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Project leadership in change projects

A case study: the most significant project leadership competences for project leaders to achieve a successful change project and the development of succeeding in change projects

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ABSTRACT

Nothing in this world is sure but change. Nowadays several, different projects define the organizations' capability of reforming themselves. In recent years, the attention in project leading field has been more and more focused into the leadership side of projects instead of the management side. Changes can thereby be implemented as projects. The change that is implemented as a form of project, can be seen as an entity which creates the desired change. This research study focuses on how these kind of change projects can be led from the view of project leadership policy. The research emphasizes especially the importance of project leadership competences and what are the most essential competences to be able to accomplish a successful change project. The research shows in addition a great interest of clarifying the success criteria of change projects and how the change project success could be developed further.

Project leadership and change projects are first scrutinized through the previous scientific research and literature. The literature part endeavours to clarify the main concepts of project leading field and change project policy. The literature part in addition presents the transition from the project management to project leadership. This was seen vital to be able to state reasons especially why project leadership is essential for the project success. After this, the research focuses on in-depth scrutinize of project leadership competences. In addition, three project leadership competence groups are handled; managerial, emotional and intellectual competence groups. At the end of the literature part, the impact of project leadership to change project success is examined. The research questions are then in addition clarified.

The empirical part of the research scrutinizes through the interviews the usage and importance of project leadership competences in the case organization's change projects. After this, there was an endeavor of clarifying the meaning of change project success and developmental opportunities of success. The latter was scrutinized through the deteriorating things of change project success. The overall view of project leadership competences and change project success criteria was formed through the current state and significances of both.

According to the results of the research, the most significant project leadership competences in order to achieve a successful change project were considered to be motivation, engaging communication and resource management. Change project success meant mostly achieving the objectives and accomplishing the change project to the end. The main developmental opportunities were better resource allocation, reasoning, better communication, assertive leadership, better planning and implementing of change projects.

KEYWORDS: project leadership, change project, change project success

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TIIVISTELMÄ:

Mikään muu tässä maailmassa ei ole varmaa paitsi muutos. Tänä päivänä monet, erilaiset projektit määrittelevät organisaatioiden kyvykkyyttä uudistaa itseään. Viime vuosina huomio projektien johtamisessa on yhä enemmän keskittynyt projektien ihmisten johtamisen puoleen asioiden johtamisen sijasta. Muutos voidaan toteuttaa projektina. Muutos, joka toteutetaan projektin muodossa, voidaan nähdä kokonaisuutena joka luo tuon halutun muutoksen. Tämä tutkimus keskittyy siihen, miten tällaisia muutosprojekteja voidaan johtaa projektijohtajuuden keinoin. Tutkimus painottaa projektijohtajuuden kompetenssien merkitystä sekä tutkii sitä, mitkä ovat kaikista merkittävimmät projektijohtajuuden kompetenssit muutosprojektissa onnistumisen kannalta. Tutkimuksessa selvitetään myös muutosprojektien onnistumisen kriteerit sekä miten muutosprojekteissa onnistumista voitaisiin kehittää.

Projektijohtajuutta ja muutosprojekteja käsitellään tutkimuksessa ensin aiemman tieteellisen tutkimuksen ja kirjallisuuden kautta. Teoriaosuus pyrkii selvittämään tutkimuksen keskeisimmät käsitteet. Teoriaosuudessa esitellään myös siirtymä projektien johtamisen kentällä asioiden johtamisesta ihmisten johtamiseen. Tämä nähtiin oleellisena, jotta voitiin perustella miksi juuri projektijohtajuus on merkittävässä roolissa projektien onnistumisen kannalta. Tämän jälkeen tutkimus keskittyy projektijohtajuuden kompetenssien syvälliseen tarkasteluun. Tutkimuksessa tuodaan esille kolme projektijohtajuuden kompetenssien pääryhmää, jotka ovat johtamiskompetenssit sekä emotionaaliset ja intellektuellit kompetenssit.

Tutkimuksen empiirisessä osiossa tutkitaan haastattelujen kautta projektijohtajuuden kompetenssien hyötyä ja merkittävyyttä case-organisaation muutosprojekteissa. Tämän jälkeen tutkimuksessa pyrittiin selvittämään, mitä muutosprojektissa onnistuminen merkitsee ja mitkä ovat muutosprojektissa onnistumisen kehitysmahdollisuudet. Kehitysmahdollisuuksia tutkittiin muutosprojektissa onnistumista heikentävien asioiden kautta. Kokonaiskuva projektijohtajuuden kompetensseista ja muutosprojektien onnistumisen kriteereistä muodostettiin kummankin käsitteen nykytilan ja merkittävyyden kautta.

Tutkimuksen tulosten mukaan, merkittävimmiksi projektijohtajuuden kompetensseiksi onnistuneen muutosprojektin saavuttamisen kannalta nousivat motivaatio, yhdistävä kommunikaatio sekä resurssien johtaminen. Muutosprojektissa onnistumisen nähtiin tarkoittavan pääasiassa asetettujen päämäärien saavuttamista sekä muutosprojektin valmiiksi, loppuun asti saattamista. Keskeisimmät kehitysmahdollisuudet liittyivät pääasiassa parempaan resursointiin, kommunikaatioon, määrätietoisempaan johtamiseen, suunnitteluun ja toteutukseen.

AVAINSANAT: projektijohtajuus, muutosprojekti, muutosprojektissa onnistuminen

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1 Introduction

Change is an inevitable part of the life cycle of organizations. In today's world, projects and change together define organizations' ability of reforming themselves. Sometimes organizational change or change just itself may be desirable or on the other hand, very unwanted to happen. The staff of organizations that are facing the upcoming change process might believe change in organization is not compulsory at all and can form a some kind of change resistance to prevent or to delay the promised or ongoing change project. Of course there always are those people too who actively support that change project in organization and are willing to participate taking that change through in organization.

Change can be implemented as a form of project. Recently, the attention in project leading policy has been more and more focused into the leadership side of projects instead of the project management policy. The change that is implemented as a form of project, can be seen as a project which takes through the desired change process. This research study focuses on how these kind of change projects can be led from the view of project leadership and its competences. The subject is thereby very essential because in today's modern organizations change and changes are often very long-term, ambiguous and exhausting processes. This research study thereby shows a great interest on how project leadership comes from across change projects. (Lehmann 2010; Lundy & Morin 2013: 46-47.)

What are the most significant project leadership competences that are needed to take the change through in organization and to succeed in a change project? In this thesis I will be focusing mainly on project leadership and how that is visible in first-order and second-order change projects. In addition I will find out what kind of different competences does project leader need in change projects. This research will also examine what is the meaning of change project success to the case study organization.

2 Moving from project management to leadership in change projects

2.1 Main concepts

What is a project and which ways a project can be defined? Project is an unique and usually one-time created entity that will result for example a new product, transaction or new guidelines doing different tasks. There will be specific start and finish for the project but the duration of the project can vary from hours to years. To be able to manage project and to secure its progress there is also an effective project leadership and management needed to give a helping hand to any type of change. Planning a project plays a very crucial part in effective project management. Project manager must understand the work of the project and keep the project moving with, for and through the people which reflects the importance of project leadership. (Wells & Kloppenborg: 2015, 1-2.) When it comes to public sector and more specifically to public administration, transformation towards governance can be seen connected to emerging favour of forming projects in public administration. In public administration projects are frequently used as a cost-effective tools to execute multinational programs in a local context. (Sjöblom 2006.)

Projects are often seen progressing with a specific plan. The three most important traditional factors for projects are quality, schedule and transactions. The temporary state of project and its flexibility as well as project's affiliation to situational and contextual aspects can be seen as vital factors for projects. Recognizing the need for forming a project is as well very relevant because unnecessary projects can cause uncontrollable recurrence and overloading to work community. To be able to use resources correctly, there should be specific definitions to duration, depth and immensity of the project. In addition project manager and other persons in charge of the project should also determine what is the level of compulsion of forming a new project and how voluntary it really is. (Paasivaara, Suhonen & Virtanen 2011: 26–27.)

In what ways can leading a project be defined? Project leading can be seen dividing into the two main leading models: project leadership and project management. In this thesis I will focus more on project leadership but will also scrutinize some project management field so that it would be possible to create the most comprehensive scale of project leading in organizational change projects. Project leadership is for sure generally leading and interacting with people who are related to project. According to Crevani et al. (2010) project leadership consists of activities which come into view in the social interaction of the project group, acknowledging the work of leadership done by other group members.

Managing and controlling things of the project is traditionally seen as project management. Managing and controlling things consists of those technics that help controlling the project. The crucial part in project management is project manager's ability to find balance for all the roles of the project. This means that project manager has to seek the right balance between when to emphasize the advancement of the process, when to emphasize planning and when to emphasize the wellbeing of the people involved in project. When it comes to public sector, Harold Kerzner sees the project management entity as more complex and more difficult to master in public sector than in private sector. That is because nowadays public sector policy has begun to utilize more and more subcontractors in their projects. What public sector policy do is ask those subcontractors to share all the intellectual property of project management of some specific project. Apparently this can create the increasing need of monitoring the partnership and controlling the relevant data of that project. (Paasivaara, Suhonen & Virtanen 2011: 50 & 101; Kerzner 2017: 28).

What makes project management even more difficult to control in public sector is the number of stakeholders and the difficulties of recognizing those crucial measurable outcomes. Outcomes in public sector are not measured by profit for its owners but for example by its societal effectiveness which is frequently a very challenging task to measure. Not only leading the project team is essential but leading the whole community too.

Public sector project teams need the sense of community applied to their everyday work; no individuals or project teams working isolated from the rest of the team can achieve almost anything. The sense of community and taking stakeholders properly into account are constituent for the project management in the public sector. In addition stakeholders usually have that vote and opportunity to have an impact to the project through their shared ownership. (Kerzner 2017: 29-30).

In a project leadership field, the everyday activities that formulate project leadership, are as well seen essential tools for leading the project. (Cicmil et al., 2006; Blomquist et al., 2010; Sergi, 2012). This aspect supports acknowledging conventional, ambiguous and communal viewpoints of leadership. In addition it leaves many current assumptions behind such as heroic operations and straightforward relationships between intentions, interferences and performance. The focus in project leadership work should also be primarily on interaction processes instead of those formal organizational processes for the project. (Blomquist et al., 2010). To summarise this up, there should be actions to view projects as entities which evolve through social interaction where rules, standards and formal boundaries are targets of organizing rather than already given facts and unities. (Crevani, 2011; Koskinen, 2012; Sergi, 2012).

2.2 Change as a project and succeeding in a change project

Frequently, when managers or leaders seek to change their organization, they will create a project to implement it. In addition this is because they believe that creating a project will mitigate and help people concentrate on the initiative for the change. Managers often believe creating a project to implement change will result superior assurance of success too. Change should also be considered as a project because change affects the whole organization and has an effect of managing organization's own projects. (Shaw 2016; Lundy & Morin 2013: 46-47.)

How to define the concept of change in this thesis? Change in general can be attempts to develop, evolve or modify something towards new direction. The point of view I am using for change and change project in this thesis, is the aspect of Pádár, Katalin; Béla Pataki & Zoltán Sebestyén (2017). When talking about change from a specific point of view, there can be made a distinction between first-order (morphostatic) changes and second-order (morphogenetic) changes of systems. First-order changes are these kind of adjustments that are visible in the system's operating policy. First-order changes are not able to change the morphology of the regime though so these kind of changes do not reach as significant affects as second-order changes. Second-order changes are considered as more notable and "major changes" because they accomplish a new morphology of the regime. In other words, first-order changes are commonplace parts of the everyday operations of the system, while second-order changes can be seen as unique transformations. (Pádár, Katalin; Béla Pataki & Zoltán Sebestyén 2017).

These above-mentioned two types of changes can be seen connected with the traditional management operations. First-order changes are implemented by controlling. Second-order changes are executed by (re)contemplating and in addition, (re)organizing. (Pádár et. al 2017.) This is where leadership comes into action because leadership can be seen crucial for both types of changes but especially, it has a much more essential role at a times of second-order changes (Kotter 1990.)

How to define the concept of change project then? When talking about changes and projects, they can often be seen co-affecting each other in organization which makes it not easy to define the concept of "change project". Pádár et. al (2017) mention four possible domains of projects and changes, though only two of these are related to the concept of change project. Change project can be a project that causes first-order changes. This means that the changes concerning the project are not able to make changes to the structural regime of organization. In other words, these change projects are capable of making only some adjustments and tunings to the system's operational

modes. Therefore these kind of change projects do not change the process, just the details of the process. Change project can also be a project that causes second-order changes. These changes are exquisite and occasional. They have a limited cycle of life and their affect to the organization will be a transformation in the pith of the whole regime. For example, reconstituting the structure of government after an election can be seen as a second-order or as a major change project.

There are several proposes which argue that organized and structured policy in leading projects needs to be balanced with the identification of the complexities and contingencies of organizational change regarding the leading of change. Numerous case studies support this kind of approach and there can be three different supporting dualities concluded from the above-mentioned perspective. (Shaw 2016; Lundy & Morin 2013: 46-47).

The first of these above-mentioned dualities is engagement and concentration. To be able to ensure adoption of project outcomes in practice, there has to be distraction-free concentration on project tasks in everyday project work and engagement with essential stakeholders. Secondly, to be capable of doing high-performance project work, there is a need to practise compact governance in all assigned change projects. Wide-ranging experience of change can also been seen relevant so in addition commissioning adequate amount of change projects is essential for balancing the project work between leading project and leading change. The third concept of this method perspective is the success of project and project management. The objectives set up before putting the project into practice should be achieved but in addition those comprehensive and long-standing utilities achieved by project-based working should also be ensured. (Shaw 2016).

Project leading can be seen as a normal way to put planned changes in practice. When change is occurring in organization, there will follow a chain of incidences and reactions. There will occur organizational reconstructing, altered work- and desicion-making-

processes, changes in work dynamics and in addition, change resistance. (Lundy & Morin 2013: 46-47.)

Interesting point of view, which Lundy & Morin (2013) and Lehmann (2010) disclose, is the concept of changes as projects. This means that every and all changes can be handled as a form of project. Change projects create these kind of systematic effects that have an influence to the whole organization. These systematic changes are long-term and continuous effects that are organized in a different stages and connected in a way where they are no longer dependent on time. This perspective of handling changes as projects as if tries to capture the complex entity of change and tries to load it to the concept of project so that the change would be easier to manage. This as itself is an ambitious task to put into practice but can also be seen as a strong alternative to implement change. (Lehmann 2010; Lundy & Morin 2013: 46-47.)

According to Paasivaara, Suhonen & Virtanen (2011), in a field of project work there has to be precise and clear plans of the purpose of basic actions and everyday work. In addition, the objectives of basic actions and the tools of achieving those basic actions should always be clarified at first. The essential thing is that organization must receive systematic information about how well those objectives, set to project work, are accomplished. Lundy & Morin (2013) see project management as a natural way to implement planned changes. This does not guarantee success though because although project management is frequently used to enhance the initiative for the organizational change, there is not always the right kind of managerial system found to those change projects. (Partington 1996: 13.) This is a very interesting point regarding project management which has had difficulties finding the correct managerial ways to change project leading field.

Change plays a multilevel role in a whole organization and in how the organization can manage its own projects. When interpreting change projects as a positive point of view, there still are a few limitations. Traditional tools for getting the change project through

in organization are convenient when the organization is trying to achieve specific and more likely narrow changes to the organization. When it comes to achieving changes in a collective strategic level in the organization, those traditional tools are inadequate unless they are included in resources that are meant to facilitate innovativeness and communication. (Lundy & Morin 2013: 47.)

In a project leading field, the central focus is often concentrated to the management side of things, for example scheduling, rapidity, transactions and qualitative concepts. It is therefore argued that a lack of leadership is a key factor why organizational change attempts keep failing. The human side of things as well as leadership itself in organizational changes has often been left behind, which is why I also note the importance of leading people in projects. (Hacker & Washington 2003; Lundy & Morin 2013: 47.)

Discussing about succeeding in a change project we need to remember that change project is always a complex unity. Because of its complexity, there can be seen three main factors playing own and crucial role in that if the change project will be a success or not. The first factor for success of the change project is the change's nature. The nature of change can be seen as coincidentally progressive, rapidly progressive or both of these. The second success factor is the strategy of implementing the change. Monitoring the change process is relevant so there must be clearly clarified and planned strategy which needs to be followed strictly in organization. Instead of focusing in only one organization's nature of change, the third success factor can be seen more related to the wider nature of change in a global scale. This means the structure of global change which is needed to be viewed from specific critical aspects. That is to say, the third success factor takes the trending global way of implementing change in an organization into account but these trending ways are always needed to be scrutinised very critically. (Lundy & Morin 2013: 47.)

When these above-mentioned success factors are managed correctly, it will increase the understanding and accepting the legitimacy of change in stakeholder groups. In other

words, this helps people accepting the upcoming change process. (Lundy & Morin 2013: 47.) This viewpoint is also supported by Paasivaara et. al (2011) who claim that a successful project at its best will deform the current habits and attitudes of the people involved in the project. Looking at the whole picture, this means a waypoint of changing the whole organization culture when talking about organizational change. In addition, this process will improve commissioning quality policies and new operational models in organization. Successful change processes also enhance the specific kind of positive sense of community in an organization.

Diagnosing and planning the change process and rereading the executing plan of that change process with precisely defined objectives are all very vital actions that are needed to be done to have success in a change project. These actions are especially necessary when it comes to managing the change which is also essential for change project success. Along with defining precise steps for the change process, the key mission for change project leaders is to define why and how the specific change project is executed in organization. Yet again, project leaders must get the legitimacy for the change to be able to implement it properly. (Lundy & Morin 2013: 47.)

Li Ren-Yang, Chung Fah-Huang and Kun-Shan Wu (2011) concentrate examining project success in their article as well. For example they examine the correlation between teamwork and project success when taking the project's different complexity levels into account. Projects, which have high complexity echelon, were more likely successful at times when there was lots of teamwork, cooperation and sense of community when comparing to those projects which had lower level of complexity within them. As a wrap-up, when the organization is experiencing high amount of complexity, working as a well cooperated team and having this kind of feeling of belonging together in a project team, project success is more likely to happen.

When moving forward to the aspect of project leader, Li Ren-Yang, Chung Fah-Huang and Kun-Shan Wu (2011) also examined how project leader's way of leading people correlates between teamwork and in addition, how teamwork affects the project success. Research results indicated that increasing the level of leadership could enhance the relations of project team members. Taking a deeper look to this, those project leaders who absorb the manners of transformational and transactional ways of leadership are able to enhance communication, cooperation and sense of community in the project team. Proficiently working teamwork in a project is also positively related to project success. Results in Li Ren-Yang, Chung Fah-Huang and Kun-Shan Wu's (2011) research indicate that project can be a qualitative, temporal and transactional success when there is more communication, cooperation and sense of community in and between the project team.

Projects as well bring change to the organization in overall. The change that a project will form can be a smaller one or a wider one. Especially in wider and larger changes in organization, there often occurs organizational restructuring. In these kind of situations, project team members are often experiencing uncertainty towards the large change in organization. This is highly related to the low-level commitment of project team members. Commitment plays a very crucial role as what comes to comprehensive successful outcome of the work. Commitment indicates the loyalty and attitudes of the project team members towards the organization. When project team member's commitment develops affective, it denotes team member's emotional sense of belonging to an organization. Affective commitment will in addition help project team members to stay coherent in project work and boost team member's positive effects to a given task and the whole organization as well. (Tyssen, Wald & Spieth 2014.)

In addition research indicates that team member's commitment to a certain change has a positive effect to the willingness to actively take part in change. Hereby commitment to change can be seen as an attribute which is necessary to fulfill the tasks given to team member. (Herold et. al 2007.) When it comes to project leadership and project leader's

skill to ensure affective commitment of team members, research also shows that especially transformational leadership does have a positive influence on affective commitment by team members (Bass 1999.)

Hamid Bejestani (2011) examined how project leadership affects managing change and in addition, could project leadership improve change management. As Hacker & Washington (2003) and Lundy & Morin (2013) both emphasized the importance of leadership, supports Bejestani (2011) this point of view by declaring that human resources are the best assets of a project and that is why those skills regarding human resources can be seen very essential for leaders. Project manager's leadership characteristics can have a direct influence to change management because these characteristics will mitigate cooperation and in addition, support collaboration between project leader and project team members. In fact, project leader can transform team member's naturally evolving change resistance to a synergetic and constructive interaction at the time when the project is facing the change. This comes to a viewpoint that project leader can be seen more successful than project manager when talking about change management.

2.3 Moving from management to leadership in projects

In his article, Gary R. Smith (1999) emphasizes the importance of leadership in a specific project. According to him, the reason for project not succeeding is not about lacking management skills but lacking leadership skills. Because project success reflects straight to the project leader, project leader therefore has the responsibility of not only managing the details of the project and reporting about the different situations of the project but most importantly, bringing the his own value to the project through leadership.

The first concept for moving from management to leadership in projects is communication. Smith (1999: 88) sees the concept of communication from two different viewpoints: communication with top management and communication within the project team. These two ways of communication can be seen very vital if the project leader aims

to bring value to the project especially through leadership. (Smith 1999: 88-89.) When Smith sees the concept of communication as a duality, Truong and Swierczek (2009) focus more on the purpose of communication in a change project. They see communication as a very essential tool for succeeding in change project because the purpose of communication is to recognize and share feelings and needs with other team members. By communication, applicable and valid knowledge of change plan and its schedule is ensured through the cooperative actions. Hereby the stakeholders involved in the change project can also receive inclusive information about the ongoing change project. As a conclusion, communication in the change project can be seen as a tool for surviving the resistance to change and a tool for supporting the readiness in the change project.

As a second factor for moving from management to leadership, Smith (1999: 89) sees the importance of planning the project. Applicable plan at its best can give functional tools for implementing that plan in practice. The execution process of the specific plan can be seen even more essential than the plan itself because without a proper execution the plan is just a plan. Therefore planning the change project does not guarantee project success but will definitely facilitate it. (Smith 1999: 89.)

When it comes to the process of moving from project management to project leadership, change is as well naturally one of the most significant factor on the way. When analysing the success or failure of change, a vital point is the concept of change acceptance or resistance. (Smith 1999: 90-91.) According to Smith (1999: 90), if that personnel who is associated with day-to-day work, which is facing the change, will not accept the change, the change process will not be successful. If this kind of situation is happening in the organization, it is usually not the personnel's fault; it is because of the complex change process itself, the work of agents who work with the change process and because of lacking development ideas from the personnel itself. The lack of received information from the personnel is not either usually their fault; their development ideas should always first be inquired by the management personnel.

The correlation between change, the personnel's change acceptance and the change success was as well noted in Smith's (1999: 91) article. Smith (1999: 91) describes this correlation: $\text{Change} \times \text{Acceptance} = \text{Success}$. In this case, change reflects the quality of implementation which measures how well the desired improvement is accomplished. Acceptance for one's part means accepting organization's new methods and policies and embracing the change itself.

Smith (1999: 91) sets the rank of 1 to 5 for change and acceptance where one means a low rank and five thereby a high rank. For example technically desirable implementation of change with the rank of 5 but low level of acceptance with the rank of 1 can be indicated as following: $5 \times 1 = 5$. On the other hand, mediocre level of change implementation with a high level of acceptance can produce superior overall results. In this case, the pattern would be $3 \times 5 = 15$. This example reflects that at the times when it is needed to achieve maximal benefits in change or improving or implementing some specific area, the acceptance of personnel is necessary.

The effect of human factors to a change process was for example examined in the article by Thi Lan Anh Truong & Fredric William Swierczek (2009). From all the human factors regarding change processes they focus mainly on the effects of leadership, communication and participation. Firstly, to be able to begin the whole change process, employee's sufficient education and development should always be ensured. They must have the needed knowledge and capabilities that are essential along the change process.

Along with the education and development of employees, second vital human factor is the capabilities of the people who help the progress of change process. Their part is to change their own mindset at first so that after adapting themselves into the change situation, they are capable of assuring others to change as well using their creativity and change-directing skills as a tool. The capabilities of those people who help the change process go forward are very essential to be able to guide employees into the right direction in the change process. This includes the needed professionalism and capability to

implement and to manage change professionally. In addition creativity, vision, authority and interpersonal skills are all crucial factors regarding a successful change process. Hereby leadership can not only be seen as a successful tool to create a favorable change but as a key to maintain the successful change in an organization. (Truong & Swierczek 2009.)

3 Leadership in change projects

When balancing between project management and project leadership in project leading field, accomplishing those successful outcomes of projects always needs effective leadership added to project management. Thereby it is necessary to understand the differences between management side of things and leadership side of things in projects to be able to examine the effect of leadership performance on the project's success or failure. These differences have been the subject of conversation throughout the literature of project management. Leadership attributes are for one's part associated with the project leadership field rather than project management field. (Nixon, Harrington & Parker 2012; Yang et al. 2011.)

According to Anantatmula (2010) project management means organizing and planning the actions of project. Organizing and planning of actions are made along with decision-making processes that can be seen enhancing effectiveness and efficiency of a project. Leadership hereby is about directing project team members towards achieving the objectives set to a specific project. It is about guiding and motivating project team members to perceive their potential and consequently accomplish more difficult and challenging organizational goals. (Anantatmula 2010.)

The quality of the project leader is sincerely vital for the favorable management of the project (Curran, Niedergassel, Picker & Leker 2009.) Considering leadership and leadership skills in projects, especially in change projects, it has to be noted that firstly leadership is leader's ability to motivate team members achieving common objectives and secondly, it is the leader's ability of inspiring team members to accomplish success that can be considered as extraordinary. In addition, leadership is connected with the skills, abilities and the influence level the leader can use when necessary to be able to evoke team members to achieve objectives and encourage them to take decisions they would not otherwise take. (Ravindranath 2016.)

What is then considered as successful leadership? Successful leadership will convince project team members of the need to change, will generate out-of-box thinking and problem solving, and thereby will encourage project team members to cooperate with each other in order to achieve those objectives set to project in tough working ambiances. In addition, leadership can be seen as guiding project team members to grow together as professionals and at the same time performing those tasks they have in a project. (Nixon et al. 2012; Anantatmula 2010.)

The great value of project leadership has often been mentioned in the project management literature and it can be seen as a vital part of project management because it directly affects to the project outcomes and is thereby considered as a requirement for project greatness. In addition, project leadership can be seen as a crucial factor in overall project culture and as an enabler for actuating project team members for change. Affecting not only the outcomes of projects, leadership is also an essential factor in the project team's formation and dynamics. (Nixon et al. 2012.) According to Smith (1999), leadership's specific attributes are more capable of increasing value to the outcomes of projects. Geoghegan & Dulewicz (2008) confirmed this claim in their research of leadership competencies. They found out that some specific leadership competencies were recognized as more highly correlated with outcomes of projects.

Above-mentioned leadership competencies were compared to many kinds of measures regarding project success. It included problem solving success and delivery of the project within budget. Firstly, problem solving success was notably correlated at the 0.01 level to these four leadership competencies: empowering, developing, motivating others and managing resources. Secondly, when examining project success according to budget, there was notable correlation found at the level of 0.05 with competencies of empowering others and managing resources. These kind of different leadership attributes which are more directly linked to the outcomes of the projects should be considered as the focus of education for project leaders. (Nixon et al. 2012; Geoghegan & Dulewicz 2008.)

Because leadership style used by project leaders is a great way of affecting the project outcome, there is a claim made that lacking leadership performance monitoring can be seen as concerning the failure of the project. (Nixon et al. 2012.)

3.1 Leadership competences

Leaders will more likely perform superior or stay longer in their work position in a case where their personal attributes meet the requirements of that position. This comes to profiling successful leader's personalities. What profiling offers is the distinctive combination of behavioral, emotional, mental and temperamental competencies of a leader. This helps defining the leader's specific style of leadership. The usage of profiles frequently relates the profile dimensions to success or failure in a manager's leadership position. On the other hand, profiles can as well be used to choose or develop leaders from the match between successful leader's existing profiles and the profiles of candidates who apply for management positions. (Müller & Turner 2010.)

How to define a competence of a project leader then? Project leader's competence can be defined as a combination of midst personality characteristics, knowledge and skills. Midst personality characteristics can be understood as motives, self-concepts and traits of a leader. Knowledge can be seen consisting of leader's qualification and leader's skill means leader's capability of performing the tasks. These three are considered as those kind of attributes which will lead to better results in operations and practices. (Geoghegan & Dulewicz 2008.) In the article by Geoghegan & Dulewicz (2008), there is a mention that project management personnel's competence and the success of the project are closely related to each other, and the competence of the project leader is as well considered as a key factor in bringing out the success in the project. (Geoghegan & Dulewicz 2008.)

Lundy & Morin (2013) examined how project leadership affects the resistance to change in the public sector in Canada. They also examined do project leader's competences have any influence facilitating the change project. Based on the answers gathered in their research, they found out that there are many competences of project leader that facilitate the change project in organization. According to their research, leadership competencies consisting of vital amount of people, human and social management – related soft skills do facilitate the change in organization. In addition, these skills require generating trust and cohesion with the project team members and stakeholders while simultaneously keeping the decision-making processes on time to be able to achieve the project objectives.

Flexible but at the same time structured attitude in applying the stage by stage approach of introducing the change in the organization can also be seen as a key competence area of a project leader. Leading the process of change in a project should as well be done in a positive way and this is why project leader's positive commitment and thereby positive example of leading the change are very essential for facilitating the change project and its advancing. Along with these, clear definitions of every team member's responsibilities and roles in the change project are also one of the most vital factors in facilitating the change project. (Lundy & Morin 2013.)

Taking leadership and leadership competences into more accurate inspection, at first it has to be noticed that throughout the history of leadership theories there has been variety of different 'Schools of Leadership'. Schools of Leadership established themselves in 1930-1940s, when trait school of leadership took the first steps in forming the leadership schools. Trait school of leadership was then followed by behavioral school of leadership in the 1940s. In the 1960s the contingency school of leadership was established. Contingency school focused matching the personal attributes of a leader to the particular leadership situation. This was then followed by visionary and charismatic school in 1980s which focused mainly on organizational change. (Müller & Turner 2010.)

Coming into the 2000s, emotional school of intelligence was formed which focused mainly on self management and interaction management. The most recent school and the school which is the central focus of this thesis too, is the competence school. In addition, it encompasses all the earlier leadership schools. Competence hereby includes a particular combination of knowledge, personal attributes and skills. (Müller & Turner 2010.) Dulewicz & Higgs (2005) identified 15 leadership dimensions which were included under three competences consisting of intellectual (IQ), emotional (EQ) and managerial (MQ) dimensions.

3.1.1 Intellectual competence

Dulewicz & Higgs (2005: 111) describe intellectual competence (IQ) as the first competence entity. There are three intellectual components of leadership competence included in intellectual competence entity. The first intellectual component is critical analysis and judgment. To be able to analyze and evaluate critically, the leader collects vital information from a great amount of sources. After gathering information, the leader will peruse the facts and recognize all the advantages and disadvantages. The leader also observes the evaluations and decisions making and thereby has to be aware of the situations where any kind of assumptions are made.

As a second intellectual component of leadership is the vision and imagination of a leader. The leader possesses innovative and imaginative behavioral models in his or hers work. He or she can also anticipate the effect of changes on implementation matters and the realities of business. In addition, having a distinct vision of the future will more likely enhance foreseeing the upcoming, possible changes. As the third and the last intellectual component is strategic perspective of a leader. This means that leader is fully aware of wide range of issues and effects or consequences which are broader. (Dulewicz & Higgs 2005: 111.)

Short and long term aspects of future operations are in addition very essential for leader to take into account because the leader will have to seek the right balance between those. Recognizing all the opportunities and also threats is in addition a key capability of strategic perspective of a leader. (Dulewicz & Higgs 2005: 111.) When talking about change project and how the strategic ability of project leader is understood in those, the transparency of strategy within departments can also be seen as an important point of view. The used strategy should always be transparent to be able to implement the methodology change of project management. Project leader should as well always be capable of gathering knowledge and needed expertise that are related to project management strategy and processes in change projects. In addition, project leader should be able to contextualize the change process of the project he or she is responsible of. (Lundy & Morin 2013.)

3.1.2 Managerial competence

The second competence entity for leadership is managerial competence (MQ). There can be seen five managerial dimensions for leadership competences. Managerial dimensions focus more on the leading- and performance-based attributes of a leader than intellectual and emotional competences. The first managerial dimension is resource management. When leading resources, the leader will have to organize those resources and in addition, co-ordinate them with a high-performance and productive way. Setting clear objectives for operations and transforming long-term objectives into plans of action are in addition very essential, key areas of resource management. (Dulewicz & Higgs 2005: 111.)

When talking about managerial dimensions in leadership competences, communication can be seen as one of the main attributes of a leader. Especially engaging communication is heavily related to leader's attributes. By using engaging communication, the leader will engage employees and by communication will win their support. By using engaging communication the leader will show his or hers team members that he or she

is accessible and approachable which is very crucial for a functioning manager-employee relationship. Engaging communication is then followed by empowering. By using empowering skills the leader can give direct reports autonomy and can also encourage them to accept and take on challenges. The leader will in addition encourage them to solve issues on their own and to develop their own responsibility and accountability regarding their tasks in organization. (Dulewicz & Higgs 2005: 111.)

Communication as a leader's skill requires capability to exchange information with a team member or group. Especially at the very early stage of the project, project leader must have a successful communication with stakeholders about accomplishing objectives. Why it is important for project leader to have a fluent communication at the initial stage in project? This is because the project leader will have the responsibility of holding those early-stage meetings which will enhance the communication between project teams. (Zulkifli & Latiffi 2019.)

As for one's part, Belzer (2004) sees communication skill as the capacity of indicating ideas effortlessly and explicitly to be able to ensure that the project team is constantly advancing towards the common goal. Project leader should also be able to articulate all the expectations very particularly and cherish that kind of environment which will allow team members to communicate honestly and openly. By communication skills, project leader has the ability to foster an environment where project leaders themselves could also admit their mistakes with still maintaining the respect they have received, and could also be able to facilitate, listen and negotiate. Lundy & Morin (2013) as well mention the importance of communication, highlighting especially project leader's ability to use good and clear communication in facilitating the change in project.

The next two managerial dimensions of leadership competences are more related to advancing and growth of employees. The first one of these is developing. When leader focuses on developing, he or she will encourage team members to take on more challenging tasks, accountabilities and roles. The leader will put his or hers central focus into

developing employee's own competencies. Coaching employees can also be seen as a key tool developing them and thereby the leader will have to reserve time and effort to be able to coach successfully. The key area in developing others is leader's capability and courage to encourage others to take more and more responsibility in their own work. (Dulewicz & Higgs 2005: 111.)

The fifth managerial dimension of leadership competences is achieving. A vital point in achieving objectives or anything else desirable is leader's dedication to the process of achieving. To be able to achieve objectives, leader shows unflinching decisiveness to achieve objectives set to operations. After decisions about objectives have been made, leader will have to take care of implementing those decisions. (Dulewicz & Higgs 2005: 111.)

3.1.3 Emotional competence

After intellectual and managerial competences the third and the last competence entity is emotional competences of leadership. The first emotional dimension of emotional competences is leader's self-awareness. When being self-aware, leader is aware of his or her own feelings and thereby is capable of recognizing and managing them. Self-awareness is followed by emotional resilience which means that leader is capable of tolerating many different situations. When being emotionally resilient, the leader can stay consistent in his or her performances in a many different situations. A crucial point in leader's emotional resilience is leader's capability of retaining concentration on a course of action. If there is a personal issues or criticism facing leader's work, it is due to leader's emotional competence of still accomplishing specific results. (Dulewicz & Higgs 2005: 112).

Intuitiveness can be seen as the next emotional competence of leadership. By using his or her intuitiveness, the leader prepares clear decisions and after that is able to implement them despite of insufficient or unclear information by using emotional and rational

skills of observing. The fourth emotional competence is interpersonal sensitivity of the leader. This dimension includes leader's awareness and care-taking of employee's observations and needs when arriving into decisions and suggesting solutions to issues and different kinds of challenges. (Dulewicz & Higgs 2005: 112.)

The leader will have to be able to affect people through his own leadership competences. Affecting people can thereby be seen as the influence of the leader. When influencing others, the leader will manage to persuade team members to shift their point of view if it is needed for the required task. Changing team member's point of view is based on the understanding of their place in the organization. Team member will thereby recognize the need of listening the leader's viewpoint on why changing the perspective to a specific task is essential. This will be followed by reasoning of the need for change. (Dulewicz & Higgs 2005: 112.)

Another essential concept which affects to the success of the project is how project leader manages conflicts in projects. Managing conflicts can be seen included in leader's influencing competency. This leads us to the skill of conflict management. It means project leader's capability of resolving conflicts in a way that could be seen as a positive manner of approach. A high-class conflict management is able to deal with the particulars of stakeholder relationships. This will prevent delays in pointing out problems and restricting the costs of solving conflicts. In addition, the conflict between the project team can not always be prevented and thereby project leaders have to have the right kind of tools to manage conflict without having any affect on the project progress. (Zulkiffli & Latiffi 2019.) Conflict resolution skill can be seen as one of the most vital skills of a project leader because by using conflict resolution skills, the project leader can prevent forming those differing behaviors of team members and in addition, avert project teams from dividing up into ambivalent situations which could cause them to never working properly again. (Ravindranath 2016.)

The two last emotional competencies of leadership focus on motivation and conscientiousness of the leader. The leader has to be motivated if he or she wants to accomplish desired, clear results and truly make his or her own impact to the task. Through motivation the leader has got the energy and aspiration accomplishing these objectives. (Dulewicz & Higgs 2005: 112.) The skill of motivation can also be seen as a capability to encourage team members to accomplish their goals. However, the possible lack of motivation especially in the early stages of project might be destructive for the project life cycle. The lack of motivation can cause conflicts, low level of productivity, stress and eventually the failure of the project. Motivation is therefore a key element of engaging stakeholders, team members and project owners to the operations and practices of the project. (Zulkiffli & Latiffi 2019.) As for one's part, a conscientious leader shows strong commitment to a required task in the organization especially when facing issues or challenges. The leader with the competence of conscientiousness will in addition proceed from words into deeds in encouraging team members to accept the chosen direction. (Dulewicz & Higgs 2005: 112.)

Table 1. Leadership competences and dimensions of a project leader (Dulewicz & Higgs 2005.)

| Intellectual | Managerial | Emotional |
|--------------------------------|------------------------|---------------------------|
| Critical analysis and judgment | Resource management | Self-awareness |
| Vision and imagination | Engaging communication | Emotional resilience |
| Strategic perspective | Empowering | Intuitiveness |
| | Developing | Interpersonal sensitivity |
| | Achieving | Influence |
| | | Motivation |
| | | Conscientiousness |

Müller & Turner (2010) gathered a five-step process for organizations based on their research of project leadership competences and leadership profiles affecting the project. As a first step, they suggest recognizing the project types the organization will be using and after that, identifying the right kind of leadership styles for these projects. In the phase of step two, determining the leadership styles for project leaders is seen crucial. They suggest using for example the earlier mentioned Leadership Development Questionnaire as a tool for determining the styles of leadership.

As a step three, Müller & Turner (2010) highlight developing these styles of leadership with the assistance of successful leader's leadership profiles can be seen as a desirable solution for the advancement of the project. To be able to accomplish this, it needs proper training and experience from the organization and from the project leader too. The fourth step is related to recognizing the differences between the organizational viewpoint and the project leader's viewpoint. Whereas the organization might be operating many types of projects, the individual leader's profiles are needed to be upheld centrally. The qualified project leaders should also be chosen in the phase where the available resources for the project have been distributed. As a fifth step, Müller & Turner (2010) highlight the importance of valuing the project leaders.

3.2 The impact of leadership to project success

When talking about leadership and its several competences in projects, there will rise a key question of what is the influence leadership gives to a success of the project? Along with defining the key concepts of leadership, its competences, change project and project in general in this thesis paper, the definitions and purposes of project success will also be acknowledged.

Dulewicz & Higgs (2000) showed also in their earlier research that it is the emotional intelligence competence (EI) that is able to explain variations in the leader's perfor-

mance and other personnel. They made a particular research to measure emotional intelligence in a direct way. The research was implemented by using a questionnaire which consisted of seven emotional intelligence dimensions. There were statistically significant correlations found between emotional intelligence scores and the job performance of middle management. According to their research, intellectual competence (IQ) includes 27 % of performance, managerial competence (MQ) includes 16 % of performance and emotional intelligence includes 36 % of performance. Thereby emotional intelligence was found to be the most significant one of the above-mentioned three but intellectual and managerial competences play very vital roles still too.

Geoghegan & Dulewicz (2008) indicated that along with the emotional intelligence, the managerial competence (MQ) too could explain those above-mentioned variations in project success. There is a link between managerial competences and project success because from the group of managerial leadership competences, three dimensions were proven to be highly significant when considering their usability to the project. These three dimensions were managing resources, developing and empowering. In addition, the two, managing resources and empowering, were proven to be significant dimensions in project delivery too. According to their research, it can be stated that managerial leadership competences have the most significant contribution to the success in the project.

Müller & Turner (2010) examined also how leadership competences directly correlate with the project success. They made a web-based questionnaire using the standard assessment tool, the LDQ (Leadership Development Questionnaire) which was developed by Dulewicz & Higgs (2005: 115). In addition, this method is often used in research studies of the competence school. The questionnaire included 189 questions on the 15 leadership dimensions. A five-point Likert scale where alternatives were from “never” to “always” was used as an assessment of the research. The distribution of the questionnaire was put into practice by sending the questionnaire to the professional organizations of

project management's country representatives and the presidents. Organizations associated in the research were for example International Project Management Association (IPMA), Association of Project Management and American Society for the Advancement of Project Management and PMI.

The research study showed that each of the leadership competences affects to different areas of project success. Managing resources from the MQ competence group has an affect to comprising the success of the many kinds of stakeholders. For one's part, strategic perspective which belongs to a IQ competence group, influences the accomplishment of what can be seen as traditional measures of project success. These traditional project success measures consist of quality, cost, time and criteria which is self-defined. Conscientiousness from the EQ competence group affects the accomplishment of project team satisfaction and the purpose of the project too. As a conclusion, project leaders with advanced managing resources competencies should be associated with projects where the perceptions of stakeholders regarding project success cannot be compromised at all. In addition, project leaders with advanced strategic competencies should be working in projects where achieving traditional success measures such as cost, quality and time is seen as primarily essential. (Müller & Turner 2010.)

The success of the project can be a very ambiguous concept because the word "success" can mean different things to different people especially in projects. Success can be measured in a many different ways so the key question is how to define success in this thesis paper? First of all, project success is not something considered self-evident. Back in the 1980s, the primary focus was on the right kind of techniques and tools that could contribute to project success. For example in the 1980s, there was 10 most essential factors defined for the success of the project, regardless of the type of the project. Although this list is not the central focus in this thesis, one thing that is important to notify here, is that the list did not acknowledge any competences of project manager contributing the project success. (Müller & Turner 2010.) When analyzing the managing process of their projects, project leaders should at first recognize the vital success criteria for

their projects. After this, project leaders should concentrate on recognizing the essential factors to make sure the success criteria is accomplished and then develop the correct techniques and tools that are related to these success factors. (Wateridge 1995.)

Müller & Turner (2010) brought up the correlations between project success and project leader's leadership competences. They identified 10 success criteria concepts to measure project leader's accomplishments in a project they are responsible of.

Table 2. Success criteria for projects used for this research (Müller & Turner 2010; Lundy & Morin 2013; Paasivaara & Suhonen 2011.)

| Success criteria |
|---|
| 1. Change acceptance by team members |
| 2. End-user satisfaction with the project's product or service |
| 3. Project team's satisfaction |
| 4. Accomplishing project's overall performance |
| 5. Deforming current habits and attitudes of people |
| 6. Meeting the purpose of the project |
| 7. Meeting the respondent's self-defined success factors |
| 8. Supplier's satisfaction |
| 9. Enhanced sense of community |
| 10. Changing organizational culture |
| 11. (Other) stakeholder's satisfaction |
| 12. Achieving user requirements |
| 13. Client satisfaction with the results of the project |
| 14. Continuation of the cooperation with the client |

3.3 Research questions

This research study examines project leadership in a specific change projects. The research focuses on finding out those essential project leader's leadership competences that improve accomplishing a successful outcome in a change project. The specific leadership competences used in this research study are based on the articles of Müller & Turner (2010) and Dulewicz & Higgs (2005). The concept of change project in this research study is defined as first-order and second-order change projects by Pádár et. al (2017). First-order change projects are projects that are only able to make adjustments and smaller-scale changes to the operational concepts of the system it is affecting. Second-order change projects for one's part are able to make significant and occasional changes to the system, for example reconstructing the whole organizational unit. Change project success and its definitions in this research study are based on the success criteria by Müller & Turner (2010) and the change project success criteria by Lundy & Morin (2013) and Paasivaara et. al (2011).

The objective of this research study is to receive answers to a two research questions, which are:

RESEARCH QUESTION A:

- 1. What are the most significant leadership competences that are needed from project leader in order to have a successful outcome in a change project?**

RESEARCH QUESTION B:

- 2. What is the meaning of success in a change project and in what way can change project success be developed?**

To be able answer these questions, it is necessary to survey and understand what kind of leadership competences there exists and which of those are vital for a change project

success. In this case, understanding the definitions of change project itself and succeeding in it are also very essential. These definitions were handled earlier in this research study and the significance of every concepts is in addition analyzed as well.

4 Research methodology

This phrase will introduce the research methodology used in this study and in addition, the rationales and selections which were the basis of the study. At first this phrase will introduce the most common research methods in general, then will proceed of examining the research method used in this study and after that will take a look to evaluation and validity of the research method of this study.

4.1 Research methods

Scientific research can be implemented in many ways but there are primarily two very common ways to do research: by using qualitative research or by using quantitative research. Qualitative research is a research strategy that frequently highlights words rather than using quantitative methods such as quantification in the collection and data analysis. Qualitative research can also be seen as an “umbrella term” for a set of attitudes towards and all the strategies for generating research that are aimed ascertaining in which ways human beings experience, understand, construe and develop the what is called as a social world. Whereas quantitative research tries to explain results by examining frequencies with which they can be seen associated empirically with possible causes, qualitative research uses a type of rationale which can be seen as a some type of enigma. In a qualitative research, every clue is meant to fit in with the concept offered as the solution. The vital area in qualitative research is the absence of quantification – words play a central role as what it comes to questionnaires. Thereby words are a general source of quantitative data. (Hammersley 2012.)

Qualitative research outlines more inductive and subjective research than quantitative research. It is frequently more narrow research where focus is mainly on sampling and quality is seen very essential. Interviews and observations can be seen as far more free-structured and data analysis and interpretation are often done by using descriptive and content analysis. As what comes to results and reporting, they are frequently more

deeper but less generalized. The results of the qualitative research are usually nonspecific as well. (Ofiazoglu 2017.)

Because this research study focuses on a more narrow field in the case organization and because the central focus is in the examination of processes and their functional and developmental opportunities, the qualitative research method can be seen as justifiable for implementing this research. In this research, there emerges a will to interpret and understand the specific phenomenon which is under examination.

The data of this case study is collected through semi-structured interviews which took place in one case organization. The semi-structured interview questions are attached to the end pages of this research study (Attachment 1. Interview guide). The research method used in this study can be seen justifiable because project leadership in first-order and second-order change projects can be seen as ambiguous and heavily dependent on answerers own change project experience. Applying this kind of research method to this case study is based on the aspiration to examine answerers' own perceptions of project leadership in change projects based on their varying experience and elicit similarities and disparities between their answers. This would have been very difficult to demonstrate without using semi-structured interview technique. Although project leadership, project leaders' leadership competences and change project types are clearly defined in this research study, every answerer has their own perceptions, experiences and conclusions about these subjects. A specific kind of interpretative freedom were given to answerers regarding change project success because success was meant to be based on entirely to answerers own experiences and perceptions without any kind of restrictions or guidance. In addition, project leadership competences were seen as necessary to reveal beforehand because those were seen as specific tools to achieve success in change projects.

Qualitative research interview aims at describing and understanding the meanings of themes that are essential for the reality (Kvale 1996: 32). The objectives of the interviews based on this research study was to find out the significance of leadership competences to change project success, the definition and meaning of change project success and how the process of achieving change project success could be developed. Therefore the interviews were held for the purpose to find out fact- and experience based information and significances which sometimes had to be interpreted through the received information. Semi-structured interviews were seen as the best method to implement the research because there emerged a will to clarify interviewees' own perceptions of the subject and in addition, the similarities and differences between the received answers by every interviewee.

One of the challenges when doing interviews with professionals was finding the facts embedded in the received information. In addition, the ambiguous nature of both, research questions and some of the received answers caused challenges as well. Challenges were solved by clarifying the subject from many different viewpoints, clarifying the definitions of every concept and letting the answerer ponder the questions based on their own change project experience, sometimes using their own definitions. The subject of this research study was handled from many different viewpoints so that the answerer surely understands what is asked from him or her. Another purpose for handling the subject from many viewpoints was to gather an overall versatile data from project leadership, change project success and developmental opportunities of those two.

Research study was implemented as a case study and the main focus was on the transport unit in the Centre for Economic Development, Transport and the Environment of Pirkanmaa, Finland. Case study can be seen as a favorable manner of an approach when there is a will to deeply understand modern phenomenon (in this case study: project leadership in change projects) and produce new developmental opportunities (how to do things better in the future). Case study as a research method is in addition very

suitable for examining and understanding ambiguous and long-term phenomena. (Yin 2009). Change projects, project leadership and especially the whole concept of change leadership in projects can be seen as somewhat ambiguous and long-term concepts. When doing a case study, making different perceptions of all the significant material is essential. There is an endeavour to answer questions “why?” and “how?” in a case study. Perceptions can be gathered from example interviews, observing participants, direct observing and from archives and documents. (Yin 2009).

The interview form was composed by using the current literature and the objectives of the research. The interview form contained the introduction of the subject, research questions and concept definitions in order to interviewee to understand the framework and questions. The interview form was sent to the interviewees before the interviews took place so that interviewees could ponder their answers beforehand. Every interview was recorded after receiving permissions from interviewees to record them. The transcription was made afterwards to be able to analyze all the gathered information properly. Transcription process was seen necessary to be able to understand different viewpoints, meanings, similarities and differences. After this, the interviews were examined throughout interviewee by interviewee and question by question. The gathered material was organized by using a way where every interviewee’s answers were concluded under each question / theme. This helped analyzing each other’s answer’s similarities and differences but it also helped recognizing unities and anomalies regarding the answers.

Analysis method used in this research study was a qualitative content analysis where the central focus is in the specification and summarizing processes. The gathered information and content represents the phenomenon under examination and the purpose of the analysis is to create a verbal and clear description of the phenomenon. Content analysis aims at organizing the gathered material into composed and clear form without losing the information it includes. Another purpose of qualitative content analysis is to

increase the value of information. This is because qualitative content analysis endeavours to create reasonable, clear and coherent information of the discursive material based on the phenomenon under examination. By doing content analysis, the objective is to create clarity to the content to be able to make reliable and clear conclusions from the phenomenon under examination. (Tuomi & Sarajärvi 2018).

The analysis model used in this research study was theory-bounded analysis model. Theory-bounded analysis model is always based on a some specific theory, model or thinking provided by some authority. The main concepts under examination are in addition defined based on this theory-bounded model. The main thing here is that the analysis of the content is always conducted by some complete framework, model or theory. In this case study, theory guides the content analysis and the research as well. The theory-based guiding emerges in a way where there is an endeavour to identify the areas of the framework of this case study such as the essential project leadership competences which are needed to have a successful change project and secondly, identifying the meaning for success in a change project. (Tuomi & Sarajärvi 2018). Eventually, the results of the research data are considered and examined from the perspective of both, the theory and empirical data. In addition, the purpose of this case study is to form a certain description of the phenomenon under examination that can be connected to the wider context and other research studies related to this subject.

4.2 The case study organization and the interviews

The case organization chosen for this research was the transport unit in the Centre for Economic Development, Transport and the Environment of Pirkanmaa, Finland. The case organization implements the areal operations of public sector by maintaining the roads of Finland and being responsible of road projects, traffic permissions and traffic safety. This case study organization was chosen because the organization had many years of experience of different kind of change projects and several change projects have been

significant for the public sector transportation system. The organization had lots of experience from project leadership policy, change leading and the evaluation processes of these. Although resources, strict roles, upper management role and efficiency with the available resources play key roles in these kind of public sector organizations, the purpose was to clarify the significancies, current states and developmental opportunities of leadership and change project success to be able of finding out what are the essential project leadership competences project leaders need and what is the meaning of succeeding in change project in these kind of public sector organizations. Many of the interviewees had gained also long-term experience from versatile change projects with many years of pure knowledge. Of course there were more inexperienced interviewees involved too who had not been working for the organization longer than a few years but the more inexperienced interviewees represented the younger perspective of the case organization which gave versatility to the research.

The research material was gathered through seven (7) semi-structured interviews that were held on March and April 2020. Every interviewee is part of approximately 50 person transportation unit so their answers represent only the actions and situations of the case unit. Two of the interviews were held as on face to face interviews at the case unit. Five interviews were held through Skype, Teams and Whatsapp. The duration of the interviews varied between 30 minutes and 2 hours. Three of the interviewees were women and four were men. The working experience between interviewees varied from a few years to tens of years. Regarding the interview questions, it has to be noted that interview questions are temporally combined so the answers represent the views as they were at the time.

Picture 1. Interviewees and their positions.

| | |
|----------------------|---|
| Interviewee A | <i>Head of customer service unit</i> |
| Interviewee B | <i>Project leader</i> |
| Interviewee C | <i>Professional</i> |
| Interviewee D | <i>Project leader</i> |

| | |
|----------------------|---|
| Interviewee E | <i>Head of transport system unit</i> |
| Interviewee F | <i>Professional</i> |
| Interviewee G | <i>Project leader</i> |

4.3 The evaluation of the research study

In the evaluation process of research study, there are two very common ways to evaluate the research. These are reliability and validity. Qualitative research might be concentrating on credibility, transferability, confirmability and dependability processes. It might also be focusing on issues regarding these concepts. Credibility denotes internal validity and transferability means external validity. Consistency of the gathered data or dependability refers to reliability of the data and confirmability will evaluate the objectivity of the researcher. (Hernon & Schwartz 2009). Reliability means the repeatability of the research and its conclusions. Validity refers to trustworthiness of conclusions made from the gathered content. In addition, generalization of the research content can be seen as an additional evaluation tool. This tells how well the research results are generalized into a wider context. (Eriksson & Kovalainen 2008).

In this research study, there was a continuous endeavour to observe the quality and the trustworthiness of the research. The whole research was aspired to describe as transparently and reliably as possible. The interview questions were asked as a way where partly the same things were asked in a different ways, adding variety of contexts, time-lines and comparabilities. There was an endeavour to receive diverse information from the interviews from many different viewpoints. In order to enhance the reliability of the research, the interview questions were formed into a clear and meaningful form and the questions were shown to the interviewees a few days before the actual interview so that the interviewees could prepare better to the interview and give more thoughtful and measured answers to the questions. The purpose was to receive versatile views from different perspectives about the same concepts, actions and policies.

The empirical findings –part portrays the received answers as both, interpreted form and as a form that the interviewees said those answers. The interview questions represent the research questions and the interview questions were heavily combined to the research questions. The interview questions also work as a background that gives the wider scale in order to understand the phenomenon under research. Qualitative content analysis was in addition used at the analyzing process of the content. The purpose of these was to enhance the validity of the research. The restrictions of the research and future research opportunities are later handled in the last chapter of this research.

4.4 Research restrictions & future research opportunities

There can be seen some restrictions this research study has. Because this research is a qualitative research, the reliability of the research can not be tested statistically as if would be the case in quantitative research. The reliability of this research can only be evaluated from the view of reliability of the whole research process and its policy. Here the central focus can be turned to the researcher and to how the research has been planned and implemented. The research took only the views of project leaders into account. Project team members' views were not included into the research at all. The focus was generally on the first-order and second-order change projects. Any more accurate definitions for change projects were not defined. More accurate definitions for change projects could have been for example more specific types of change projects or more accurate change objects on what exactly the change concerns.

One restriction was in addition the confrontation between management and professionals of the case organization. The fact, some interviewees were project leaders, some were head of units and some were project professionals, can create a multilevel entity of the answers received. The integrity of the answers can weaken because some of the interviewees were at in the different position compared to some other interviewees. The views of the interviewees can be seen representing only the viewpoint of the transportation unit. Hereby, the results of the research can not be generalized to represent

the whole industry or not even the whole organization because the case organization in addition has two more different industry units.

In the future, there could be some great possibilities of researching this same subject including project team members to the research too. This subject could be examined with adding other transporting centrals such as Finnish Transport Infrastructure Agency and Ministry of Transport and Communications into the research. Another one could be adding the project management side into the research and for example, compare the management and leadership policies in change projects.

5 Empirical findings

The purpose of this chapter is to describe and analyse the results of the interviews. Describing and analysing is made by using the theory-bounded content analysis and the empirical research data is then reflected to the theory presented earlier in this research study. The results of the interviews are divided into two main themes which are 1) the competences of the project leader and 2) change project success. These two main themes are presented more accurately in the interview guide (Attachment 1. Interview guide).

At first, the interviewees were asked to describe the significances of the main themes such as what specific things the interviewees find significant when leading people in change projects. They were also asked about the significance of the success in a change project and how does it come visible in change project end-result. In the interviews, there emerged also differences between first-order and second-order change projects when considering the leadership styles between those. The current state of the two main themes were interpreted from the embedded information given by interviewees because the current state of themes was not directly asked. In addition, there was also an endeavour of finding out obstacles that could deteriorate success in a change project. At the end, the interviewees were also asked to present developmental opportunities and solutions to obstacles concerning project leadership and change project success.

5.1 Project leadership competences

As mentioned earlier in the literature part of this thesis, project leader's competence can be defined as a combination of midst personality characteristics, knowledge and skills. Midst personality characteristics can be understood as motives, self-concepts and traits of a project leader. Knowledge can be seen consisting of leader's qualification and leader's skill means leader's capability of performing the needed and essential tasks. These three are considered as those kind of attributes which will lead to better results

in operations and practices. The first objective in the interviews is to clarify those essential project leadership competences that the interviewees see as the most significant in order to have a successful change project. To be able to find this out, the focus in the interview is first put into the significance of project leadership competences. In another words, the objective here is to find out in a which way the project leadership competences emerge from the interviewees' answers. Clarifying the current state of the project leadership competences is the second objective of the first main theme. The current state of the competences and their usability was not directly asked to be able to find those out based on the embedded information given by interviewees. The third objective, developmental opportunities of project leadership competences, was handled at the end of every interview.

5.1.1 The significance of project leadership competences

To be able to handle project leadership competences and define their significance by interviewees, the first endeavour in the interview was to ask the interviewees, in a which way project leader should lead people in a change project compared to other project types. Other project types were not specifically defined but the main difference compared to a change project would be the absence of change in other project types. The most important difference between change project and other project type emerged from the interviews, was the commitment of project staff and the capability of project leader to create commitment to the staff of the change project. Another essential difference between change project and other project type by interviewees was the capability of project leader to rationalize and state reasons for the change. (Interviewees A, C, E & F). This view is also supported in Lundy & Morin's (2013) article, stating that along with defining precise steps for the change process, the key mission for change project leaders is to define why and how the specific change project is executed in organization. Project leaders must also get the legitimacy for the change to be able to implement it properly. Motivating and taking project staff's views and worries into account were also

seen as an additional capabilities of project leader in a change project compared to other project type (Interviewee F).

Collaborative attitudes such as working together in a project team for the same goal (Interviewee B) and cooperation (Interviewee D) were in addition seen as important concepts in change projects compared to other project types. In addition, project leader's interactivity and two-way leadership are both highlighted in change projects. (Interviewee G). In an interactivity and two-way leadership the role of the project staff is highlighted because they should be able to offer developmental propositions to the project leader in order to develop change leadership in a change project. Positive attitude and project leader's belief for the successful future in a change project were also brought up. (Interviewee G).

“There emerges a key demand of motivating and creating commitment in change project by project leader. Project leader should always rationalize why the change project is put into practice and what is the use that change project brings.” (Interviewee C).

“The project leader's capability of reasoning the change project and capability to create commitment are both very significant concepts especially in change projects.” (Interviewees A & E).

After the essential project leadership policy and differences compared to other project types had been defined, the next question regarding the significance of project leadership and its competences was that how interviewees see project leadership in first-order and in second-order change projects. As mentioned in the theory part earlier, change project can be a project that causes first-order changes. This means that the changes regarding the project are not able to make changes to the structural system of organization. In other words, these change projects are capable of making only some adjustments and tunings to the system's operational modes. Therefore these kind of change projects do not change the process, just the details of the process. Change project can also be a project that causes second-order changes. These changes are exquisite and

occasional. They have a limited lifetime and their affect to the organization will be a transformation in the pith of the whole system.

Regarding project leadership in first-order and in second-order change projects, the interviewees were asked to define differences in people leading policy between these. By asking interviewees to define differences in people leading between first-order and second-order change projects, the endeavour was to define typical leadership phenomena in both types of change projects. The most significant difference interviewees found between these two types of change projects was commitment to change project. Four interviewees (A, C, F & G) saw that especially in the second-order change projects project personnel's commitment to the change project is a key difference compared to a first-order change project. In addition, project leader's capability to create commitment was highlighted as well especially in the second-order change projects. (Interviewees A & G).

Another significant difference between first-order and second-order change projects was related to resources and resourcing (Interviewees D & F). In a second-order change projects, everyone has been resourced the time needed to be able to complete their own role in the project which is not usually the case in the first-order change projects because often first-order projects are completed at the same time with project personnel's own, other work. This may cause issues with scheduling and motivating the people in the project. (Interviewee F). Another view about resources is related directly to resource management. Resource management is more significant in second-order change projects because of the main demand of staying on schedule. Regarding scheduling in a second-order change projects, informing every side and stakeholder about project's essential waypoints and possible issues during the project is also important because informing has an effect to the scheduling and end-target of a change project. (Interviewee D). This is also supported by Müller & Turner (2010) when they stated that managing resources from the MQ competence group has an affect to comprising the success of the variety of stakeholders.

Concepts highlighted in first-order change projects compared to second-order change projects were primarily related to leadership styles of a project leader. Conversational leadership and leadership that takes personnel's views and worries into account were considered as main differences compared to a second-order change project. (Interviewees A & E). It is often enough in first-order change projects when the project team is committed to the change project using conversational leadership by project leader. (Interviewee A). In first-order change projects there often emerges a need to listen project team about what are their thoughts about change project. After listening the team, it is necessary to support them afterwards (Interviewee E).

When talking about leadership styles in second-order change projects, determined and assertive leadership styles were highlighted the most. (Interviewees A & E). There is a greater need for assertive leadership to take things forward in second-order change projects because there often emerges more change resistance in these second-order change projects. (Interviewee E). Another significant leadership-related difference between first-order and second-order change projects was that it is very necessary that guidance and initiative to the change project comes first from the upper management of the organization (Interviewee A).

Upper management needs to be determined to building a change project where the project teams' and individuals' commitment is ensured in order to avoid the kind of situation where some sides of the project do not take part properly of the objectives of the change project (Interviewee A). This view is in addition supported by Tyssen, Wald & Spieth (2014) where they denote that commitment plays a very crucial role as what comes to comprehensive successful outcome of the work. Commitment denotes the loyalty and attitudes of the project team members towards the organization. When project team member's commitment develops affective, it denotes team member's emotional sense of belonging to an organization. Affective commitment will in addition help project team members to stay coherent in project work and boost team member's positive effects to a given task and the whole organization as well.

“Second-order change projects require more mental coaching from the leadership in order to create commitment to the change project. Without everyone being committed to the change project, it will not be a success.” (Interviewee G).

“When talking about main actions in more narrow change projects, reasoning, creating commitment and answering counterarguments are adequate actions to take.” (Interviewee A).

After clarifying the leadership policy in change projects and defining the typical leadership styles in both first-order and second-order change projects, the next aim in the interviews was to find out the essential project leadership competences that enhance achieving success in a change project.

| Intellectual | Managerial | Emotional |
|--------------------------------|------------------------|---------------------------|
| Critical analysis and judgment | Resource management | Self-awareness |
| Vision and imagination | Engaging communication | Emotional resilience |
| Strategic perspective | Empowering | Intuitiveness |
| | Developing | Interpersonal sensitivity |
| | Achieving | Influence |
| | | Motivation |
| | | Conscientiousness |

Table 1. As mentioned earlier in the literature part, the project leadership competences of a project leader.

At first, the interviewees were shown all the project leadership competences which are the main part of this research study. After they had got to know all the competences, the interviewees were asked if they would recognize every project leadership competence. Every interviewee came into a conclusion that they recognized every competence of project leadership. After this the interviewees were asked to define the importance

of every competence in order to achieve a successful change project. The three most important competences were considered to be motivation, engaging communication and resource management. Every interviewee considered these three as an essential project leadership competences in order to achieve a successful change project. The importance of motivation and engaging communication thereby reflects the significance of managerial competence group (MQ).

Every interviewee experienced motivation as an obvious competence in achieving a successful change project. One interviewee summarized the meaning and the significance of motivation by declaring that motivation expresses "*why this change project is implemented*". (Interviewee E). From the engaging communication competence, especially project leader's ability to gain trust was seen as very essential to have a successful change project. (Interviewees A, B, D, E & G). Three interviewees for their part emphasized the importance of project leader's abilities to be accessible and approachable. (Interviewees B, D & F). There emerged one different perception as well about project leader's capability of being accessible and approachable. According to that view, change project can be successful without these two if there is a high-class plan for the project and if the project team is motivated. (Interviewee A). Considering the resource management competence, it was highlighted that with and through resources the whole change project is managed and led forward. (Interviewees A & G).

"Motivation reflects the reasoning of change project: why we do this?" (Interviewee E).

"Engaging communication competence is a requirement for change project success". (Interviewee D).

After these three project leadership competences that every interviewee saw significant for the change project success, there emerged six project leadership competences that were considered the next significant ones. These competences were developing, achieving, self-awareness, interpersonal sensitivity, influencing and emotional resilience. The connection between these competences is that each one of them was considered to be

significant for the project success by six out of seven interviewees. Considering the developing competence of project leader, it was seen as an essential competence for the project success by interviewees A, C, D, F & G.

Highlighted parts of developing were developing professionalism at work in order to everyone to be more specialist at their own work (Interviewee C) and coaching, educating and guiding (Interviewee D). Interviewee G emphasized a very interesting point of view by stating that if the project leader is not present in the developing situation with the project team member, it might deteriorate gaining trust and being approachable by project leader. As Dulewicz & Higgs (2005) declare, the project leader should always reserve time, effort and central focus into the developmental situations if developmental events or situations occur. One of the interviewees told that developing is important as a value itself but there is no focus put at developing in public sector in interviewee's specific role which is a pity. Thereby change projects can be successful without developing competence if there is already competent team members involved in a change project. (Interviewee B).

Achieving as well from the managerial competence group (MQ) was considered as an essential leadership competence according to six interviewees. Especially dedication to achieving objectives and implementing decisions was seen as very relevant skill from the achieving competence. (Interviewees A, C, D & E). Dedication to the change project emerges if project leader himself or herself is free to choose what kind of change project is implemented. (Interviewee C). One interviewee considered the lack of dedication comes out as a failed change project (Interviewee E) and one interviewee told that if the project leader is lacking theoretical knowledge, it can be compensated with a proper dedication to the change project (Interviewee A). Achieving was not considered as relevantly important by one interviewee but the possible lack of achieving abilities could not affect on anything essential in a change project (Interviewee G).

Project leader's self-awareness from the emotional competence group (EQ) was in addition seen as one of the most significant leadership competences. Six out of seven interviewees saw this as a notable competence (Interviewees B, C, D, E, F & G). Especially negative feedback and conflicts cause that kind of situations where the project leader must recognize and control his or hers own feelings to be able to make correct decisions in a change project (Interviewee B). There might appear problems in a change project if project leader can not recognize and control his or hers own feelings (Interviewee E). Two interviewees (F & G) thought self-awareness competence as something considered as self evident ability regardless what type of project or work it is. Interesting point about project leader's self-awareness emerged from the interviewee A, stating that self-awareness competence is not essential in order to succeed in a change project but it is important for the project leader's own well-being.

"Self-awareness sometimes comes out as a chance for a personal growth." (Interviewee C).

"Different conflict situations and negative feedback cause those kind of situations where own feelings must be recognized and then controlled in order to make those right decisions. (Interviewee B).

Interpersonal sensitivity was in addition considered as one of the main project leadership competences. From the interviewees, six out of seven thought interpersonal sensitivity is a key competence for the change project success (Interviewees A, B, C, D, E & G). It was highlighted that it is essential for project leader to notice what is going on in the personal relationships in the change project. This was then followed by the usefulness of complimenting and supporting roles of project leader because with giving compliments and support project leader can help project team members to accomplish their own work and objectives. (Interviewee C). Talking about the significance of interpersonal sensitivity competence, interviewee D emphasized it by stating that by using interpersonal sensitivity, the skill to be able to "read people" and capability to work with different kind of people stands out as very significant abilities out of that competence. One interviewee also experienced it a way where interpersonal sensitivity can be seen

as an essential project leadership competence but at the same time pointed out that if there emerges a conflict in a change project, it can be bypassed and then there still is a chance to succeed in a change project. (Interviewee A). Interviewee F had partly the same opinion but thought about this competence from a wider scale stating that *“Interpersonal sensitivity is not playing a key role in my own work but otherwise I see it as essential too. Although if these interpersonal sensitivity competence –related things are taken care of outside the project, the project can be successful.”* As a conclusion from this, interviewee F did not see interpersonal sensitivity as an important competence to be able to succeed in a change project.

Interviewees were also asked to define the importance of influencing competence. It was as well considered as significant competence according to six out of seven interviewees (B, C, D, E, F & G). Project leader should be able to make succinct arguments in order to change team members viewpoint if needed for the change project (Interviewee G). Changing the viewpoint of team member is based on the understanding of their place in the organization. Team member will thereby recognize the need of listening the leader’s viewpoint on why changing the perspective to a specific task is essential. This will be followed by reasoning of the need for change. (Dulewicz & Higgs 2005.) Because there sometimes occurs change resistance, project leader should also be capable of stating reasons why some other option for the change project is not going to work (Interviewee G). Interviewee C had partly the same experience stating that *“One of my tasks in the change project is to try to convince the team member to change his or hers opinion and get the team member convinced about why is it essential to make the change.”*

Influencing was seen also in a way where project leader should also be able to correct the old, outdated information with a new relevant information regarding change project. (Interviewee D). When using influencing competence, specific things regarding the project are needed to bring out using motivating expressions. Interesting point regarding influencing was that influencing emerges through the trust gained before. As a conclusion, influencing does not work properly if there is no trust gained for the project

leader in a change project. (Interviewee E). There emerged also a viewpoint from two interviewees which considers that by influencing it is not always possible to change everyone's opinion or view (Interviewees A & F) but it is still significant to state those reasons why the change project is implemented (Interviewee F). Interviewee A though did not see influencing as an essential project leadership competence in order to succeed in a change project in particular because of every team member's opinion can not be changed.

The last project leadership competence that was included in a second significance group is emotional resilience competence. Emotional resilience was as well experienced as a significant leadership competence according to six out of seven interviewees (B, C, D, E, F & G). Project leader must be able to "switch on the work mode" regardless of those possible personal challenges (Interviewee C). Interviewee B considered emotional resilience is important for the change project but at the same time emphasized putting leader's own health as a priority. Emotional resilience was as well seen as mental guiding for the project team members (Interviewee G) and the kind of competence which is not only essential in change projects but the base of every act at the work (Interviewee E). It was although highlighted by one interviewee that lacking emotional resilience does not take down the change project if the project team is coherent and there is a high level of trust between the project team and the project leader (Interviewee A).

"It is essential to be able to switch the work mode on despite personal challenges or contradictory situations in the project team." (Interviewee C)

The first project leadership competence group included three the most significant competences of a project leader which were motivation, engaging communication and resource management. The next significant competence group consists of developing, achieving, self-awareness, interpersonal sensitivity, developing and emotional resilience. There were in addition the third group of leadership competences that consists of competences that were seen as the most non-significant ones for the project success. In

fact, some interviewees saw these competences as highly important for the project success but this was not the case for all of the interviewees. The leadership competences that from interviewees had very differing viewpoints were conscientiousness, vision and imagination, strategic perspective, empowering, critical analysis and judgment and intuitiveness. The fact that these competences shared viewpoints was not only surprising but also interesting. In this third competence group, it has to be taken into account that the shared viewpoints from all of the interviewees emerged always from the interviewees own personal experiences.

The first competence of the third significant competence group is conscientiousness of a project leader. Interesting point regarding this competence was that five of the interviewees saw this competence as a very significant one for the project success (Interviewees B, C, D, F & G). Two interviewees as for their part saw conscientiousness of a project leader as a not significant competence for the success of the project (Interviewees A & E). Interviewees B & C considered the conscientiousness of a project leader in a way where it is very important to take care of the personal responsibilities given in the project but in addition, take care of the possible mutually planned operations in the project. Interviewee C also saw conscientiousness as one of the main features to be able to succeed in a change project. Interviewee F saw conscientiousness as more essential for the project success than motivation competence. The interesting fact about conscientiousness was that it shared interviewees' opinions quite radically.

"I consider conscientiousness as one of the key competences to be able to have a successful change project. If something is decided, then it must be done as decided." (Interviewee C)

Although five of the interviewees saw conscientiousness as a very vital leadership competence, two of the interviewees did not consider it to have a significant impact on project success. Interviewee A saw conscientiousness as an important leadership competence in general but considered though that a change project can be successful even without conscientious project leader. Talking about change projects, certain things are

not always done in a same, specific way. When being conscientious, everything is done almost too well but when facing change, decisions and operations needed are not finished in many cases. In other words, conscientiousness can cause too much pondering of different areas of change project which can prevent everyone of seeing the big picture. (Interviewee E).

Vision and imagination from the intellectual competence group (IQ) had also mixed considerations between interviewees. Five of the interviewees considered it as an essential leadership competence but again, two of the interviewees did not see it as a very significant for the project success. Regarding vision and imagination competence, project leader should always be able to create a vision for the change project people because without a vision made by project leader, change project can not be finished unless there is a very specific and high-quality plan for the change project. The difference here between vision and plan is that in many new change projects there is no plan when changing or creating something new. Instead of plan made by project leader or project team together, creating vision is far more important. Creativeness and changing directions in the middle of ongoing change project are too significantly essential operations. (Interviewee A). Talking about vision, it is in addition essential to emphasize the current situation where the organization is in that moment and in a what way the change project will have an impact and where it will have an impact. When the change project is happening in the organization, it is also vital for the project leader to be able to listen and receive ideas from the people involved in the change project. (Interviewee F).

“Project leader must be able to create a vision for the project because often when creating a totally new change project there seldom is a comprehensive plan to follow.” (Interviewee A)

The importance of vision regarding change project advancing was also highlighted by interviewees C and G. Nowadays in change projects, everything can not be predicted beforehand. To be able to adapt to sudden situations or changes, project leader should always be able to anticipate what might or could happen in the future of the change

project. This often helps of surviving the future challenges organization might later face. (Interviewee C). About vision and imagination competence, capability of project leader to take change forward as in a creative way is in addition vital. (Interviewee G). Interviewee E also highlighted that vision and imagination competence is important but mainly in second-order change projects only.

Vision and imagination of project leader was not seen as a significant competence for project success according to two interviewees. (Interviewees B & D). Both interviewees did not consider vision and imagination very necessary from the perspective of their own project leading experience. The fact that they did not see vision and imagination significant for the project success was due to beforehand defined frames that do not often have very much of leeway or freedom. Interviewee B considered vision and imagination of being generally essential competence but saw also that change projects can be successful without this competence though.

“Vision and imagination of the project leader is not very meaningful competence in my project leading work because of the beforehand defined change project frames.” (Interviewee D)

“Project leader should have a capability of seeing and predicting future operations through a as called “crystal ball”. This helps preparing to future challenges.” (Interviewee C)

The second leadership competence of the third significance group was strategic perspective competence which can be taken as a little surprise to be honest. Strategic perspective was though considered as a significantly essential competence according to five interviewees (Interviewees A, B, C, E, & F) again but two interviewees (D & G) saw it as not very crucial for the project success. Strategic perspective of project leader in a change project becomes apparent when the people in ongoing change project get stuck in their own perceptions about the change project and then the mission of the project leader is to overcome and oversee those perceptions for the sake of the change project. Project leader has to see and understand the change project’s entity, purpose, future

and the change project in a big picture. (Interviewee A). Interviewee E also emphasized the importance of strategic perspective stating that by strategic perspective it is possible to state reasons for the necessity of the change project. Strategic perspective of the project leader was considered as an essential competence by interviewee B, but in a different way. Strategic perspective as a competence is very vital for change projects but the problem here is that it is frequently difficult to set long-term objectives and goals for the change projects because the annual budgets for the change projects tend to vary every year. Strategic side of change projects is often given by the upper management and there are only occasionally opportunities to be able to make an own impact to the change project. (Interviewee B).

Along with these above-mentioned experiences regarding strategic perspective of the project leader, interviewee C considered strategic perspective as an essential leadership competence but only for the second-order change projects. This was an interesting point because according to interviewee C, first-order change project usually do not require written, long-term strategic planning and neither defining threats and opportunities that could possibly affect to the change project. Interviewee F highlighted strategic perspective of the project leader but emphasized its importance more from the view of upper management than from interviewee's own, personal view.

“Strategic perspective of project leader is very essential for the project success because by strategy project leader is capable of stating those reasons about the necessity of the change project.” (Interviewee E).

Two of the interviewees (D & G) did not consider strategic perspective as a significant leadership competence for the project success. Interviewee D did not see strategic perspective as an essential competence stating that cooperation especially in change projects frequently is far more important than the strategic perspective in interviewee's own change project work. Interviewee D stated though that defining threats and oppor-

tunities is a part of the strategic project work but experienced also that making significant strategic decisions is not part of interviewee's own project work. Strategic perspective of project leader was not in addition emphasized by interviewee G either. It is often quite problematic to put strategic perspectives into practice especially when talking about change projects. Strategic perspective is far more vital in situations where organization is trying to execute some kind of strategy through and by the change project. As a conclusion, it was not expected here in this research part that strategic perspective of the project leader would share so much experiences between interviewees. Of course every interviewee's own varying project leading roles had an effect how every interviewee considered the significance of strategic perspective. A significant factor here how every interviewee experienced the importance of strategic perspective was every interviewee's own chance to have an influence to the change project and its journey.

The next leadership competence of this third significance group was empowering competence of project leader. By using empowering skills, the project leader focuses on giving direct reporting autonomy to team members and can also encourage them to accept and take on challenges. The leader will in addition encourage them to solve issues on their own and to develop their own responsibility and accountability regarding their tasks in organization. (Dulewicz & Higgs 2005.) Empowering competence was seen vital for the project success by again five of the interviewees (A, C, E, F & G). Two interviewees (B & D) here again saw it as a not essential for the project success. Especially project leader's encouraging skills, mental coaching and taking care of team member's well-being were all considered as the main areas of empowering skills that could help achieving a successful project.

Encouraging skills, common humour and giving compliments to project team members are the most significant areas of empowering of project leader. (Interviewee C). Interviewee E as for one's part saw empowering as a project leader's capability of taking care of the personnel's well-being so that project personnel would not get too exhausted along with the change project. Interviewee G had a quite similar experience stating that

empowering is very crucial for the project success because empowering used as a mental coaching is frequently necessary in change projects. Interviewee F emphasized also project leader's skill of encouraging the project team members to take on challenges. Here the project leader's own stake can be very crucial to be able to achieve a successful change project.

Interviewee A had an interesting viewpoint regarding empowering. Interviewee A experienced empowering as an important competence but only if needed. This means that empowering is an essential leadership skill not only in projects or change projects but in everyday worklife. According to interviewee A, the starting point of a change project should always be a situation where there would be no need for project leader to empower project team members. This view is based on the assumption that every team member owns all the necessary team skills needed and operates in a that kind of self-directing way where a team member takes on challenges without the need of empowering. According to interviewee B, encouraging can be seen as a relevant part of empowering competence but it is not a crucial one for the project success. Interviewee B saw financial factors more relevant and crucial for the project success than empowering skills of the project leader. Interviewee D as for one's part had little to no experience of empowering skills or needs and based on that came to conclusion that empowering skills of project leader have not been in a very center role in one's change project work.

"Empowering as a way of taking care of team members's well-being is highly important to be able to prevent project team members of getting exhausted in their project work." (Interviewee E).

"Encouraging, common humour and complimenting the project personnel are all very significant parts of empowering competence helping the change project success." (Interviewee C).

The last leadership competence that was placed in the third significance group was critical analysis and judgment from the intellectual competence group (IQ). Once again, five interviewees (B, C, D, E & F) did consider critical analysis and judgment as an essential leadership competence. Two interviewees (A & G) saw it as a not vital competence for

the change project success. When doing critical analysis and judgment in a situation where organization is facing a change project, it is important to be able to recognize the benefits and the disadvantages of the upcoming change project. Recognizing the benefits and the disadvantages often helps making those right actions needed before and in the middle of the ongoing change project. Critical analysis and judgment was seen also as a basis to the change. (Interviewee C). Change or a change project should never be implemented only because of the need of change. Project leader with one's team should always analyze if the wanted change is worth the time the change project takes. Here the main question is that how much does the change project bring benefits compared to time of making and getting the change through. (Interviewee C).

Two interviewees agreed especially of the importance of making critical analysis and judgment before and at the start of the change project. (Interviewees E & F). According to interviewee F, critical analysis and judgment should always be done at the start phase so that the change project could be as well planned as possible. Interviewee D experienced critical analysis as an vital tool for the change project to be successful but did not experience judgment as a significant part of the competence. Interviewees A & G saw critical analysis and judgment as a not very significant leadership competence in order to succeed in a change project. Interesting point interviewee A brought up was that critical analysis and judgment itself is essential but not very vital in change projects. This is because critical analysis and judgment can be done only just before making decisions in the change project. The project can jump on this later on.

Interviewee G as for one's part did not consider critical analysis and judgment as a not very notable leadership competence in interviewee's own project work. Interviewee G stated that critical analysis and judgment is more vital in first-order than in second-order change projects. Interviewee G also stated that judgment is not very necessary even at the starting phase of change project because all the possible options should be considered equally. Critical analysis and judgment here is the last leadership competence that is placed into the third significance group consisted of the interviewees' answers.

The fourth and the last leadership competence group by significance consists of just one leadership competence that received the most 'not-important' views from interviewees. That leadership competence is intuitiveness of project leader. Intuitiveness was seen as an essential leadership competence only by just three interviewees (A, B & C). Four interviewees (D, E, F & G) did not consider it as an essential leadership competence for the project success. Starting of the answers that gave intuitiveness a great value when achieving a successful change project; interviewee A at first saw intuitiveness as very useful leadership competence for the project success. Interviewee A stated:

“Intuitiveness is highly essential especially to be able to progress in the change project. Decisions need to be made by project leader sometimes by using intuitiveness and there are times when those decisions go wrong. After a wrong decision, it just needs to be fixed afterwards.”

Interviewee B saw intuitiveness as an essential competence too stating that intuitiveness is needed especially in sudden, changing situations in project but frequently decisions are based on something else than lacking information. Intuitiveness was considered as a notable competence by interviewee C too. Interviewee C stated *“Intuitiveness is highly important competence for project leader to be able to succeed in a change project. Decisions based on intuition of project leader need to be sometimes made and the highly essential tool helping intuitive decisions is the “crystal ball” one should own.”* These three views from the first interviewees were the only ones where intuitiveness was seen a vital leadership competence.

Intuitiveness as said did not receive very favorable views from the rest of the interviewees. *“The more intuitive a change project gets, the more it causes incongruities inside the organization.”*, stated interviewee G. Interviewee E for one's part experienced intuitiveness as not so essential for change projects because considers decision-making more from the rational viewpoints rather than intuitive viewpoints. Interviewee E stated

though that taking the emotional and intuitive side more into account when making decisions would be a good add to the future change projects. From the intuitiveness competence group, interviewee F noted that intuitiveness as a competence affecting the outcome of the project is not very significant. Interviewee F also saw decisions based on lacking information as well not very vital for the project success. Interviewee D as for one's part saw intuitiveness as a not highly notable leadership competence either, stating that *"Sometimes there are situations in change projects where project leader has to make quick decisions regarding the project but intuitiveness as a full leadership competence is not highly emphasized in my project work."* Project leadership competences and their importances according to interviewees are later repeated in the conclusions part and in the importance table of those competences.

5.1.2 The current state of project leadership competences

After clarifying the significance of project leadership competences based on the answers given by interviewees, the next objective of the research study was finding out the current state where interviewees see those competences in their project work. As mentioned earlier in this study, current state was not directly asked but clarified through the embedded information interviewees gave. Based on the answers from interviews, the managerial competence group (MQ) was currently seen as the most essential leadership competence group. Resource management and engaging communication competences both belong to the managerial competence group. In addition, developing and achieving from the same group were both placed seemingly high into the second significance group which emphasizes the current importance of managerial competence group. About the developing and achieving competences, the current state of those tells the fact about some kind of inflexible organizational policy where upper management mainly defines if there is or is not a chance to focus on developing (Interviewee B) or chance to project leader to decide what kind of change project he or she wants to im-

plement (Interviewee C). As a conclusion of the current state of leadership competences, it has to be said that the managerial competence group plays the most central role in the project leadership policy in the case organization. Only empowering competence from the MQ-group placed into the third significance group.

The current state of emotional competence group points out that every one of the competences belonging to that group was considered mainly essential; motivation placing at the very top of the significance group and the rest of the competences placing at the second significance group. One example where the current state emerged from the answer, was the viewpoint interviewee D brought up. According to interviewee D, influencing competence is highly important because with influencing, project leader can always straighten the old information with the new, accessible information in change projects. Emotional competence group (EQ) holds mainly the most of the human resourcing and leadership skills and knowledge of project leader which highlights the current importance of human leading skills in the case organization. From the answers interviewees gave regarding the emotional competence group, the current importance of controlling emotions, taking care of the wellbeing of project staff and observing the relations and situations between project staff were all highlighted parts of the emotional competence group. *“It is essential for project leader to observe and notice what is going on between the relations of project staff. With complimenting and supporting, project leader can make project people to do their own part in the project.”* (Interviewee C).

The most interesting current state of the project leadership competences and competence groups was definitely intellectual competence group (IQ). That is because all three leadership competences belonging to IQ-group were placed into the third significance group. As a conclusion, critical analysis and judgment, vision and imagination and strategic perspective were all left a little bit behind in the research study and their importance overall was not so notable. Here though, it has to be taken into account that especially the strategic perspective often comes into the change projects as already de-

defined concept by upper management where interviewee himself or herself can not always affect to the strategy at all. (Interviewees B, C & F). Regarding the vision and imagination competence, interviewee D also emphasized the upper management role where upper management frequently beforehand defines what kind of change project is needed to implement. These mentioned things reflect the lack of project leader's possibilities to influence the change project he or she is responsible of. The current state of intellectual leadership competence group tells the fact about some kind of lack of freedom and self-directing policies that the case organization has in its change projects.

As a conclusion from all of the competence groups and leadership competences, the current state of project leadership and its importance was seen highly significant overall. The policy of the case organization in projects can be seen moving forward towards leading human resources more and more but at the same time, upper management has a key role of defining and planning the change projects. This sets specific borderlines to the change project field as it reduces leeway, decisions autonomy and self-directing ways of project leaders with their change projects. Human resources was seen as one of the main assets of change projects where at the same time project leader should have dedication towards the project. The current state of project leadership competences also emphasized more the grass roots level leading work of people than focusing on strategic side, vision or critical analysis of change projects.

"Dedication to the change project frequently emerges from the decision autonomy of what kind of change projects project leader wants to implement." (Interviewee C)

5.2 Change project success

The second research question concerned about succeeding in a change project. More accurately, the purpose of the research regarding this question was to find out what is the meaning of success in a change project and in a which way can succeeding in a change project be developed further? At first, the interviewees were asked to define

what is the meaning of change project success for them. After this, the interviewees were asked to define what kind of things could prevent, deteriorate or slow down the change project success. At last, the interviewees were asked to define developmental opportunities of change project success and how to succeed better in change projects.

To be able to answer these questions and in order to analyze them correctly, it is necessary to understand the phenomenon this research is focusing on. When analyzing the managing process of their projects, project leaders should at first recognize the vital success criteria for their projects. After this, project leaders should put the central focus on recognizing the vital factors to make sure the success criteria is accomplished and then develop the correct techniques and tools that are related to these success factors. (Wateridge 1995.)

According to Lundy & Morin (2013) diagnosing and planning actions of the change process and repeating the implementing plan of that change process with precisely defined objectives can be seen as significant actions that are needed to be done in order to succeed in a change project. These actions are especially necessary when it comes to managing the change which is also essential for change project success. Along with defining precise steps for the change process, the vital mission for change project leaders is to define *why and how* the specific change project is executed in organization. It is also essential to remember, that project leaders must receive the legitimacy for the change to be able to implement it properly. (Lundy & Morin 2013: 47.)

Table 2. The success criteria used in this research study.

| Success criteria |
|--|
| 1. Change acceptance by team members |
| 2. End-user satisfaction with the project's product or service |
| 3. Project team's satisfaction |
| 4. Accomplishing project's overall performance |
| 5. Deforming current habits and attitudes of people |
| 6. Meeting the purpose of the project |
| 7. Meeting the respondent's self-defined success factors |
| 8. Supplier's satisfaction |
| 9. Enhanced sense of community |
| 10. Changing organizational culture |
| 11. (Other) stakeholder's satisfaction |
| 12. Achieving user requirements |
| 13. Client satisfaction with the results of the project |
| 14. Continuation of the cooperation with the client |

5.2.1 The significance of change project success

During the interviews, the interviewees were first asked to define what is the meaning of change project success. Here it needs to be notified that the success criteria used in this research study was not shown to the interviewees at all. It comes with a no surprise that many interviewees considered meeting the purpose of the project as an obvious success factor in a change project. (Interviewees C, D, E & F). *"A successful change project means accomplishing the objectives set for the project, for example achieving cost-effective and maintaining objectives. Change project success can also mean producing the desirable product and a successful cooperation."*, stated interviewee D. Hereby, it can be interpreted that interviewee D highlighted meeting the purpose of the project,

end-user satisfaction with the project's product or service and achieving project's overall performance. Interviewee E as for one's part considered that when talking about a successful change project, the end-result, objectives and the whole change process emerge in to key roles. When these three are considered to be successful, the whole change project is a success too. Interviewee E also added, *"Actually when talking about public sector change projects, the end-result frequently does not make any difference though because the change process itself is what really matters."* Thereby, interviewee E also emphasized meeting the purpose of the change project and achieving project's overall performance. Interviewee F had kind of similar answers, stating that successful change project is a project where the project's end-result is workable and the objectives set before the project are achieved. Interviewee F also stated that a change project is a success when Interviewees A, B & G had also codirectional answers, interviewee A stating that change project can be seen as a success if the change project is considered to be functional and it is equivalent to the change project plan and its strategy. Interviewee B as for one's part considered a successful change project to be a project where the optimal actions are achieved with the available allowance and the change project fits in the budget.

Interviewee B stated also that *"If there were optimal amount of resources or at least enough resources available, successful change project could be ensured more comprehensively. The current situation of change projects is a situation where we must be satisfied with compromises."* As a conclusion, interviewee B emphasized more the limited resources available for change projects which can be seen as very common in public sector organizations. This view was also supported by interviewee E, who stated that frequently in public sector change projects the desirable end-result is not achieved. From the success defining experiences of interviewee B, there emerged a mix of meeting the purpose of the change project, client satisfaction with the results of the change project, end-user satisfaction with the the change project and achieving project's overall performance. Interviewee G had an interesting viewpoint of the meaning of change project success. According to interviewee G, *"Change project can be defined as a success*

when the change or action that the change project has caused is able to continue its lifecycle without distractions.” Interviewee G also highlighted that change project can be seen as a success when every unsolved and interpretative grievances are managed to clarify. Project leader’s capability of taking into account change project’s entity and on the other hand the details too, are both good examples of evaluating the change project’s end result. Hereby, interviewee G emphasized the most concepts regarding the change itself, its process and the action that the change process has caused. Therefore it can be interpreted that interviewee G highlighted the change acceptance by team members and partly also changing the organizational culture too. Change acceptance especially mitigates the change continuation without distractions because change acceptance can reduce or even remove the harmful distractions such as change resistance or other unsolved grievances regarding the change project.

“Success in a change project to me means achieving the objective set for the project” (Interviewee C)

“The end-result, objectives and the process all play key roles in change projects. When these three are considered as a success, therefore the whole change project can be considered as a success.” (Interviewee E).

After the interviewees had considered what change project success meant to them, they were next asked if there had been any kind of problematic issues that might slow down, prevent or by existing deteriorate the success in a change project. Hereby with this question, there was an endeavor to clarify the possible issues regarding change project success. Through this question, there was also an endeavor to figure out the current state of succeeding in change projects and thereby suggest developmental opportunities to succeeding in change projects. The most common issues regarding change project success were **scanty resources, commitment problems and communicational issues**. Scanty resources were highlighted by interviewees B, C, E & G. Commitment problems were emphasized by interviewees D, E, F & G and communicational issues were brought

up by interviewees A, D & E. These three concepts were highlighted the most and the next phrase will ponder the significances of these.

Scanty resources of change projects was highlighted by four interviewees. This is very common issue especially in public sector organizations. Interviewee B told that with current resources the successful change projects can not always be ensured and because of that, compromises are needed to be made. Therefore change projects are not always as successful as desired. Interviewee C as for one's part considered also scanty resources as one of the main issues regarding change project success. According to interviewee C, *"Scanty resources can deteriorate succeeding in a change project. There is no time for reforms and upper management is not necessarily interested in these kind of reforms."* Therefore along with the lacking resources, the lack of time can be seen as another relevant issue in change project success. This view was also supported by interviewee F, who stated that a better time resourcing for change projects would also enhance succeeding in the project. About the lacking resources, interviewee C pointed out especially lacking financial resources that deteriorate succeeding in change projects. Interviewees E & G considered scanty resources as an issue regarding change project success but they did not mention any additional information about their viewpoints.

Commitment problems was pointed out by four interviewees as well. Interviewee E considered that project leader's poor skill of getting team members committed to the change project can deteriorate succeeding in it. Interviewee E added, *"If something in the change project is decided without any discussion about the decision, it will certainly become a problem. Everyone should always have a capability of discussing things because there always appears surprising things in front of us."* Interviewee F had similar viewpoints regarding commitment problems. According to interviewee F, team member's commitment to change projects can be seen as an issue. The main question interviewee F pointed out regarding commitment problems, was *"As a project leader, how to create commitment to project team members along with all the other work tasks?"*

More about this question and its developmental opportunity later on this thesis. Interviewee F also saw that motivation issues regarding the learning processes of learning new skills are heavily linked to project leader's skill of getting team members committed to the change project. This view emphasizes the importance of motivation affecting in the background of commitment.

Interviewee D as well highlighted the commitment problems of change projects. According to interviewee D, project leader's skill of getting team members committed along with cooperation, communication and project leader's own activity in these form the key to success in change projects. If there is a lack of these, it will deteriorate succeeding in a change project. This was also supported by interviewee G, who stated that *"The deteriorating things change projects might face are scanty resources and project leader's poor skill of getting team members committed to the change projects. Thereby change projects usually come to the point where the problems and issues of previous change projects still bother in the new change projects too."*

Communicational issues was the third main deteriorating concept regarding change project success. Three interviewees saw this as one of the main issues change projects typically have. As mentioned earlier too, interviewee E considered that lack of discussion in change projects regarding the decisions made is one of the main communicational problems in change projects. According to interviewee E, reasoning those decisions and discussing about those afterwards are very essential actions especially in change projects compared to basic projects where actions are made based on the decisions which are for one's part based on no discussion but only the authority of project leader. Interviewee A brought up an interesting viewpoint regarding communicational issues and the reasons that cause those issues. According to interviewee A, *"One of the main issues that deteriorate succeeding in a change project is the excessive self-governance of the public sector. Thereby it is possible to implement tasks that the project leader sees necessary so the self-governance gives the project leader a freedom to decide. This deteriorates the change project success because it will certainly lead to a situation where it is*

difficult for project leader to manage the team the way that has been decided. This can be seen as a long-term issue in the organization.”

Interviewee A also saw that this issue is derived from the dilemma of using the project leader’s own discretion instead of following the mutual policy. This usually creates a conflict in the change project. This dilemma also reflects the confrontation of cohesion and disunity in the organization’s change project. This leads to the reasons why these kind of issues are facing the change projects. According to interviewee A, *“These kind of issues that deteriorate the change project success are derived from a poor leadership and from a lack of communication between the upper management and the professionals. This leads to the situation where the upper management does not necessarily even know about the ongoing change project. In addition, established local ways of acting cause these kind of issues to the change projects.”* To the solutions interviewee A proposed to these issues are handled later in this thesis.

Interviewee B saw issues existing that are related to the communicational problems too. According to interviewee B, *“There is directing and guiding from many agents in change projects and these guidelines frequently are in contradiction. This means that one agent’s directing might deteriorate another agent’s achieving the objectives. This will deteriorate change project success.”*

Interviewee D considered communicational issues also as one of the main problems change projects experience. According to interviewee D, communication in change projects is a very essential factor. If communication is lacking in the change project, it will deteriorate the end-result. The main point interviewee D brought up was that lacking communication in change projects frequently causes the project team doing useless work and in a second-order change projects the exactly same project work is done in many different areas in the project. This will slow down the advancing process of the change project. Thereby, interviewee D also emphasized the importance of monitoring

the change projects because if there appears to be lacking monitoring, it can deteriorate succeeding in the change project as well.

Along with these three main issues regarding change project success there emerged few other issues as well that can deteriorate succeeding in a change project. The **planning issues** of change projects and the **finishing problems** of change projects were seen as another issues deteriorating the success. The planning issues were brought up by interviewees A & F. Finishing problems came from the interviewees E & G. Starting of the planning issues, interviewee A stated that there definitely is a need to build better plans for the change projects. Interviewee A also highlighted more comprehensive plans for the change projects and therefore emphasized more clear objectives, responsibilities and organizing. In addition, interviewee A also highlighted the importance of monitoring issues of change projects and added that monitoring should be more precise in order to ensure the project success. Interviewee F had similar answers, stating that *“The poor planning and defining the change project deteriorate the success by deteriorating the whole end-result too.”*

Finishing the change project was also seen as an issue that deteriorates succeeding in it. Regarding the finishing stage of change projects, change projects are not always put into practice nor finished to the end properly or comprehensively which often prevents change projects to reach their full potential. This means that frequently in these kind of situations, the change project and its end-result affect only to the change project team and its actions but do not have any affect to the more wider scale of the organization where the change is happening. (Interviewee E). Interviewee G brought up an interesting viewpoint regarding the finishing problems in change projects. According to interviewee G, *“If there has been some things in previous change projects that are left out as ambiguous things or not finished to the end, these will deteriorate succeeding in a new change project.”* Interviewee G added that a new change project can not be started as a cover-up project to patch the issues of the previous change projects. These previous,

unsolved issues must always be solved before launching a new change project. Interviewee G brought up another issue regarding the finishing problems, stating that *“In an upper management level, there is not a “memory” between and from the previous change projects especially when project staff frequently varies and changes.”* According to interviewee G, this leads to the situation where there is no possibility of learning from the previous change projects.

5.2.2 The current state of change project success

The current state of change of succeeding in change projects was neither directly asked from the interviewees. The purpose was to interpret the current situation through the received information about change project success. From the answers received, it can be said that interviewees emphasize cooperation, commitment, interaction and that kind of leadership style that focuses on stating reasons and endeavours to convince project team members of the need for change. As in general, the current state of succeeding in change projects is quite positive, very goal-directed and process-oriented. A significant factor that defines also the current state of change projects is the upper management side of the case organization that has much of authority regarding the projects.

The current state of succeeding in change projects is, as mentioned earlier, very goal-directed. This means that almost everyone of the interviewees highlighted the importance of achieving the objectives set for the change project which is of course quite obvious. Scanty resources, hierarchical management relations and the lack of autonomy of project leaders to define the frames and the content of change projects reflect as well the current situation where change projects are in the organization. Interviewee E stated it well, *“In many cases at public sector, the desired end-result of change projects is not achieved. Thereby the end-result is not always the most important aspect but the process of the change project is what really matters.”* This represents well the current importance of change project process and the change itself that the change project causes. The attitude towards change projects and succeeding in those among interviewees is

quite positive and many interviewees emphasized achieving the end-result in change projects. The truth about the current state of change projects although is that it is not always possible to finish or achieve the end-result of the change project. This view was especially highlighted by interviewees E & G. It can be said that sometimes there exist change projects that can not be accomplished to the end nor finished in a way they were meant to be.

5.3 Developmental opportunities

After clarifying the essential project leadership competences, change project success factors and things that deteriorate, prevent or slow down succeeding in change projects, interviewees were at last asked to define the developmental opportunities of project leadership and change project success. Interviewees were also asked to propose solutions to the emerged deteriorating things of change project success.

5.3.1 Developmental opportunities of project leadership

About the developmental opportunities of project leadership in change projects, two main concepts emerged from the answers. **Enhanced skill of motivating** (interviewees E & F) **and preparing** (interviewee G) **project team to the change** emerged as the main developmental opportunity project leader could focus on. **Project leader's self-development** was seen as an essential developmental opportunity too. (Interviewees C, D & F).

Regarding the **development of motivating** the project team to the upcoming change, interviewee E emphasized project leader's capability of developing self-awareness, emotional resilience and in general the psychological aspect of leading the project team. According to interviewee E, these developmental aspects could play as an enhancing

actions to the project team's motivation problems or something else related to motivational issues. Interviewee F added that to project leader of being able to properly motivate team members to the change project, project leader should ensure that as many project team members participate to the change project as possible. Interviewee F added also that change project users also participating to the planning process could enhance motivation towards the change project. Interviewee G as for one's part added here that project leadership could be developed in a way where project leader should prepare the project team into the upcoming change before the change concept itself is presented in the organization. Hereby, the important mission project leader should ensure is that the project team should feel that they are all part of the change process and that they feel they all have their own role in the change project.

Project leader's **self-development** as a developmental opportunity was emphasized by interviewees C & D. According to interviewee C, project leader's self-developing would be continuous activity to develop project leader's own leadership skills. Interviewee D as for one's part highlighted the chances of additional training programs for project leaders. Interviewee D added also that gained experience and project leader's voluntary self-developing for example by gaining additional information from some useful literature could be those essential and needed developmental opportunities. Interviewee F saw that adding leadership trainings for the project leaders and other project professionals too could be potential developmental opportunities regarding project leadership in change projects.

5.3.2 Developmental opportunities of change project success

Interviewees were asked to define the developmental opportunities of change project success as well. Six main concepts emerged from the answers which were **better definitions and planning of the change project, better resource allocation and additional resources, enhanced cooperation, ensuring the accomplishment of the change project,**

quality control and comprehensive background work and adding project leadership training programs.

Better definitions and planning of the change project were brought up by interviewees A, C & F. According to interviewee A, *“Succeeding in a change project can be developed in a way where there should be more comprehensive and better plans, clear objectives and responsibilities and in addition, better organizing. The change project should also be reasonably implemented and it should be precisely monitored.”* Interviewee C considered that in order to succeed better in a change project, the objectives should be defined into a more measurable and more simple form. Interviewee F as for one’s part emphasized a well-done background work, more comprehensive definitions for the change project, better scheduling and orderliness.

The second main developmental opportunity regarding change project success was considered to be **better resource allocation and availability of additional resources**. Interviewees B & C saw adding more resources as a developmental opportunity and interviewee G considered better resource allocation as a developmental concept for change project success. As mentioned before, interviewee B experienced scanty resources as a significant issue regarding change project success. Thereby, interviewee B considered that they are those resources that make the biggest impact. According to interviewee B, adding more resources for the change projects should come from the upper management side. This could enhance succeeding in change projects. Interviewee C also saw additional resources as a significant developmental opportunity. Interviewee G as well brought up that developing precisely resources and allocating them correctly would be those developmental actions where the organization might put its stakes. Resource development would happen if the organization avoided the creation of “invisible walls” between different sections in the organization that deteriorate the cooperation between the sections. Interviewee G in addition considered that developing the whole leadership culture of the organization to the direction, where leadership could work over the governance policy, would enhance change project success too. Hereby, picking

and choosing the best and the most suitable actions for leadership policy would in addition improve succeeding in change projects too. (Interviewee G).

Enhanced cooperation, the third main developmental opportunity, was brought up by interviewees B & D. As mentioned also earlier in the change project issue section, interviewee B saw contradictive guiding and directing from many agents as a type of communicational problem. Interviewee B proposed a solution to this, stating that when facing a contradictory situation like this there should be a gambit opened between the different agents related to the change project. With opening the discussion, the endeavour would be searching the solution to the conflict by using enhanced communication between the agents. This would help solving the communicational issues and thereby also improve succeeding in the change project itself. Interviewee D also emphasized the importance of more better cooperation in change projects. Interviewee D would add more cooperation between agents and stakeholders in change projects because without cooperation, the change project will not be a success.

Ensuring the final accomplishment of the change project was considered as the fourth main developmental opportunity of change project success. (Interviewees E & G). According to interviewee E, *“Change project success can be developed in a way where the change project would be implemented better in practice and accomplished to the end in order to avoid a situation where the change project and its end-result remain only among the change project team.”* It can be interpreted here that with implementing a new change project, the objective is to reach a more wider affect and change to the whole organization. Interviewee G approached this concept from the view of previous change project’s issues. According to interviewee G, *“The problems and interruptions of previous change projects should always be solved before launching a new one. This requires recognizing and facing the issues of previous change projects. In addition, one should always learn from the mistakes or ignorance of significant things of the previous change projects.”*

Quality control and comprehensive background work was considered the fifth main developmental opportunity. (Interviewees F & G). Interviewee G stated that because of the issues, interruptions and varying project personnel between projects, the quality control made of the previous change projects plays a key role when talking about developing change project success in the future. Interviewee F added, *“To be able to develop succeeding in change projects, the background work should be done comprehensively and the change project should be precisely defined.”*

Additional project leadership training programs was the sixth and the last developmental opportunity for change projects. (Interviewee D & F). This developmental concept emerged from the more inexperienced project leaders who had been working in their role for just a short amount of time. Interviewee D stated that change project success could be developed by adding and providing more project leading, substance and supervisor education in the organization. This was also supported by interviewee F who added that in order to succeed in a change project, the project management should always be handed to the person who professionally knows how to lead the project, especially in second-order change projects. Thereby adding and providing more leadership and project management education for not only professionals but for project leaders too would enhance succeeding in change projects in the future.

5.3.3 Solutions to the deteriorating concepts of change project success

This chapter will provide interviewees' solutions to the previously emerged issues that deteriorate, slow down or prevent succeeding in change projects. The purpose of finding out the issues and afterwards pondering solutions to them was to develop change project success. The issues and solutions are presented in the table below.

Table 3. Issues and solutions to the deteriorating concepts of change project success.

| <u>Issue</u> | <u>Solution</u> |
|-------------------------------------|---|
| Scanty resources | Resource development: the organization avoids the creation of “invisible walls” between different sections in the organization that deteriorate the cooperation between them (Interviewee G) and providing more resources by the initiative of upper management (interviewees B & C). |
| Commitment problems | Reasoning the change project and discussing about it with employees (interviewee E). To participate users to the planning stage of change project and get as many people as possible involved to the change project (interviewee F). Quality control and accomplishing the previous change projects to the end (interviewee G). |
| Communicational issues | Assertive leadership: creates pressure to project’s progressing, change and common success. (Interviewee A). Increasing cooperation (Interviewee D) and enhanced & active communication (Interviewee E). |
| Poor change project planning | More comprehensive project plans, monitoring (interviewee A), pilot testing and better time resourcing (interviewee F). |
| Finishing the change project | Better implementing (interviewee E) and accomplishing (interviewee G). |

5.4 Summary of the empirical findings

The main concepts of project leadership, its policy and the competences come across quite well from the answers of the interviewees. Change project success and its concepts come across decently from the answers received. Interviewees recognized project leadership competences very well and emphasized the importance of the whole subject overall as well. Based on the answers received, it can be said that change projects in this specific organization reflect quite well confined projects where upper management plays a key role defining the direction change project takes. This is quite usual in public sector projects where available budgets, authorities, scanty resources and up-down hierarchy define the frames of projects. Although many answers emphasize interactive and sensible leadership style, especially project leaders and professionals who had been working with change projects the longest periods, stated that a more assertive leadership style is still necessary to be able to bring the pressure to the change project progress stage. Regarding project leadership in change projects in general, the answers reflect very well the importance of commitment to the project, rationalizing- and reasoning-type of leadership and project leader's role of being the creator of the common spirit. In addition, project leader's skill of motivating, interactive role and a more soft leadership style were highlighted.

About the project leadership competences, every interviewee recognized all of them and emphasized every of them overall too despite some competences being left out as not so significant ones than others. The most highlighted competences; motivation, engaging communication and resource management reflect quite well taking several different entities and competences into account in leadership forming a quite versatile state of the leadership model used in the case organization. To be able to succeed in a change project, everyone needs to be motivated, project leader should emphasize interactive communication and on the other hand manage resources in a right and efficient way. On the other hand strategical, critical and intuitive aspects were not that much highlighted. Of course this reflects everyone's own way of leading the project.

As a summary regarding the significance of project leadership competences, it can be said that especially the significance of managerial (MQ) and emotional (EQ) competence groups was very relevant in change projects. Almost every competence from both of the competence groups was considered as significant competences for the change project success. Every other competence from both of the groups except conscientiousness from the EQ-group and empowering from the MQ-group was considered essential for the change project success by 6 out of 7 interviewees. The competences of intellectual competence group (IQ) all received two (2) 'non-significant' answers from the interviewees making the IQ-group less significant for the change project success than competence groups EQ and MQ. What does this tell about the current state of project leadership competences? It seems that currently in the case organization, there is more and more endeavor to identify and use soft skills of leadership when leading change projects. The focus is clearly going into the direction where interaction-related skills, emotional knowledge and self-awareness –related skills are emerging to the very essential positions in change projects not to forget the more traditional skills of resource management and achieving the end-result.

When summarizing the significance and the current state of change project success, it can be said that achieving the objectives and accomplishing the change project's end-result emerged as the most notable criteria for change project success. Limited resources, hierarchical leadership levels, communicational problems and commitment issues define although how well the change projects succeed in the case organization. The succeeding in change projects was generally considered as a very significant aspect but due to scanty resources compromises has to be made and hereby, the process of the change project instead of the end-result can be more important. The current state of change project success was considered closely related to its significance because change project's success is very dependent on the available resources, communication and commitment of team members. Currently, change projects in the case organization are in addition very goal-directed, process-oriented and focusing on soft skills of leadership.

About the deteriorating things of change project success and the developmental opportunities, the main issues that deteriorate succeeding in change projects were seen to be scanty resources, commitment problems, communicational issues, planning problems and accomplishing the end-result of the change project.

Resources can be allocated better in a way where the organization avoids generating the “invisible walls” between different sections in the organization that deteriorate the cooperation between them. Providing more resources by the initiative of upper management was considered as a clear developmental opportunity.

The developmental aspects of creating better commitment to the change project were presented as well. Stating reasons of why the change project is needed and discussing about it with team members were seen as one of the main developmental opportunities to commitment issues. In addition, participating and project leader’s ability to participate team members not only to the change project implementing process but to the planning process as well were seen as essential developmental aspects. Quality control and solving the problems of previous change projects can enhance succeeding in new change projects. Enhancing solutions to communicational issues were assertive leadership, increased cooperation and enhanced and active communication. In order to have better project planning, the developmental solutions proposed were more comprehensive project planning, pilot testing, and better time resourcing. Regarding accomplishing change project to the end, the developmental solutions were just simply better implementing and accomplishing.

6 Conclusions & Discussion

The focus in this research study was in the project leadership in change projects. The research study focused on defining project leadership policy, transition process from project management to project leadership and why and how project leadership and its competences can be used in change projects. Change projects were defined as first-order and second-order change projects. The purpose was to clarify what project leadership competences are needed to achieve a successful change project. Another objective was to find out what is the meaning of success in change projects to interviewees of the case organization and in a which way can change project success be developed. The research questions were supported by theoretical framework of project leadership, its competences and change project policy. For example, project leadership competences by Dulewicz & Higgs (2005) and change project definitions by Lundy & Morin (2013) were the main theoretical frameworks for this research. In addition, Müller & Turner's (2010) project leadership theory and their success criteria among Lundy & Morin (2013) and Paasivaara & Suhonen (2011) had a key roles supporting the research and the research questions.

The empirical research part focused on clarifying how project leadership, its competences and change project policy come across from the answers of interviewees. In order of receiving answers to the research questions, the empirical research part focused on clarifying the significances and current states of both, project leadership and change project success. After this, there was also will of finding out deteriorating things that could prevent, slow down or deteriorate success in change projects. At last, the research focused on clarifying the developmental opportunities of project leadership and change project success. Thereby, solutions to the deteriorating concepts were also presented. The research was implemented by organizing seven (7) semi-structured interviews. There was endeavor to receive answers to the research questions by using theory as a guiding background on how project leadership competences and change project success policies come across from the answers of the interviewees.

6.1 Answers to the research questions

The purpose of this research study was to examine what kind of project leadership competences project leader needs to be able to achieve a successful change project. In addition, clarifying the definition of change project success and developmental opportunities on how to develop succeeding in change projects further were the another purposes of this research study.

RESEARCH QUESTION A:

- 1. What are the most significant leadership competences that are needed from project leader in order to have a successful outcome in a change project?**

In order to answer this question, project leadership competences should first be scrutinized through the current state and significance of those competences. The current state of project leadership competences expresses the state in what kind of concept are project leadership competences currently seen and experienced in the case organization. Are project leadership competences used in leading change projects and if are; how much and in which way? The current state then leads to the significance of those competences. What is the significance of those competences in change projects? Which are the most essential ones and which thereby not that important?

Project leadership competences were all familiar to the interviewees. Every interviewee recognized every leadership competence. Being familiar with and recognizing hereby meant if the interviewees had been notifying these competences in the policy of their organization. Based on the interviews, it can be interpreted that every project leadership competence has its own, situational role in change projects. Some competences clearly had more significant role in the very beginning stages of change project (mostly intellectual competences), some were used more seldom if needed especially in contradictory situations (interpersonal sensitivity, influencing, engaging communication) and others thereby had a significant role during the whole life cycle of change project (for example resource management, motivation, achieving). This will be handled more in-

depth in the next phase. The conclusion here is that every project leadership competence is needed when leading change projects. They are used in variety leading situations and it depends for example the project type, project team members and the project leader himself or herself of what kind of competences to use each time. Intellectual competence group can be seen mostly used before and at the planning and starting phase of change project. Critical analysis and judgment, vision and imagination and strategic perspective were all mainly considered as the base frame that define the change project. Managerial competence group was strongly related to the progressing process, situational leading, developmental aspects and resourcing of change projects. Emotional competence group was seen concerning mostly the interaction processes, taking care of team members, recognizing others' and own feelings and overall, the more soft side of leadership. The most emphasized competence groups were managerial and emotional groups.

After handling the current state and significances of project leadership competences, there is an answer formed to the research question A. Based on the answers received, ***motivation, engaging communication and resource management*** were the most significant project leadership competences in order to have a successful outcome in a change project. All three competences were considered as **significant for the project success** by every interviewee. **Developing, achieving, self-awareness, interpersonal sensitivity, influencing and emotional resilience** were all seen as significant for the project success by six (6) out of seven (7) interviewees. *Conscientiousness, critical analysis and judgment, vision and imagination, empowering and strategic perspective* were considered as significant for the change project success by five (5) out of seven (7) interviewees. Intuitiveness was considered as significant for the project success only by three (3) out of seven (7) interviewees. The competences were divided into four significance groups based on how many interviewees saw each one of them as significant.

As a conclusion, it can be said that motivation, resource management and engaging communication are those competences project leader needs the most in order to succeed in change projects.

Table 4. Project leadership competence significances for the change project success.

| | <i>Managerial</i> | <i>Emotional</i> | <i>Intellectual</i> |
|----------------------------------|---|--|--|
| Very significant | <i>Resource management</i> <i>Engaging communication</i> | <i>Motivation</i> | |
| Significant | <i>Developing</i> <i>Achieving</i> | <i>Self-awareness</i> <i>Interpersonal sensitivity</i> <i>Influencing</i> <i>Emotional resilience</i> | |
| <i>Average level significant</i> | <i>Empowering</i> | <i>Conscientiousness</i> | <i>Critical analysis and judgment</i> <i>Vision and imagination</i> <i>Strategic perspective</i> |
| Insignificant | | <i>Intuitiveness</i> | |

When reflecting these results to the theory presented earlier, it can be said that the results of this research study are quite well in line with the research of Geoghegan & Dulewicz (2008). They indicated that along with the emotional intelligence, the managerial competence (MQ) too could explain variations in project success. **There is a link**

between managerial competences and project success because from the group of managerial leadership competences, three dimensions were proven to be highly significant when considering their usability to the project. These three dimensions were managing resources, developing and empowering. In this research, resource management was as well seen as one of the most significant competences. Developing placed quite high too to the second significance group but empowering was not seen that much essential only placing into the third significance group. In Geoghegan & Dulewicz's (2008) research, the two, managing resources and empowering, were proven to be significant dimensions in project delivery too. According to their research, it can be stated that managerial leadership competences have the most significant contribution to the success in the project. This research had quite similar results, two out of the three most significant competences coming from the managerial competence group (resource management and engaging communication).

RESEARCH QUESTION B:

- 1. What is the meaning of success in a change project and in what way can change project success be developed?**

To be able to answer this question, it should be first pondered what is the current state of succeeding in change projects. Significance of change project success can be interpreted from the same answers interviewees gave to the question: *what is the meaning of change project success to you?* The current state of change project success can be seen to be very dependable on available resources, the state and amount of communication, the level of commitment, the quality of planning and somewhat dependable on how comprehensive training and education the project leader has got. Change projects in the case organization currently are very goal-directed but also process-oriented. Overall, the attitude towards change projects is quite good and change projects are occasionally implemented when resources allow.

What was the meaning of change project success to the interviewees? It can be said that **achieving the objectives** was the most significant success criterion for change project success. Four interviewees agreed that literally achieving the objectives was the one that means the change project success for them. Of course, two interviewees had similar kind of views interviewee A stating that change project is a success when the process and end-result go by the plan and the change project generally works out well. Interviewee B considered change project to be successful when the optimal actions are achieved which can be interpreted as achieving the objectives. **Accomplishing the change project to the end** and **the impact the change project process itself creates** were in addition seen as main criterion for change project success. (Interviewee E & G). In addition, **change project's progress and end-result achieving without disruptions and bigger drawbacks** were considered as the criterion for success. (Interviewee F & G). Change project success meant successful **cooperation and interaction** as well.

In what way can change project success be developed then? In order to answer this question, the deteriorating concepts of change project success should first be understood. The deteriorating things thereby mean those things that worsen, slow down or prevent succeeding in change projects. Scanty resources, commitment problems, communicational issues, planning issues and the lack of project leadership training programs all are the deteriorating things interviewees mainly notified. Resource issues exist because of the very typical public sector general situation where resources always are scanty and limited. Commitment problems are caused by many, several reasons. Every reason could not be clarified through the answers but it can be said that in general, commitment problems can be seen caused by change resistance and differential opinions by team members. After understanding of what kind of problems change projects can face, the central focus can now be turned into the developmental opportunities of change projects. How to better succeed in change projects and how to avoid the deteriorating issues? Resources can be developed in a way where the organization avoids creating the "invisible walls" between different sections in the organization that deteriorate

the cooperation between them. In addition, providing more resources by the initiative of upper management was seen as an obvious developmental opportunity.

The developmental opportunities to creating better commitment to the change project were presented as well. Reasoning the change project and discussing about it with team members were seen as one of the main developmental opportunities to commitment problems. In addition, participating and project leader's ability to participate team members not only to the change project implementing process but to the planning process as well were considered as significant developmental opportunities. Quality control and solving the issues of previous change projects can develop succeeding in new change projects. Developmental solutions to communicational issues were assertive leadership, increased cooperation and enhanced and active communication. To be able to have better project planning, the developmental solutions proposed were more comprehensive project planning, pilot testing, and better time resourcing. Regarding accomplishing change project to the end, the developmental solutions were just simply better implementing and accomplishing.

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Appendix 1. Interview guide

The purpose of this research study is to examine project leadership in first-order and second-order change projects. The research focuses on project leader's leadership competences and their impact on change project success. In this interview, project leadership means the people leading field in projects while project leader's competences consist of skills, behaviours and knowledge of a project leader. Concept of change project in this interview means first-order and second-order change projects. First-order change project is a project where there are only small adjustments or changes made. Second-order change project means a project which is able to make significant changes or for example cause restructuring in the organization.

| |
|--|
| 10 research interview questions |
| The purpose of this research is to examine project leader's leadership competences which enhance achieving success in change projects. |
| Interview questions are separated into three sections regarding significance, present state and developmental opportunities of change projects. |

All answers are anonymous and all the gathered information will be handled confidentially. The identity of the answerer cannot be connected to the answers given.

| | |
|--|---|
| PROJECT LEADERSHIP COMPETENCES: | Your view on what leadership competences are needed to be able to have a successful change project. |
|--|---|

| | |
|--------------------------------|--|
| CHANGE PROJECT SUCCESS: | Your view on how do you see the meaning of success in change projects. |
|--------------------------------|--|

| | |
|---------------------------|--|
| Date of interview: | |
| Location of interview: | |
| Answerer: | |
| Position of answerer: | |
| Work experience in years: | |

PROJECT LEADER'S COMPETENCES (Questions 1, 3, 4, 5, 7 & 8)

CHANGE PROJECT SUCCESS (Questions 2, 4, 6, 7 & 8)

A. Significance & Present state

1. How should project leader lead people in a change project (compared to a different project type)?
2. What does "success" or "successful outcome" mean to you in a change project?
3. What do you think are the main differences in leading people when comparing first-order and second-order projects? Why?
4. Down below is a list of 15 project leader's main leadership competences. Do you recognize every one of them in your own project work? Which ones you consider the most significant competences in order to have a successful change project?

1. Critical analysis and judgment
2. Vision and imagination

3. Strategic perspective
4. Resource management
5. Engaging communication
6. Empowering
7. Developing
8. Achieving
9. Self-awareness
10. Emotional resilience
11. Intuitiveness
12. Interpersonal sensitivity
13. Influence
14. Motivation
15. Conscientiousness

5. From your own change project experience, do you think that there exists new or different leadership competences that replace or add up to the competence list above?
6. Are there or has there been any kind of problematic issues that might slow down, prevent or by existing deteriorate the success in a change project?

B. Developmental opportunities

7. In a which way would you develop or improve following concepts:
 - A. Ensuring a successful outcome of change project
 - B. People leading skills and competences in projects
 - C. Earlier mentioned (if there exists) problematic issue(s) that might slow down, prevent or deteriorate success?
8. Is there something else you would develop or improve on project leadership, its competences and / or ensuring the successful outcome of a change project?