate they come out with their ideas and w
Context builder - external	16	46	Hidden	Who wants someone coming into your business or your
Context builder - external	16	46	Hidden	You get a little knowledge but a guy in a position of influ
Context builder - external	16	46	Hidden	You have to specifically say this is the project failure so
Context builder - external	16	46	Hidden	You need to be more open, you need to accept whateve
Context builder - internal	16	44	Hidden	A "dictatorial" managing approach, although appreciated
Context builder - internal	16	44	Hidden	And it might be questioned for two reasons one of which
Context builder - internal	16	44	Hidden	Because team leader and let's say there is one team me
Context builder - internal	16	44	Hidden	Because the trouble is when you have a team of short te
Context builder - internal	16	44	Hidden	But I would say, like in the project, at the end of the day
Context builder - internal	16	44	Hidden	But there is no doubt there are differences and it impact:
Context builder - internal	16	44	Hidden	creating a good relationship with them, making sure they
Context builder - internal	16	44	Hidden	different cultural backgrounds is just an asset to the proj
Context builder - internal	16	44	Hidden	During the work the interaction is to be a team or so to t
Context builder - internal	16	44	Hidden	human dynamics and the chemistry between people is p
Context builder - internal	16	44	Hidden	I call it a problem but a lot of experts drink. It is not alw
Context builder - internal	16	44	Hidden	I came into this team with only two or three weeks of ex

Appendix G

Name	Number Of Sources	Number Of Coding References	Informant Name	Coded Text
Context builder - internal	16	44	Hidden	I give you an example, if you have locals you don't remo
Context builder - internal	16	44	Hidden	I have never seen people really bad, ok, at that level. Th
Context builder - internal	16	44	Hidden	I have to say that when the team or some member of the
Context builder - internal	16	44	Hidden	I mean if you are so hard managing the people for sure y
Context builder - internal	16	44	Hidden	I would say it's a pro rather than a con. It's good becaus
Context builder - internal	16	44	Hidden	if I work with all people not my nationality and not my lar
Context builder - internal	16	44	Hidden	if you create a joint venture between say an Eastern Eur
Context builder - internal	16	44	Hidden	in my experience means a lot of talking, listening to eac
Context builder - internal	16	44	Hidden	in my experience you can get a lot more done by having
Context builder - internal	16	44	Hidden	It's like a commando as well. If I remember well the way
Context builder - internal	16	44	Hidden	Let me put an example, we have two containers in the h:
Context builder - internal	16	44	Hidden	Let me think...if we leave personalities to the one side, y
Context builder - internal	16	44	Hidden	Me: Ok, and finally then has it ever happened that you've
Context builder - internal	16	44	Hidden	Most of my experts are perhaps sixty per cent out in the
Context builder - internal	16	44	Hidden	ok first of all you have to have good relationship. You ha
Context builder - internal	16	44	Hidden	quite often you would not expect a national consultant to
Context builder - internal	16	44	Hidden	So that's one of the things that I find here in Bangladesh
Context builder - internal	16	44	Hidden	So the people tend to be like that. They tend to be indiv
Context builder - internal	16	44	Hidden	So there are a multitude of complexities and quite often
Context builder - internal	16	44	Hidden	So they are fully engaged and this is the tricky way in w
Context builder - internal	16	44	Hidden	So you have got to have a really open attitude because i
Context builder - internal	16	44	Hidden	Some of them need a lot of hand holding and they can't
Context builder - internal	16	44	Hidden	sometime you have also...to be a team leader of the tec
Context builder - internal	16	44	Hidden	The word team is not easy it is a difficult word. It is a di
Context builder - internal	16	44	Hidden	Well I'm not saying that my style of management is the
Context builder - internal	16	44	Hidden	What would typically happen when I was doing the big p
Context builder - internal	16	44	Hidden	When I became a senior and had a chance to manage tl
Context builder - internal	16	44	Hidden	When you're doing the formal stuff you have one particul
Context builder - internal	16	44	Hidden	you go and have dinner with him and you discuss and th
Context builder - internal	16	44	Hidden	You have to understand people, who are they and where
Context builder - internal	16	44	Hidden	You may have also experts involved in things which are :

Appendix G

Name	Number Of Sources	Number Of Coding References	Informant Name	Coded Text
Control of the Project	21	49	Hidden	According to some bad experience from some previous p
Control of the Project	21	49	Hidden	after considering you have given them all the opportunitie
Control of the Project	21	49	Hidden	Another thing I've always done is make a timeline. So u
Control of the Project	21	49	Hidden	Basically the only real sanction that you have is to sack
Control of the Project	21	49	Hidden	Because nowadays project management has become m
Control of the Project	21	49	Hidden	for contractual reasons, each experts has a different cor
Control of the Project	21	49	Hidden	I had a German guy who had a PhD in nuclear physics.
Control of the Project	21	49	Hidden	I think it's kind of a, more of a rule of the game is that yc
Control of the Project	21	49	Hidden	I would say he's not the primary role (me - uhuh) he has
Control of the Project	21	49	Hidden	I would say that the project planning phase is very impor
Control of the Project	21	49	Hidden	I would say that there are ego's and ego's of companies
Control of the Project	21	49	Hidden	if the team leader or the project manager whoever, he is
Control of the Project	21	49	Hidden	If you have a contract, what I have now for example is a
Control of the Project	21	49	Hidden	in the livelihoods programme where I was programme co
Control of the Project	21	49	Hidden	It depends on the project but how, a good question. Ther
Control of the Project	21	49	Hidden	it shouldn't happen but it might happen and that's a failu
Control of the Project	21	49	Hidden	it's not necessarily easy I suppose you could say it gets
Control of the Project	21	49	Hidden	it's very important to have a strong ToR, terms of referen
Control of the Project	21	49	Hidden	I've known of a couple of cases where the team leader b
Control of the Project	21	49	Hidden	Me: Yeah, yeah, and what in the case where the expert
Control of the Project	21	49	Hidden	Non-performing it's...you can exclude them basically ser
Control of the Project	21	49	Hidden	Normally when you plan a project you put in milestones,
Control of the Project	21	49	Hidden	One is that as the team leader you often do not know th
Control of the Project	21	49	Hidden	Payment is one thing, you never pay somebody up front
Control of the Project	21	49	Hidden	So yeah you're not directly controlling them but someho
Control of the Project	21	49	Hidden	Some decisions at strategic level, some projects or som
Control of the Project	21	49	Hidden	Sometimes that's delegated to people further down it's n
Control of the Project	21	49	Hidden	That is something which is called risks and you have tar
Control of the Project	21	49	Hidden	the project has a timeline. So if say you've got six week
Control of the Project	21	49	Hidden	the project manager at headquarters is not necessarily i
Control of the Project	21	49	Hidden	the team leader has to make sure that there relationship
Control of the Project	21	49	Hidden	then you work your way all the way back and that mean:

Appendix G

Name	Number Of Sources	Number Of Coding References	Informant Name	Coded Text
Control of the Project	21	49	Hidden	There's a big reliance in common interest in it which is ir
Control of the Project	21	49	Hidden	They are not our experts at the end of the day so they c
Control of the Project	21	49	Hidden	they will have to look at the contract that they've got and
Control of the Project	21	49	Hidden	to remove someone is also difficult very difficult because
Control of the Project	21	49	Hidden	Transcript from audio recording of Dhamar Adhibawano, i
Control of the Project	21	49	Hidden	usually we have several work packages in a project then
Control of the Project	21	49	Hidden	We ensure that the meeting ends with an action plan an
Control of the Project	21	49	Hidden	we have a national programme co-ordinator which is a pe
Control of the Project	21	49	Hidden	Well to fire people is not easy, ever. You have to consic
Control of the Project	21	49	Hidden	well you know...they have to do their reports, they have t
Control of the Project	21	49	Hidden	You control them...all participants have to fill in a actual
Control of the Project	21	49	Hidden	You don't change people because his name doesn't suit
Control of the Project	21	49	Hidden	you have to always to co-ordinate very strongly with the
Control of the Project	21	49	Hidden	you have to call them for a meeting, explain what is gone
Control of the Project	21	49	Hidden	You know you can replace the expert if you can catch it
Control of the Project	21	49	Hidden	you try to discuss what needs to be done and you devel
Control of the Project	21	49	Hidden	you try to do your best but a lot of the time the inputs h
Cultural Bridging	18	40	Hidden	A lot of companies will send people out to scope project
Cultural Bridging	18	40	Hidden	as a team leader I would try to mediate between team m
Cultural Bridging	18	40	Hidden	Currently in my position here in Afghanistan one of the is
Cultural Bridging	18	40	Hidden	For example last year I was in Haiti I was the team lead
Cultural Bridging	18	40	Hidden	For me personally it is one of the worst experiences in n
Cultural Bridging	18	40	Hidden	I don't want to personalise too much but probably the tw
Cultural Bridging	18	40	Hidden	I give you an example, if you have locals you don't remo
Cultural Bridging	18	40	Hidden	I have seen some projects really get coloured or get turn
Cultural Bridging	18	40	Hidden	I would say it's a pro rather than a con. It's good becaus
Cultural Bridging	18	40	Hidden	I would say that cultural issues are always there. the m
Cultural Bridging	18	40	Hidden	if I work with all people not my nationality and not my lar
Cultural Bridging	18	40	Hidden	In a perfect world the team leader would acknowledge up
Cultural Bridging	18	40	Hidden	In many Asian countries, Islamic countries they way tha
Cultural Bridging	18	40	Hidden	its a different way of thinking of those people, it's much
Cultural Bridging	18	40	Hidden	It's not a matter of age, I don't think at least I hope not (l

Name	Number Of Sources	Number Of Coding References	Informant Name	Coded Text
Cultural Bridging	18	40	Hidden	I've found the case that having a number of foreigners on
Cultural Bridging	18	40	Hidden	I've had consultants that I delegated responsibility for ma
Cultural Bridging	18	40	Hidden	misunderstandings between experts are a classic. Mist
Cultural Bridging	18	40	Hidden	On that project in the Philippines there was a point, I do
Cultural Bridging	18	40	Hidden	Our first project ever in Egypt we had a guy came to spe
Cultural Bridging	18	40	Hidden	So there is a huge cultural disadvantage at times. Most
Cultural Bridging	18	40	Hidden	So yeah, I think the experience in a country like Vietnan
Cultural Bridging	18	40	Hidden	So you have to have to build this African culture, I mean
Cultural Bridging	18	40	Hidden	The largest problem with any project of this kind is unive
Cultural Bridging	18	40	Hidden	The other thing is to be aware of the different cultural pro
Cultural Bridging	18	40	Hidden	The project manager has to adapt to the cultural situatio
Cultural Bridging	18	40	Hidden	They are fed up with these foreign guys telling them wha
Cultural Bridging	18	40	Hidden	This is an example right, let's say Muslims they are very
Cultural Bridging	18	40	Hidden	To know the culture of the people you are going to work
Cultural Bridging	18	40	Hidden	Transcript from audio recording of Dhamar Adhibawano, i
Cultural Bridging	18	40	Hidden	typically we're aware of cultural problems, we're aware o
Cultural Bridging	18	40	Hidden	Well if you have very good experience from working in sa
Cultural Bridging	18	40	Hidden	Well, it makes it easier then because you have internally
Cultural Bridging	18	40	Hidden	Whenever you go to a region or a nation, especially in co
Cultural Bridging	18	40	Hidden	Yeah, I mean I knew they were great consultants but I k
Cultural Bridging	18	40	Hidden	you have to really have yourself certain characteristics o
Cultural Bridging	18	40	Hidden	You have to understand people, who are they and where
Cultural Bridging	18	40	Hidden	You need to be more open, you need to accept whatever
Cultural Bridging	18	40	Hidden	you work in the south of Vietnam it's a lot more construc
Cultural Bridging	18	40	Hidden	You've got to cross cultural bridges (me - right) you've gc