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Reshaping the Project Manager's Project Story: An adoption study of 'best practice' project management

A thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy

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Declaration

I certify that except where due acknowledgement has been made, the work is that of the author alone; the work has not been submitted previously, in whole or in part, to qualify for any other academic award; the content of the thesis/project is the result of work which has been carried out since the official commencement date of the approved research program; any editorial work, paid or unpaid, carried out by a third party is acknowledged; and, ethics procedures and guidelines have been followed. I acknowledge the support I have received for my research through the provision of an Australian Government Research Training Program Scholarship.

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Abstract

Organisations frequently procure project management training as part of their initiatives to improve project management practices. The research problem is that current learning and teaching imperatives continue to produce project management practitioners who are unable to deal with the realities of complex and dynamic environments.

This research is a longitudinal study over two and a half years which reports on the adoption of the PRINCE2 project management methodology by sixteen employees of the same organisation who manage projects following the successful completion of a PRINCE2 training course. The use of the Actor-Network Theory (ANT) approach permits the study of adoption of the innovation (PRINCE2 methodology) and investigates the networks that support the PRINCE2 project methodology to be adopted as two different translations. These have been called the Knowing Translation (KT) and the Performing Translation (PT). The characteristics of the PT and the KT are described together with four moments of translation that were identified.

The nature of the PT is that the individual will continue to develop their interest in PRINCE2 and will look for a stable network that will support that translation, even if they resign from the organisation. The significance of the KT is that the individual will cease using PRINCE2 for their projects if there is no imperative given by the organisation to use it and no example set by others in using it. Differences between PT and KT were found to emerge about five months after the training course.

Each participant brings to a training course their own 'world view' and conception of being on a project. This is their 'personal story'. Translations are not people but different paths that help describe outcomes of personal stories.

A participants' 'personal story' affects how they see themselves in the role and ultimately how effectively they will perform in the workplace. The practical significance of this study is that it is practice-oriented and assists organisations to support project management improvement initiatives.

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Publications

Book Chapters

Lecomber, A., & Tatnall, A. (2014). Project management for it professionals: Education and training issues. In D. Passey & A. Tatnall (Eds.), *Key Competencies in ICT and Informatics: Implications and Issues for Educational Professionals and Management*. Potsdam, Germany: IFIP Springer ISBN: 978-3-662-45769-6.

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Glossary

Term	Definition
Adoption of an Innovation	An idea or innovation can be considered to be adopted (well or poorly) only when the idea or innovation is actually being used (Martinsuo et al. 2006).
ATO	Accredited Training Organisation. These deliver accredited training courses (classroom or e-learning) and, in some cases, administer examinations too. They are overseen by the Examination Institutes (EIs) who ensure that training delivery of GBP products is of a standard specified by AXELOS.
AXELOS	A joint venture company created in 2013, consisting of the UK Cabinet Office on behalf of Her Majesty's Government (HMG) in the United Kingdom and Capita plc who own the intellectual property of the Global Best Practice portfolio of products such as PRINCE2®, MSP® and P3O®. They work with key partners known as Examination Institutes (EIs) to ensure training and professional development standards in conjunction with Accredited Training Organisations (ATOs).
Best Practice	This term is used in two ways: (i) 'best practice' and (ii) Best Practice. There is no consensus about what 'best practice' means. Both PMBOK and PRINCE2 are described as project management 'best practices' by their respective 'owners' which are Project Management Institute (PMI) and AXELOS respectively. In this research study, the term 'Best Practice' refers to the PRINCE2 methodology as it is part of the GBP products.
BPM	Being Project Manager. This is a project manager that largely adopts the PT.
Cases	Table 4: Participants (Cases) Demographics.
DPM	Doing Project Manager. This is a project manager that largely adopts the KT.
EI	Examination Institute. These are accredited by AXELOS to offer professional qualifications in Global Best Practice portfolio of products and are permitted to operate an examination scheme through a network of ATOs. Examples of Examination Institutes are APMG and PeopleCert.
GBP products	Global Best Practice products. These refer to 'products' owned by AXELOS such as PRINCE2®, Managing Successful Programmes (MSP®).
KT	Knowing Translation. The nature of the adoption of the PRINCE2 methodology involving passing the examination and knowing what to use in practice but choosing not to use these in the workplace.
Network	A network is more than just seen from a technical perspective (such as a computer or train network). A technical network is one of the possible final and stabilised states of an actor-network. (Latour 1996b)
P3O	Portfolio, Programme and Project Management Office.
PMO	Project Management Office. A PMO is a subset of a P3O.
PMBOK	Project Management Body of Knowledge. This is a body of knowledge (as opposed to a methodology) produced by the Project Management Institute (PMI). The fifth edition is the latest edition which was released in 2013.

Post Training 5+	This denotes the quotes during interviews made by participants five months after the training course.
Post Training ++	This denotes the quotes made by participants during interviews at several intervals up to two years after the training course.
Post Training Imm.	This denotes the quotes made by participants in their evaluation forms immediately after participating in a training course.
Pre-Training	This denotes the quotes made by participants in interviews before the formal training course.
PRINCE2®	PRojects IN Controlled Environments Version 2. This is a process-based project management methodology based on principles. The intellectual property for PRINCE2 is owned by AXELOS. The latest edition was released in 2009.
PT	Performing Translation. The nature of the adoption involving a complete adoption of the PRINCE2 methodology in practice in the workplace.
RTO	Registered Training Organisation. This refers to independent training providers registered by the Australian Skills Quality Authority (ASQA) which offer the Certificate IV, Diploma and Advanced Diploma of Project Management.

CHAPTER ONE

The importance of a study in the adoption of a project management methodology in the workplace

Introduction

This thesis reports on the adoption of the PRINCE2 project management methodology by individual employees of an organisation after attending a training course. It investigates how and why the PRINCE2 project methodology gets adopted in two different forms. The thesis is made up of nine chapters. This first chapter sets out the research problem and a brief summary of the main aspects of the thesis. It introduces the research questions and explains the significance of the study. It also details the organisation of the thesis.

Projects and Project Management

In this thesis, a project can simply be considered as any temporary endeavour with a one-time objective to create a unique product, service, or result. It is distinguished from activities undertaken in 'business as usual' which are repetitive, permanent or semi-permanent. Unlike business as usual where general management is centred on repetitive and stable tasks, projects are the means by which change is introduced. Projects involve a team of people with different skills working together on a temporary basis to introduce change that will impact others outside of the team (APM Group Ltd 2012, p. 9).

The skills and knowledge of managing projects such as erecting pyramids, building cathedrals, creating aqueducts, building Roman roads and conducting military campaigns has been passed down from father to son and kept within exclusive circles for generations from earliest times. Project management has

been kept within closed circles (passed down from father to son) in the same way as good recipes have been passed from mother to daughter and kept within family circles from earliest times. Project management and cookery have this common denominator in that they are both an art and a science: both have evolved over time and both represent 'best practice' which has worked. (Lecomber & Tatnall 2014). The 'art' part of project management involves adaptation to the environment and changes according to customer needs (Lecomber & Tatnall 2014).

The 'science' part of project management has been captured and documented well. Two forefathers of project management, Henry Gantt and Henri Fayol were very influential contributors (Seymour & Hussein 2014). A textbook definition of project management can be defined as the "planning, delegating, monitoring and control of all aspects of the project including the motivation of those involved, to achieve the project objectives within the expected performance targets for time, cost, quality, scope, benefits and risks" (PRINCE2 2009, p. 4). However in reality project management is conducted in complex social settings characterised by tensions such as unpredictability, control and collaborative interaction among diverse participants (Cicmil et al. 2006).

There are a number of accepted approaches to project management but two of the most formally recognised are the Project Management Body of Knowledge (PMBOK) and PRINCE2 (Projects IN Controlled Environments 2) a process-based methodology. The intellectual property of PMBOK is owned by the Project Management Institute (PMI) whereas that of PRINCE2 is owned by a global consortium, AXELOS. PRINCE2 is described by AXELOS as being part of their Global Best Practice Products (AXELOS 2015).

This research was on the PRINCE2 project management methodology which is also referred to as 'Best Practice' project management methodology as it is part of the suite of AXELOS Global Best Practice (GBP) Products.

PRINCE2 Methodology

The PRINCE2 methodology consists of seven Principles, seven Themes, seven Processes which needs to be tailored to the project environment (PRINCE2 2009, p. 5). Figure 1 shows the elements of the PRINCE2 methodology which is delivered in training sessions through the materials consisting of the PRINCE2 manual, training materials supplied by the training organisation and the examination paper. More detail about the components is described in Chapter Seven 'Training Bubble'. For an online course, the PRINCE2 methodology is delivered without a trainer. However for this research, the course was delivered face-to-face involving a trainer.

Figure 1: Elements of the PRINCE2 Methodology(PRINCE2 2009)

PRINCE2 MANUAL

PRINCE2 THEMES	PRINCE2 PRINCIPLES	PRINCE2 PROCESSES
Business Case Organization Quality Risk Change Plans Progress	Continued Business Justification Learn From Experience Defines Roles and Responsibilities Manage By Stages Manage By Exception Focus on Products Tailor to Suit the Project Environment	Starting Up a Project Directing a Project Initiating a Project Controlling a Stage Managing Product Delivery Managing a Stage Boundary Closing a Project

TRAINING MATERIAL & EXAM PAPER

Project management training

The teaching and learning of project management have attracted the attention of scholars within project management (Ojiako et al. 2015). Project management training aims to provide personnel with the skills and knowledge to design, plan, implement and deliver projects.

If the reader reflects back on personal experiences of training in, for example, how Excel training was conducted, it might have been that they were shown every Excel function. This leads to some level of frustration (due to lack of skill and experience) and little 'sticks'. An alternative way to provide this training might be in mastering simple skills and exercises in Excel to demonstrate application and then to list other functions that can be learnt when required.

Commercial project management training courses are based on the long-held assumptions of the need to train project managers to effectively use various approaches and emerging methodologies (Ojiako et al. 2011b) such as PMBOK or PRINCE2. However rich learning experiences are hard to achieve when training delivery takes place through narrowly compartmentalised study modules matched rigidly to learning outcomes (Ojiako et al. 2015, p. 57). Projects are open systems and learning methods based on project management principles, techniques and tools may not solve all problems a project manager may be faced with (Ojiako et al. 2015). Indeed, these courses place little emphasis on the practitioner experience presented in the workplace after the training (Ojiako et al. 2015). In addition, employers today are looking for training that provides learners with the acquisition of transferable skills, such as communication and problem-solving in a project context (Skulmoski & Harman 2010, p. 77).

A lack of embedding of training in practice

The aim of training is to develop professional competence yet there appears to be limited research on the outcomes of project management training on the competence of project managers (Crawford 2005). Indeed according to Fernandes, Ward and Araujo (2014), there is lack of clarity about the nature of how project management improvement initiatives such as project management training actually gets embedded at either the organisational level or the individual level. Their research looked at project management improvement initiatives and offered a framework for embedding useful project management initiatives in organisations. Fernandes, Ward and Araujo (2014) conclude that "embedding project management improvement initiatives [into the workplace] is a complex issue and cannot be reduced to a small list of factors" (p. 99).

Professional competence as ways of being

According to the Guide to the Project Management Body of Knowledge (PMBOK® Guide), "understanding and applying the knowledge, tools and techniques that are recognized as good practice are not sufficient for effective project management" (PMI 2013, p. 17). A competent project manager would possess knowledge, performance and personal competencies (PMI 2013, p. 17). Instead of looking at specific skills that make up a competent professional, another way to look at competency is ontologically i.e. the associated meaning that participants have of the specific profession they have entered and their competence in delivering projects.

Sandberg (2000) argued that competence was the "meaning work takes on for those who experience it rather than a set of attributes" (Sandberg 2000, p. 9). According to Sandberg and Pinnington (2009) a participant's conception of essential work activities affects how they see themselves in the role and ultimately how effectively they will perform in the workplace. "...professional competence is not primarily a thing we possess but something we do and at the same time are. It is the existential meaning of a specific human way of being therefore that distinguishes and integrates aspects of practice, such as a particular self-understanding, essential work activities, people, and tools into a professional competence in work performance" (Sandberg & Pinnington 2009, pp. 1146-7). For project managers, their competence lies in what the manager "does and is" rather than what they have covered in a training session.

In order to embed training outcomes, it may be necessary to focus on how "ways of being" are affected by training.

Problem statement

This research sought to determine why there are still individuals who have undertaken and passed rigorous project management examinations who do not apply what they have learned to their workplace. According to Ojiako et al. (2011b), "current (learning and teaching) imperatives will continue to produce project management practitioners who are unable to deal with the realities of complex and dynamic environments"(Ojiako et al. 2011b, p. 82).

Another aspect of the research problem is to understand how the project manager sees their role in delivering projects and how they are shaped by their interactions in the workplace. Of interest to this study is to understand the project manager's conception of being a project manager which builds on their understanding of themselves in their roles as ways of being (Sandberg & Pinnington 2009). This research sought to answer "the question of self-identity; in effect, the question of how project managers not only understand themselves as individuals, but also how they perceive their roles"(Ojiako et al. 2011b, p. 84).

The points raised above are a reported gap in the literature.

An Adoption Study of Project Management 'best practice': The Research Question

This research is about what people do in practice rather than confirmation of 'best practice' models for project management. This study sought to understand how participants used and adopted the PRINCE2 methodology to workplace projects following a training course. All the participants were part of the same organisation.

Research questions:

Main Research question:

How are practitioners influenced to apply project management 'best practice' in complex and dynamic environments?

Subsidiary Research question 1:

What are the varying views of the value of a PRINCE2 project management course to professional practice?

Subsidiary Research question 2:

Why do some practitioners not adopt the method taught during training despite successfully completing accredited project management training courses?

Subsidiary Research question 3:

How do participants who attend a PRINCE2 course, reshape their identity as project managers? What is their journey in managing projects over some years?

Conceptual Frameworks

This research draws upon a wide range of research findings of which two key concepts are utilised to assist with the research question. These are:

1. The conceptual framework offered by Fernandes et al. (2014) for embedding project management initiatives in individuals and organisations.

2. The concept that professional competence can be viewed as 'ways of being' Sandberg and Pinnington (2009).

Fernandes et al. (2014) undertook an extensive literature review of project management improvement practices and stated that the factors at play that will enable the individual to actually manage projects better are inter-related and unclear. They advocated that their proposed framework should be "tested by

case studies to explore the varying importance and relevance that different organisations place on key project management initiatives and factors for embedding these initiatives into organisations (Fernandes et al., 2014, p. 100)."

The Significance of an Adoption study of 'best practice'

Contribution to Knowledge and Statement of Significance

There are some difficulties with the current approach to project management training. For example, it is often viewed by participants as a purely academic exercise to obtain a qualification (Ojiako et al. 2011b). The focus of this research was practice-oriented "so that it not only helps academics understand project management, but that the research also adds to the practitioners' understanding of their jobs and of the conditions under which they spend most of their time at work" (Blomquist et al. 2010, p. 10).

The research studied how a trainer, curriculum, delivery style and workplace factors influenced project management training outcomes and as such make significant contributions to theory, policy and the practice of project management and project management training.

The insights from this research will allow improvements to project management training outcomes through the derivation of a training curriculum that has been built from the understanding of (i) the need for improved learner experience, (ii) the need for internal motivation of the learner to follow through and apply what has been learnt through affecting the individual's conception of their role and practice of project management, and (iii) the transferability of knowledge and skills to the workplace.

Contribution to Knowledge (Academic Contribution)

This research was informed using actor-network theory (ANT) (Latour 1996a) and sought to understand the dynamics that occurred from the onset of project management training through to the interactions in the workplace after training. Actors included human actors such as the trainer, trainee (learner participant), and non-human actors such as the curriculum and the actors that exist in the workplace. The output of this research is to increase understanding of how project management training outcomes could be improved such that there are significant contributions to theory, policy and the practice of project management training and should lead to publications in project management training that go beyond the current instructive approaches used.

Conclusion and Organisation of the Thesis

This chapter has set out the research problem and has provided a brief summary of the main aspects of the thesis. The organisation of the thesis is as follows:

Chapter One

In this chapter I set out how the research problem emerged from the literature. This pertains to how current offerings of project management training are adopted by participants in the workplace. I present my research question and the significance of the research in terms of its practical and academic contributions.

Chapter Two 'Literature Review'

This chapter sets out the literature analysis that has been done on the problem. This covers the literature on embedding training and in particular project management education and training and its embedding in the workplace. The literature review covers approaches to adoption of an innovation including project management adoption studies. Certifications and qualifications are

reviewed in the context of competence, drawing from other fields such as teaching. The research gap is expressed as a research question whose answers would be of benefit in reducing the problem.

Chapter Three 'Methodology'

In this chapter, I set out the research approach which was used. The research method was the Case Study of a single organisation with eighteen participants, each being a case. The study was qualitative and longitudinal in nature and conducted over two and a half years. The research methodology was Innovation Translation informed by Actor-Network Theory (ANT) which was the lens to study the outcomes in the workplace. This research was an adoption study of PRINCE2. The research framework for the study was set out.

Chapter Four 'Results'

This chapter reports on the results and findings from the Case Study consisting of eighteen cases (participants). Each participant was given a research name and for each case, the participants' background, their attitudes, personal qualities, general observations and what they did after the PRINCE2 training was presented. From the eighteen cases, two different forms or translations emerged that were significantly different. These were the translations of *performing* (PT) and *knowing* (KT).

Chapter Five 'Characteristics of the Performing and Knowing translations'

In examining all the cases, two groups of people emerged who adopted the innovation. These were the Being Project Managers (**BPM**) that largely adopted the **PT** and the Doing Project Managers (**DPM**) which largely adopted the **KT**. This study was not about groups of project managers but rather about the behaviours of people who adopted one of the two possible translations. This

chapter discusses the characteristics of the **PT** and the **KT** which are illustrated by the archetypal **BPM** and the archetypal **DPM**.

Chapter Six 'Networks that supported the translations'

This chapter reports on the networks that supported the translations of **PT** and **KT**. There were ten actors that interacted with the two translations. The Four Moments of Translation are presented from a stage of non-adoption to one of adoption for **PT** and **KT.**

Chapter Seven 'Training Bubble'

This chapter describes what happened during the intense period of training delivery. There were two parts to the 'Training Bubble'. These were (i) the network of actors involved in assuring that PRINCE2 training complied with global standards and (ii) the network of actors involved in a strictly guided intense training session over the course of three days. The chapter describes how both the adoption of **PT** and **KT** is supported by the interactions in the 'Training Bubble'.

Chapter Eight 'Discussion'

This chapter includes an explicit statement of the answers to the main research question and the three subsidiary questions. The chapter also discusses potential improvements to project management initiatives such as training.

Chapter Nine 'Conclusions'

In this final chapter, I report on the conclusions of this study to include potential further research and limitations of the study.

CHAPTER TWO

Literature Review

Introduction

The aim of this chapter is to investigate the literature dealing with the place of project management training in enhancing the competency of project managers. Project management is a growing professional field with an increasing number of professionals undertaking project management training. This chapter is a literature analysis dealing with the discipline of project management training, the adoption of project management methodologies following training in the workplace together with understanding the link between the two.

Projects, Project Management and 'best practice'

As project management evolves as a field of practice, there is often a tension between practitioners and academic researchers in project management, with the practitioners claiming that the discourse in the field is too theoretical while the academics claim that it lacks theoretical foundations (Crawford 2006). Project management is a socially constructed field of practice that has developed through the conversations and deliberate efforts of practitioners (Crawford 2006). Furthermore, companies are now realizing that their entire business, including most of the routine activities, can be regarded as a series of projects (Kerzner 2014). Simply stated, we are managing our business by projects (Kerzner, 2014).

There are a number of definitions of a project. The definition that comes from the most established global 'entity' on project management knowledge is that a project can be "described as a temporary endeavour undertaken to create a unique product, service or result" (PMI 2013).This definition is supplied by the

Project Management Body of Knowledge (PMBOK) Guide which is now in its fifth edition and provides the knowledge areas of project management in a very much positivist approach (Morris, 2013). The genesis of PMBOK came from the building and construction industry in the United States and the first version was published in 1987 (Morris, 2013). The PMBOK Guide is the body of knowledge used as a basis for qualifications in Australia such as University Masters courses in project management, undergraduate project management courses as well as the Australian Skill Quality Authority's Certificate IV and Diploma in project management courses (Lecomber & Tatnall 2014). The PMBOK Guide underpins the well regarded qualification of the United States Project Management Institute (PMI) known as the Project Management Professional (PMP) qualification (PMI 2011).

The PMBOK Guide recognizes the need for a strategic organisational project management framework that "utilizes project, program and portfolio management as well as organisational enabling practices to consistently and predictably deliver organisational strategy producing better performance, better results, and a sustainable competitive advantage" (PMI 2013, p. 7) but does not provide guidance as to how this might be made in practice (Besner & Hobbs 2013).

PRojects IN Controlled Environments Version 2 (PRINCE2) is a methodology for managing projects and is promoted as 'best practice' by AXELOS who own the intellectual property for PRINCE2 (AXELOS 2015; Queensland University of Technology 2010). PRINCE2 is a methodology (as opposed to a body of knowledge such as PMBOK) that was developed for the UK Government to manage their IT projects and was based on soft-systems methodology (AXELOS 2015; Queensland University of Technology 2010). The first version of PRINCE

was published in 1989 (AXELOS 2015; Queensland University of Technology 2010). A project as defined by PRINCE2 is described as "a temporary organisation that is created for the purpose of delivering one or more business products according to an agreed Business Case" (PRINCE2 2009).

PRINCE2 has grown to become a de facto 'standard' as a project management method in more than 150 countries worldwide (AXELOS 2015; Queensland University of Technology 2010). A working definition for a project which avoids the schism between PMBOK and PRINCE2 is provided by Morris (2013) who distinguishes a project from non-projects: "All projects, without exception, follow the same generic development cycle: going roughly from Concept to Feasibility to Design to Execution to Hand-over and Operations" (p. 7). This development life cycle is what distinguishes projects from non-projects (Morris 2013, p. 7).

For the main research question of this thesis (How are practitioners influenced to apply project management 'best practice' in complex and dynamic environments?), it is useful to view a project in terms of being (at the most basic level) as an open-system 'organisation' with many contextual dependencies, as well as individual variations (Blomquist et al. 2010, p. 6). Consequently, this research is about what people do in practice rather than confirmation of best practice models for project management (Blomquist et al. 2010).

Best practice

There is no consensus about the meaning of the expression 'best practice' (Besner & Hobbs 2013). For more than a decade, companies have become fascinated by the expression 'best practice' but now, after two decades or more of use, we are beginning to scrutinize the term and perhaps better expressions exist (Kerzner 2014). "There is therefore, much confusion in the literature and

standards. Dictionaries and encyclopaedias usually describe best practices as 'recognized' methods or processes associated with 'proven' results over time" (Besner & Hobbs 2013, p. 27) The International Standards Organisation (ISO) has adopted the expression 'best practice' in its standards to describe recommended practices.

The term 'best practice' is used in two ways: 'best practice' and Best Practice.

Both PMBOK and PRINCE2 are described as project management 'best practices' by their respective 'owners' which are Project Management Institute (PMI) and AXELOS respectively. According to Besner and Hobbs (2013), 'best practice' project management as defined by bodies of knowledge such as PMBOK have limitations as they "lack empirical foundation, are inventories of practice but provide little indication of the relative importance of the diverse practices or the structures that might underlie them, and indicate that practice must be adapted to the context but do not provide indications of what this adaption might be" (Besner & Hobbs 2013, p. 17). In their research paper, Besner and Hobbs (2013) critiqued best practice as provided by the PMBOK Guide but did not include PRojects IN Controlled Environments Version 2 (PRINCE2) in their research.

In this research study, the term 'best practice' refers generically to practices and standards 'owned' by a number of bodies. In contrast, 'Best Practice' refers specifically to the PRINCE2 methodology where the emphasis is to associate Best Practice with the AXELOS owned Global Best Practice suite of products.

Project Management

According to PMBOK, project management is the application of knowledge, skills, tools and techniques to project activities to meet the project requirements

(PMI 2013). According to PRINCE2, project management can be described as the planning, delegating, monitoring and control of all aspects of the project, and the motivation of those involved, to achieve the project objectives within the expected performance targets for time, cost, quality, scope, benefits and risks (PRINCE2, 2009). In both definitions given by PMBOK and PRINCE2, we observe that project management is considered mainly as an action and goal-oriented discipline which relies on a strongly engineering and modernist influence emphasizing predictability and certainty (Bredillet, Tywoniak & Dwivedula 2015).

However there is a gap between theory of project management and actual practice (Bredillet, Tywoniak & Dwivedula 2015; Morris 2013). Project management "is not only an immature field of research, but many of the normative and traditional contributions are also insubstantial when it comes to understanding what is really occurring in projects" (Blomquist et al. 2010, p. 6).

The focus of research (at least up to 2004) was not on the project manager: "Project management research has traditionally paid limited interest in the actual work and performance of the project manager" (Soderlund 2004, p. 190).

One of the first studies conducted to enrich and extend the subject of project management beyond its then 'current' conceptual foundations was commissioned in 2003 and funded by the British Engineering and Physical Sciences Research Council (EPSRC) (Winter et al. 2006). The research presented a framework of five directions aimed at developing the field intellectually in the following areas: project complexity, social process, value creation, project conceptualisation, and practitioner development (Winter et al. 2006).

Of interest to my research is the EPSRC findings presented on practitioner development. (Winter et al. 2006): that the direction of development should move from practitioners as trained technicians to reflective practitioners. Winter et al. (2006) reported that practitioners found that mainstream methods and techniques could be a useful source of guidance for certain aspects, but they provided no guidance on 'how' to navigate the complexity of projects in the ever-changing flux of events. Winter et al. (2006) quotes D Schon:

> *in the varied topography of professional practice, there is a high, hard ground where practitioners can make effective use of research-based theory and technique, and there is a swampy lowland where situations are confusing "messes" incapable of technical solution. ... when [practitioners are] asked to describe their methods of inquiry [in the swampy lowlands] they speak of experience, trial and error, intuition, and muddling through. (Winter et al. 2006, p. 645)*

Winter et al. (2006) observations of the 'swampy lowlands' of project practice was also echoed by Soderlund (2004) who summarised the then 'current' state of project management research. Soderlund (2004) found that the basic rationale underlying many of the texts and articles published in journals, such as the Project Management Journal, was the adoption of project management as "a method" for solving complex organisational problems. There were very few articles published that described project management as a socially constructed practice (in the swampy lowlands) such as that described by Gaddis that explicitly discusses the art and practice of managing projects (Soderlund 2004). In 2004, there was a lack of in-depth case studies, studies of processes, and studies in real time—studies that would be beneficial in building theories for understanding fundamental issues of projects and project organisations (Soderlund 2004).

Furthermore, the research published in 2006 by Crawford (2006) suggested that those engaged in the reality of organisational project management capability development were more concerned with capability and results than they were with the concept of organisational maturity in project management. Reference to ethics and rules of conduct were similarly absent from the discourse of practice (Crawford 2006). What was needed to improve project management in practice was not more research on what should be done or the frequency and/or use of traditional project management practices but more research on the "actuality" of project based working and management for which there was little known about (Cicmil et al. 2006).

By 2008, Walker et al. (2008), had suggested that one focus of research attention should be upon the way that collaboration between project management practitioners and academics generated new project management knowledge largely though reflection upon project management practices. This was developed further by Bredillet, Tywoniak and Dwivedula (2015) in their paper 'Reconnecting Theory and Practice in Pluralistic Contexts' which contributed to the theory-practice gap. Bredillet, Tywoniak and Dwivedula (2015) suggested that research should move away from the theory-practice gap approach and focussed on what practitioners *do* in their projects rather than what the theories and practices *are*.

In 2015, according to Bredillet, Tywoniak and Dwivedula (2015), research was still focussed on the dichotomy between theory and practice which was reductive in its dichotomous thinking and suggested that research move beyond this (Bredillet, Tywoniak & Dwivedula 2015, p. 6). Going back to the pre-modern philosophies (i.e. Aristotle in this article) "offers a relevant and fruitful support to

deliberate on the past and present to create the future"(Bredillet, Tywoniak & Dwivedula 2015, p. 7).

Bredillet, Tywoniak and Dwivedula (2015) suggested that there were two more directions in addition to that presented by the EPSRC research mentioned earlier by Winter et al. (2006). These two directions were that research should focus on: Theory FROM practice (including knowledge "from" and knowing "in" practice, and therefore a tacit dimension) and Theory AS Practice (knowing "as" practicing) reconnecting the tacit, implicit and explicit dimensions (Bredillet, Tywoniak & Dwivedula 2015, p. 15). These two directions have a bearing on my research questions that looks at why and how practitioners apply Best Practice methodologies in the workplace.

Project Management methodologies

This section provides a brief introduction of a project management methodology such as PRINCE2 and then discusses the value of project management methodologies in more detail, culminating in a discussion about embedding project management methodologies in the workplace.

As mentioned earlier, the Project Management Body of Knowledge (PMBOK) is a body of knowledge which is good practice but is not a methodology (Morris et al. 2006). However, the common project management literature and general project practice still refers to PMBOK as a project management methodology (Joslin & Muller 2015a).

PRINCE2 on the other hand is a methodology (PRINCE2 2009). The difference between a body of knowledge and a methodology is that the former is highly interpretable by anyone seeking to use it whereas the latter is prescriptive with

process activities and recommended actions with corresponding templates provided for each action (Queensland University of Technology 2010).

Furthermore, according to Siegelaub (2010), the elegance of PRINCE2 is the fact that it is principles-based. This distinguishes it from PMBOK that does not have any defined principles underpinning the knowledge areas (Siegelaub 2010). By having principles at its core, PRINCE2 provides a unified reference for a project manager to assess the extent the principle is being applied rather than blindly mandating documents and activities to follow (PRINCE2 2009). This is a common trap in template driven methodologies (Buttrick 2012).

The advantage of PRINCE2 is that it can co-exist with any delivery approach (Measey 2013). It is however limited by not specifying activities to manage procurement and not having a Change Management Strategy that manages the people impacted by the change (Siegelaub 2010) and is sometimes seen as overhead in governance for small projects (Ferguson 2011).

The Value of Project Management methodologies

According to Morris, Crawford, Hodgson, Shepherd, and Thomas (2006), very little research informed any of the current bodies of knowledge such as PMBOK and that these bodies of knowledge obtained their legitimacy from 'group endorsement'. The key players in putting together the bodies of knowledge had a vested interest in changing it as little as possible (Morris et al., 2006).

Jeston and Nelis (2008) suggested that something is missing in both PMBOK and PRINCE2, since these are not reducing the poor record of project success.

Nevertheless, project management methodologies are regularly employed with the aim of increasing project efficiency and effectiveness (Wells 2012). Public and private sector organisations invest significant resources into efforts, ranging

from a review and tailoring of the current practices to the adoption or development of new project management methodologies (Price Waterhouse Coopers 2014; Wells 2012).

Joslin and Muller (2015b) found that there was a positive relationship between the use of project management methodologies by project management practitioners and project success.

A multi-disciplinary research team from the Queensland University of Technology (QUT), financed by the former owners of the intellectual property of PRINCE2, the Office of Government and Commerce (OGC), undertook one of the first empirical studies into the impact of the PRINCE2® methodology on project performance (Queensland University of Technology 2010). The research study was entitled 'Creating Value in Project Management using PRINCE2' and also conducted parallel research on the impact of other unspecified (non-PRINCE2) contemporary project management methodologies.

The researchers interviewed PRINCE2 Practitioners from a diverse range of industries (including Information and Communications Technology, Construction, and Transport) and across three major geographical regions (United Kingdom and Europe, United States, and Australia) (Queensland University of Technology 2010).The researchers found that PRINCE2 was perceived as a very robust, comprehensive and pragmatic project management framework (Queensland University of Technology 2010). Problems and issues which impeded the adoption of PRINCE2 to projects were organisational not methodological and the dominant issue identified by participants was poor project sponsor/board performance and a reflection that organisations either do not know how, or do not possess the commitment, to properly implement PRINCE2 (Queensland University of Technology 2010).

Wells (2012) explored the effectiveness in the workplace of project management methodologies including PRINCE2. Her research found that there was " a chasm between the intended strategic directions of the project management methodology and its actual contribution to projects, managers and their teams"(Wells 2012, p. 57). According to Wells (2012) the purported benefits are often not realized or can have unintended consequences at the project level and adversely affect project success (p. 57).

Until 2014, the focus of AXELOS who own the intellectual property of PRINCE2 (they took over ownership from the OGC in 2013), has been to refine the PRINCE2 method as a whole and less attention was placed on addressing "the need to flex PRINCE2 to different organisational contexts or scales of project" (AXELOS 2014 Frances Scarff Product Development Director). As a result of this need, AXELOS released 'Integrating PRINCE2' a guide that looked at how PRINCE2 can be embedded into existing business processes and the method tailored to the scale of the project (AXELOS 2014).

More detailed Case Study Findings by Wells (2012)

Wells (2012) conducted four case studies, one of which was focused on PRINCE2. She did this as PRINCE2 was becoming popular in the United Kingdom with the UK Government mandating its use and in 2012, there were 300,000 PRINCE2-certified project managers worldwide (Wells 2012).

Her study which included three other 'in-house' methodologies showed similar findings to that of PRINCE2. In summary, Wells (2012) research showed that the methodologies were useful for those that were at opposite ends of experience and accountability for projects:

- the inexperienced in project management, and

- those who were most senior in the organisation who were focused on the governance of projects.

In between these two ends of the spectrum, the "perceived benefits and advantages of using project management methodologies dramatically falls, to a minimum, corresponding to the middle ground of the range of perspectives "(p. 57), the drop largely due to the drawbacks and limitations that the practitioners experienced in adopting the methodologies (Wells 2012). In other words, those who had some experience of project management considered the use of a project management methodology to be an overhead in their day to day work and did not use it. It was only useful for those who were inexperienced as it was a useful guide for them. It was also valuable for those who were very experienced and who were also senior managers as they were looking for ways to control projects and implement governance across the organisation by seeking a standard in delivering projects (Wells 2012).

Possibly another reason for this variation is due to the fact that different perspectives prevail among project managers about how they view project management (Andersen 2016).The task perspective means that the project manager focuses on delivering on time, within budget and with specified quality (Andersen 2016). The organisational perspective implies that the project manager's focus is to support value creation in the receiving organisation (Andersen 2016). The different perspectives may need different methodological approaches:

> *Different perspectives must be handled by different theories and methods. It is impossible to do planning, organizing, and controlling for the project dominated by the organisational perspective the same way as for the project that stays loyal to the task perspective. (Andersen 2016, p. 64)*

The value of the project management methodology depended on who was being interviewed. Users, project sponsors and project managers as well as vendors had different perspectives (Andersen 2016; Oellgaard 2013).

Other research on project management methodology

Oellgaard (2013) conducted a case study where he analysed the effects and usages of a project management methodology in practice. He found that the "management of projects should not be understood as the act of complying with standards by following a project lifecycle methodology to the letter" (Oellgaard 2013, p. 81). It was important to translate and adapt the methodology to the practice and deviations from standard should be expected (Oellgaard 2013). According to Oellgaard (2013), "deviations should be regarded as legitimate when practiced intelligently and wisely".(Oellgaard 2013, p. 81).

In his research Oellgaard (2013) showed that a dogmatic and inflexible application of a methodology was not feasible in practice. Applying a methodology was not about force-fitting methods, templates, project roles into a pre-defined structure (Oellgaard 2013). Applying a methodology required fitting to the specific projects appropriate to the environment in which the project was operating (Oellgaard 2013). In some situations, the methodology was dispensed with by managers who considered that the methodology was an unnecessary overhead for the smaller projects that they were delivering (Oellgaard 2013, p. 74). These findings by Oellgaard (2013) and Wells (2012) align with each other in exploring how practitioners apply best practice methodologies to their projects and their views about how valuable these are to their projects.

Terlizzi, Meirelles and Moraes (2016) investigated how an implemented IT project management methodology contributed to project management success of a

large Brazilian financial institution. A case study was conducted on one of the largest financial institutions in the world that was located in Brazil by means of interviews, analysis of a database of 3047 IT projects and a survey of 347 IT professionals (Terlizzi, Meirelles & Moraes 2016). The study showed that, despite the belief held by 90% of the IT professionals that the use of an IT Project management methodology would improve outcomes, in practice adoption levels were low and there were five main barriers to the adoption of the methodology that prevented its proper use (Terlizzi, Meirelles & Moraes 2016). These barriers were very tight project deadlines; working as both a developer and a project manager; working simultaneously on several projects; difficulty using the project management software; and a lack of knowledge of the project management methodology (Terlizzi, Meirelles & Moraes 2016). These factors are of interest in understanding how a project management methodology can get adopted in an organisation. A valuable research question to explore these factors is "What approaches can be taken by organisations to support practitioners to embed best practice project management methods and frameworks?".

Embedding a project management methodology

The word 'embed' is rarely used by project management authors (Fernandes, Ward & Araujo 2014). It refers to knowledge being deeply transferred or integrated into people's interpretive frameworks, routines and work practices (Cranefield & Yoong 2009). Embedding knowledge could be seen as the whole point of knowledge transfer – unless newly acquired knowledge is embedded, it will be unevenly dispersed and/or applied in limited ways, leading to isolated, temporary benefits (Cranefield & Yoong 2009, p. 259).

There is a distinction between the concepts of improving and embedding project management practice. They are different constructs (Fernandes, Ward & Araujo 2014). One of the key project management improvement initiatives is the 'standardization of project management processes' across the organisation (Fernandes, Ward & Araujo 2014). According to PRINCE2 (2009), embedding is achieved by the rollout of a standard corporate project management methodology with processes, tools, templates and techniques in addition to training and development, integration with business processes, process responsibilities and scaling rules (PRINCE2 2009, p. 215).

However this does not guarantee adoption of the project management practices by the organisation. The nature of the knowledge embedding process is not well understood at either the organisational or the individual level (Fernandes, Ward & Araujo 2014). Organisations tend to focus attention on what to improve and pay less attention to the process of embedding these initiatives into the organisation (Fernandes, Ward & Araujo 2014).There is limited literature on embedding and adoption of project management improvement initiatives in the workplace (Fernandes et al., 2014). In particular, there is little evidence in the project management literature of the factors contributing to facilitating the embedding process of project management improvement initiatives (Fernandes, Ward & Araujo 2014, p. 83).

Fernandes, Ward and Araujo (2014) developed a framework as a useful analytical tool to study project management improvement initiatives which highlighted 15 key project management improvement initiatives and 26 embedding factors grouped into three project management improvement initiative themes. This is found in Figure 2 below.

Fernandes, Ward and Araujo (2014) quoted Venkatesh and Bala (2008), as to the adopter features which were an important group of factors to consider such as adopter's perceived usefulness of it, perceived ease of use, their motivation and their predisposition for change (Fernandes, Ward & Araujo 2014, p. 100).

Based on Fernandes, Ward and Araujo (2014) framework and referring to Figure 2, although adopter features are an important group of factors, initiatives should not neglect a broader perspective that considered (i) inner context-related factors (such as resources to support change), (ii) outer context-related factors (such as unstable economic environment), (iii) communication and influence-related factors, (iv) implementation-related factors, and (v) routinization-related factors (such as making the adoption mandatory).

The Problem of Organisational Culture

Organisational Culture is "the values, customs, rituals, attitudes, and norms shared by members of an organisation, which have to be learnt and accepted by new members of the organisation"(Law 2009). It is argued that there are three different types of organisational culture: an integrated, a differentiated and a fragmented culture (Law 2009).

Fernandes, Ward and Araujo (2014) found that 'project management culture' was a complex and vague concept which was strongly correlated with the themes of 'people and organisational learning' and the 'general management system'. 'Project Management Culture' was removed from the framework as the relationship was not well understood in relation to the themes and the factors (Fernandes, Ward & Araujo 2014).

Embedding project management initiatives can be thought of as change initiatives (Oakland & Tanner 2007). Culture and leadership are important as these give "meaning to change initiatives in organisations, without which, as

many organisations later discover, initial enthusiasm and energy quickly dissolves"(Oakland & Tanner 2007, p. 16).

Further work is recommended by Fernandes, Ward and Araujo (2014) to test the framework through case studies to explore the varying importance and relevance that different organisations place on different key project management improvement initiatives and the factors for embedding these initiatives into organisations.

Figure 2: Framework for embedding useful Project Management Improvement Initiatives (Fernandes, Ward & Araujo 2014)
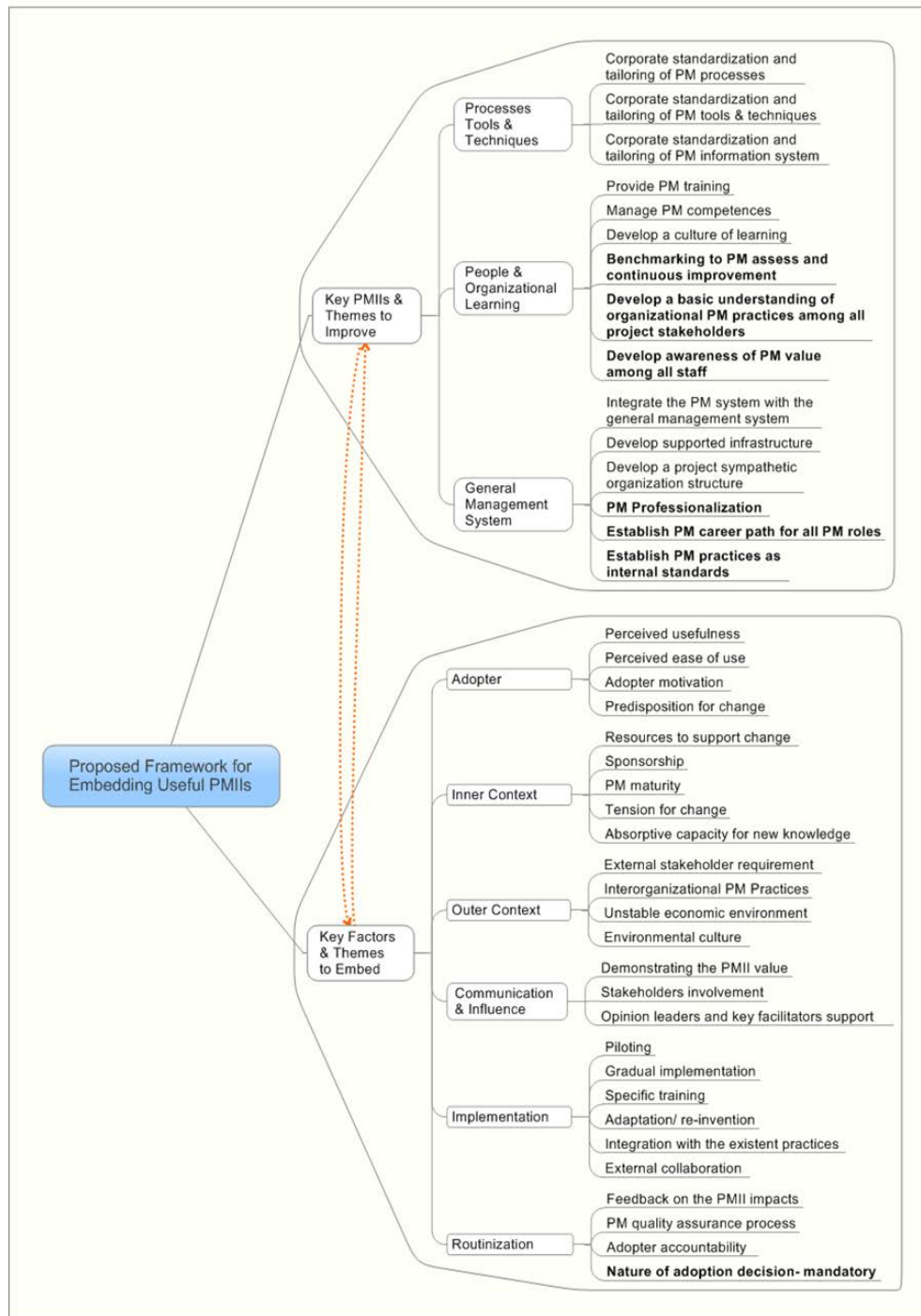
Approaches to Adoption

This section provides a brief background of the approaches to adoption with respect to the models and theories used and then presents a summary of the adoption studies that have been found treating project management as an innovation.

Innovation can be defined as "the act or process of introducing new ideas, devices, or methods" (Merriam Webster 2016). There is a difference between innovation and invention. While invention can be seen as the discovery or creation of new ideas, the process of innovation involves getting new ideas accepted and new technologies adopted and used (Tatnall 2009b). There needs to be some clarification as to when an innovation is said to be adopted as it could be adopted upon decision, start of implementation or only after successful implementation. A useful working definition is supplied by Martinsuo et al. (2006) who state that an idea or innovation can be considered to be adopted (well or poorly) only when the idea or innovation is actually being *used*.

The Oslo Manual (Mortensen & Bloch 2005), classifies four types of innovation encompassing a wide range of changes in firms' activities that can apply to both the manufacturing and the service sector (Mortensen & Bloch 2005): i) product innovation, involving new goods and services or significant improvements in them; ii) process innovation, or significant changes in production and delivery methods; iii) marketing innovation, referring to changes in product design and packaging, product promotion and placement, and methods for pricing goods and services; and iv) organizational innovation, referring to the implementation of a new organizational method in the firm's business practices, workplace organization, or external relations.

Mol and Birkinshaw (2009) consider that the majority of the researchers argue that for an organizational technique to be considered innovative, it is enough for it to be new in the organization in which it is implemented.

There are a number of approaches to adoption or methods of theorizing technological innovation. These are (i) Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al. 2003), (ii) Innovation Diffusion (Rogers 2003) and (iii) Innovation Translation informed by Actor-Network Theory (ANT) (Callon 1986; Latour 1996a; Law 1986).

UTAUT

UTAUT was developed by Venkatesh et al. (2003) who formulated a unified model that integrated elements across eight models in Information technology acceptance research. These included the Technology Acceptance Model (TAM), Theory of Reasoned Action (TRA), Theory of Planned Behaviour (TPB), the Decomposed Theory of Planned Behaviour (DTPB), the Model for PC Utilization (MPCU), Innovation Diffusion Theory (Rogers 1995) (IDT) and social cognitive theory. UTAUT offered a unified model for the study of information technology implementations in organisations as there had been a proliferation of competing explanatory models of individual acceptance of information technology (Venkatesh et al. 2003).

UTAUT is not suited to my research question as it does not deal with an innovation where there is a 'partial adoption'. In addition, my research question is focussed on innovation adoption in the workplace and not within an information technology environment.

Innovation Diffusion

Grounded in sociology, Innovation Diffusion as defined by Rogers (2003) is the "process by which an innovation is communicated through certain channels over time among the members of social systems" (p. 5). A decision to adopt an innovation thus relates to the acceptance of a new idea while a decision not to adopt relates to its rejection (Tatnall 2009b). A diffusion model of innovation is endowed with its own form of inertia and propelled from a central source: once the innovation has been pointed out to people, then it should just be a matter of time before everyone, except the most immovable, recognize its advantages and proceeds to adopt it (Tatnall 2009b).

However there are difficulties in using Innovation Diffusion for my research as it also does not deal with 'partial' adoption. In addition, in Innovation Diffusion, the technology is viewed to have an *essence* i.e. an "essential inner core of technical characteristics" (Tatnall 2009b). According to Tatnall (2009b) this poses difficulty, since people often see *different* 'essential attributes' in any specific technological or human entity, making it hard to identify and settle on the ones that allegedly were responsible for the diffusion. According to Tatnall (2009b), it is therefore difficult to reconcile the views of all parties involved as to what are the particular essences which are significant. He used the example of a Four Wheel Drive vehicle as seen by different groups whereby a country driving enthusiast would be interested in different things about the vehicle compared with a mother taking her kids to school in the suburbs (Tatnall 2009b).

Innovation Translation

The model of Innovation Translation as proposed in Actor-Network Theory (ANT) proceeds from a quite different set of assumptions to those used in Innovation Diffusion (Tatnall 2009b). ANT is known as the sociology of

translation (Callon 1986; Latour 2005) and was developed by science and technology scholars Michel Callon and Bruno Latour, sociologist John Law and others. It is a conceptual framework for exploring collective socio-technical processes and aims to follow the actors in a given network (Latour 2005). It maps relations that are simultaneously material (between things) and semiotic (between concepts) and assumes that many relations are both material and semiotic (Beausoleil 2014). ANT is an "approach" rather than a method (Davey 2016). It is considered an integrated approach to science, technology and society studies and as a theory that explores the mechanics of power measured by networked relations, ordering struggles and innovation adoption (Beausoleil 2014). The actors have no meaning except through their interactions and hence a stable network consisting of human and technological actors with interactions can be described (Davey 2014).

Instead of having its own inertia (such as with Innovation Diffusion), Innovation Translation as proposed by ANT has no inertia in itself and moves only if it interests other actors (Latour 1996a). An innovation moves along a chain as a consequence of energy given to it by everyone in the chain whose actions shape the innovation to suit themselves (Tatnall 2009b).

There are four phases of Innovation Translation also known as the four moments of translation. According to Callon (1986), translation is a general process "during which the identity of actors, the possibility of interaction and the margins of manoeuvre are negotiated and delimited" (Callon 1986, p. 6). These moments constitute the different phases which are problematising, interessement, enrolment and mobilizing the masses to continuously reinforce the order (Callon 1986). The four phases if successful, lock the actors into the network and creates a stable translation (Davey 2014). A translation is how an innovation is adopted

in different ways (Tatnall 2016). The definition and the detail of each of the phases of adoption is discussed in Four Moments of Translation (Chapter Six).

According to Davey (2016), there are researchers who seek to understand the nature of the actors in the network and other researchers who seek to understand the nature of the network:

> *One might characterize these as those searching for the particular and those searching for the general. The "particular" would be intent on identifying who were actors with strong interactions and the detail of the translation that became stable. The "general" would seek to understand the network as a whole. A quick perusal of the Actor-Network Theory literature shows a continuum between those intent on the particular and those determined to understand the general. The particular might focus on the nature of actors and their interactions, and the general are more interested in understanding the story revealed by the research.* (Davey 2016)

This can be seen in the beginnings of ANT in the differences between the studies of Bruno Latour and Michel Callon (Davey 2016).

ANT enables the researcher to think in terms of different translations and to seek to identify the actors involved and the interactions that formed possible stable networks supporting those translations (Davey, 2016). Innovation Translation has the advantage of being able to explain examples of partial adoption, and of situations where what is actually adopted differs from what was proposed (Tatnall 2009b). This approach is suited to my research question that seeks to understand how practitioners are influenced to adopt PRINCE2 which is the innovation, for my research study.

Project management adoption studies

Project management research has covered different maturity models, competency models, excellence models and scorecards but the original introduction or adoption of project-based management has received little

attention (Martinsuo et al. 2006). There appears only to be three studies addressing project management as an innovation (Fernandes, Ward & Araujo 2014, p. 83), and this review found a fourth study.

These four Project Management Adoption studies are:

1. The study by Martinsuo et al. (2006) which surveyed 111 companies to determine how project-based management as an organisational innovation occurred. This study was informed by innovation diffusion and institutional theory. There were early adopters as well as laggards to the innovation but the innovation diffusion theory and institutional theory was not able to provide evidence about these differences.

2. The study by Hobbs, Aubry and Thuillier (2008) explored the introduction of Project Management Offices (PMOs) as an organisational innovation and used constructivist epistemology as a methodological tool rather than any specific method of theorizing. They surveyed 11 organisations who were implementing PMOs. Their analysis showed that PMOs were part of a political system that played an important role in organisations. However in the project management literature, power and politics are often treated with an instrumental approach through risk management and stakeholder management. The analysis here showed that power and politics should be examined at the organisational level and integrated into organisational project management (Hobbs et al., 2008).

3. The study by Chan and Thong (2009) explored the factors involved in the acceptance and adoption of Agile methodologies. Their study provided a critical review of the extant literature on the acceptance of traditional software development methodologies and Agile

methodologies. The study developed a conceptual framework for agile methodologies based on Technology Acceptance Model (TAM) to examine the acceptance of Agile methodologies.

4. The study by Golini, Kalchschmidt and Landoni (2015) of 500 project managers working in international development projects examined the extent these project managers adopted project management practices, in particular tools and techniques advocated by LogFrame and PMBOK. LogFrame is one of the most widespread tools, while it is not mentioned in the PMBOK (Golini, Kalchschmidt & Landoni 2015; Steinfort & Lecomber 2012). The differences and shortfalls of these practices provided empirical evidence of the critical role of some practices in improving performance in delivering projects.

The research by Fernandes, Ward and Araujo (2014) adopted an "innovation lens" perspective and formulated a framework for embedding useful project management improvement initiatives in organisations. Their research built on knowledge in the area of embedding project management and provided empirical evidence that improving and embedding were different constructs (Fernandes, Ward & Araujo 2014). Their research identified a set of key project management improvement initiatives and factors that can influence the embedding of these initiatives in organisations (Fernandes, Ward & Araujo 2014). These include educating adopters about benefits, influencing adopters' motivation by providing incentives, developing a culture of learning and providing adequate training and support to ensure that adopters had the skills required (Fernandes, Ward & Araujo 2014).

Fernandes, Ward and Araujo (2014) research formulated the embedding construct by drawing on existing knowledge about diffusion; dissemination;

implementation and routinization from information and technology tools; and new practices in healthcare services, and by considering how these ideas may apply to the embedding of the project management practice construct.

Facilitating factors for embedding

The research from Queensland University of Technology (2010, p. 46) in 'Creating value from PRINCE2' recommended that there should be the following in place in order to embed PRINCE2 methodologies in the workplace:

1. Emphasis on treating the introduction of PRINCE2 as a significant organisational change initiative,
2. Steps to solicit senior leadership support,
3. Steps to address the implementation issues including the softer issues such as the creation of the project governance/management culture, and
4. An implementation plan outline.

The second point above is echoed by the results of the global survey by Price Waterhouse Coopers (2014) on Portfolio, Program and Project Management which points to a gap between what the Executive Team thinks about programme delivery and what staff and project managers believe (p. 6).This was supported by research done by Crawford (2005) who showed that there was senior management resistance to project manager involvement in practices that relate to strategy, project definition, project integration and communication (p. 14).

Another factor also in relation to point two above is that according to the Price Waterhouse Coopers (2014) Global survey, 40 per cent of the Executive Teams and General Managers manage their change programme and project

responsibilities on top of their full time core task responsibilities. Only 6 per cent said they had been seconded full time to manage project initiatives (p. 12). The lack of time being allocated by senior managers on projects has a bearing on their capacity to support projects.

This section has set out the approaches to adoption and has reported project management adoption studies including consideration of some embedding factors.

Project manager personality traits or types

This section presents a summary of research undertaken on project manager personality traits or types which may have a bearing on understanding how project managers engage with projects.

According to Jeston and Nelis (2008), adopting standard project management methodologies are insufficient in themselves to ensure project success. Possibly experienced project and programme managers will have their own ways of overcoming deficiencies of these methodologies (Jeston & Nelis 2008). Perhaps these managers are using interpersonal skills to overcome deficiencies in the methodologies and that the project manager's personality types may have an influence on project outcomes (Jeston & Nelis 2008).

Many researchers have investigated the effects of project manager personality on project outcomes. Creasy and Anantatmula (2013) undertook an extensive literature review in their theoretical paper and found that the Myers-Briggs (MBTI) personality type of project managers could affect project outcomes. They found that there was direct relationship between project manager personality dimensions and traits on project success (Creasy & Anantatmula 2013). Project success is measured against the overall objectives of the project

whilst project management success is measured against the traditional gauges of performance i.e. time, cost, quality, scope (Cooke-Davies 2002). The link between personality dimensions on project success was moderated by organisational structure, incentives and project management maturity (Creasy & Anantatmula 2013).

According to Creasy and Anantatmula (2013) their theoretical model requires empirical validation by gauging project success and measuring the personality dimensions of the project managers employed with those pertinent projects' success (p. 46).

Cohen, Ornoy and Keren (2013) conducted a survey of 280 project managers that revealed that project managers had a unique personality-type distribution that distinguishes them from the general population. There are significantly more NT (Intuitive, Thinking) type project managers than their percentage in the general population (Cohen, Ornoy & Keren 2013). This is expected, since project managers must make decisions in the face of ambiguity and uncertainty and have to rely on intuition while lacking some of the facts (Cohen, Ornoy & Keren 2013). There were significantly fewer project managers of the ISF (Introvert, Sensing, Feeling) type than found in the general population at only 3 per cent of the project manager survey population, but they had the highest project success scores (Cohen, Ornoy & Keren 2013). Their research attempted to link personality types to project success.

However, what is the link between personality dimensions and the actual adoption of project management methodologies?

Of interest to my research are the findings by Wells (2012) that the reluctance to use project management methodologies was associated with the attitudes of

practitioners. "Career life cycle factors and personal dispositions played a role in the shape of tailoring" (Wells, 2012, p. 57) the methodologies to workplace projects. Wells (2012) stated that the perceived benefit of the project management methodology was subject to personal perspectives, needs and the level of experience of the participant (Wells 2012, p. 53).

Blomquist et al. (2010) claimed that the project manager's actions not only depended on the situation or context they were in but also on the project manager's habitus i.e. his or her history, previous experience, education and even the present and previous family situation (Blomquist et al. 2010, p. 9). Project manager's actions are believed to rely on practices of the organisation or industry but also on the habitus of the practitioner (Blomquist et al., 2010, p. 9).

The theories of project management practice overlook the fact that project management is exercised in an environment which is fluid and dynamic and a project manager acts and is shaped by the setting that he or she finds themselves in (Blomquist et al. 2010). More studies were required of praxis or the actions of the project manager which include both what is done by the project manager and how the praxis influences and is influenced by what happens around the practitioner (Blomquist et al. 2010).

A valuable research question that addresses this research problem is: 'How do participants who attend an in-house PRINCE2 course, reshape their identity as project managers? What is their journey in managing projects over some years?'.

Project Management Education and Training

This section discusses a topic of research interest in project management scholarship which is the teaching and learning of project management. The need for professional learning throughout an adults working life has become essential

within the last decades as the requirements for occupational practices constantly change, and are likely to become more demanding (Billett, 2010). This section covers training transfer, training delivery and dynamics, and the current state of project management research in education and training.

It is important to distinguish between training and education. In its extreme form, training tends to be a more mechanistic process which emphasizes uniform and predictable responses to standard guidance and instruction reinforced by practice and repetition (Buckley & Caple 2009). On the other hand education is a more organic process bringing about less predictable changes in the individual (Buckley & Caple 2009; Lecomber & Tatnall 2014). According to Buckley and Caple (2009), differences between training and education can be identified with respect to course and programme content.

Training

Burke and Hutchins (2007) cited survey data, which suggested about 40 per cent of trainees failed to transfer what they have learned immediately after training, 70 per cent falter in transfer one year after the program, and ultimately only 50 per cent of training investments result in organisational or individual improvements (Burke & Hutchins 2007; Perez 2014). Burke and Hutchins (2007) provided an integrative and analytical review of factors that lessen the gap between the knowledge and skills learned during training and the transfer back on the job. For transfer to occur "learned behaviour must be generalized to the job context and maintained over a period of time on the job" (Burke & Hutchins 2007; Hutchins et al. 2013). This is known as training transfer studies.

Transfer is a multidimensional process, now gaining empirical ground and several researchers have undertaken the challenge of validating comprehensive models of transfer thus providing evidence that transfer is affected by multilevel

variables (Burke & Hutchins 2007; Prince et al. 2015). A common theme in current work is the need to view transfer from a systemic (rather than linear) multilevel perspective and to incorporate variables that have been found to have consistently strong relationships with transfer, such as informal learning practices and organisational learning culture to better represent the challenge of transforming learning to performance (Burke & Hutchins 2007).

Holton, Bates and Ruona (2000) worked on the Learning Transfer System Inventory (LTSI) as a transfer diagnostic tool. The LTSI is a validated transfer system inventory including 16 factors composed of 68 items measuring individual, intervention, and work environment factors (with an additional 21 items under review to increase reliability). Although the LTSI provides an initial assessment of trainee perceived factors impacting transfer and is effective for planning purposes in the post-training context, it does not measure transfer directly thus limiting inferences concerning relationships with transfer outcomes (Burke & Hutchins 2007).

Other research by Salas et al. (2012) showed that training is not as intuitive as it may seem. There is a science of training that shows that there is a right way and a wrong way to design, deliver, and implement a training program (Salas et al. 2012). Salas et al. (2012) argued that training is a systematic process, and explained what mattered before, during, and after training and provided checklists for each stage. For example after training, "ensure trainees have ample time and opportunities to use what they have learned" (Salas et al. 2012, p. 92). Another focus after training is to promote ongoing, continuous learning on the job, providing trainees with tools and knowledge repositories they can use after training, establishing communities of practice where employees can use each other as learning resources, and preparing leaders to provide ongoing support

and advice post training which are ways in which continuous learning can be promoted (Salas et al. 2012).

Training transfer of learning goals to workplace outcomes

There are changing expectations for training, such as an increased emphasis on organisational impact of training (Brown & Seidner 1998). However, research studies of how learning goals transferred from a training program to workplace outcomes is still limited (Prince et al. 2015).

Positive learning outcomes is associated with motivation which is determined by individual characteristics, career and job attitudes as well as situational factors and individuals who possess traits such as high self-efficacy images and work locus of control (Prince et al. 2015). Further, job involvement, organisational commitment and career commitment will also fuel learning motivations (Prince et al. 2015). Finally, higher levels of motivation to learn will also depend on an appropriate workplace culture, transfer climate and reward systems (Prince et al. 2015). Billett (2010) found that 'confidence' was an important factor affecting learning at work. Confidence arose from successfully meeting challenges in one's work, while the confidence to take on such challenges depended on the extent to which learners felt supported in that endeavour by colleagues, either while doing the job or as back up when working independently (Billett, 2010).

Prince et al. (2015) whose studies were on an MBA program found that a positive environment was needed to influence motivation to learn and perceptions of the program's utility, thereby promoting transfer of knowledge and skills to the workplace. Of interest to my research question is that the transfer of knowledge and skills from work to the MBA program had a stronger effect on competence than it does from the MBA program to work. It suggests that performance goals may be better achieved when they are also instrumental for the achievement of

learning goals (Prince et al. 2015). This finding has implications on how a training program should be designed.

Training delivery and dynamics

This section looks at the 'dynamics' of training during delivery. The concerns about project management training being situated in knowledge and technical instrumentality with little focus on capability development will be discussed later.

Training does not allow for reinforcing, monitoring and encouraging which are necessary to ensure that real learning is acquired (Buckley & Caple 2009; Kirkpatrick & Kirkpatrick 2006). The model for training as presented by Kirkpatrick and Kirkpatrick (2006) (who have been delivering courses on how to deliver 'premier' training for the last thirty years) acknowledged that there needed to be strategies in place to ensure that what is taught can be effectively translated into skills and behaviours in the workplace. The model is not tied to project management but is used for any subject matter and field of work. Brown and Seidner (1998) commented on the Kirkpatrick Model (Kirkpatrick 1975) as a model for training which has been held as the ultimate model for evaluation.

The Kirkpatrick and Kirkpatrick (2006) Model consists of four levels: (i) Reaction (experience during training), (ii) Learning (the acquisition of knowledge, skills and attitudes during training), (iii) Behaviour (mentoring and support that occurs post training in the workplace) and (iv) Results or the extent to which targeted outcomes are achieved from the training.

Kalantzis and Cope (2005) whose research focussed on the dynamics of learning found that the mix of different learners in the classroom could potentially affect the individual participant's acquisition of competencies. The

"learning experiences transformed people" (Kalantzis & Cope 2005, p. ix). They found that memorising and repeating information that had been directly transmitted by the teacher did not necessarily mean that anything has been learned beyond the skills of memorising and repeating and therefore added little to personal transformation (Kalantzis & Cope 2005).

Kalantzis and Cope (2005) also discussed the use of the word 'bricoleur', a French term to describe the teacher's practice and how the teacher's personal characteristics are able to "draw on a variety of resources around them to create a meaningful assemblage of practice"(p. 219). This could be the starting point for learner identity and transformation (Kalantzis & Cope 2005, p. 220). Norton (2015) states that one of the most common characteristics of great teachers is their ability to determine students' needs and interests:

> *One of the most common characteristics of great teachers is their ability to determine students' needs and interests, determining their learning styles and capitalizing on these findings. (Norton 2015, p. 64)*

This is of interest to my research question that seeks to understand what interventions and improvements need to occur to project management training offerings to facilitate adoption in the workplace i.e. embedding at the individual level?

Different training delivery modes (for example face-to-face versus electronic learning) have an impact on training outcomes (Calderhead & Shorrock 1997; Kalantzis & Cope 2005; Ojiako et al. 2011b). Research findings in teacher education suggest that "different students may learn different things in different ways, or the same experience may have a different significance for different students (Calderhead & Shorrock 1997, pp. 193-4). Calderhead and Shorrock (1997) findings suggest that it is more important to understand the complexity

of the learning process and how it can be facilitated rather than agreeing on an ideal end-state (Calderhead & Shorrock 1997, p. 194). Of interest to my research is Ojiako et al. (2011b) comment that project management learners "exhibit varying degrees of personal motivation and attitudes toward their learning objectives" and that they "tend to respond differently to different teaching environments" (Ojiako et al. 2011b, p. 77).

Current state of project management research in training and education

This section discusses the research on project management training and education.

In the twenty first century, project management education and training is still confined to the instructional approaches of the twentieth century and is focussed on technical instrumentality (Blomquist et al. 2010; Ojiako et al. 2011b; Skulmoski & Harman 2010; Thomas & Mengel 2008). The fact that the current approaches of educating and training project management professionals do not meet the need of modern enterprises is now well accepted (Ramazani & Jergeas 2015). In fact, Starkweather and Stevenson (2011) found that there was no difference in project success rates between PMP®(Project Management Professional) certified project managers and uncertified project managers. Both Starkweather and Stevenson (2011) and Crawford (2005) found that there was little or no empirical evidence that certified project managers with the popular methods of project education are more successful than non-certified project managers.

The strategy of adult learning known as andragogy is of particular interest to my research (Ojiako et al. 2014).Thomas and Mengel (2008) found that their review of current models of project management training continued to focus on transferring "know how" on knowledge areas and process groups through

programs delivered in traditional learning environments emphasizing instruction and training. Developing the problem solving expert may be an appropriate approach to developing junior level project management professionals but this is privileged over educating the understanding and creative facilitator of change which are the skills needed by a senior project manager (Thomas & Mengel 2008, p. 312). Project management education in a world that takes complexity and complex adaptive or responsive systems seriously required much more than the transfer of know what or know how through traditional educational/training methods (Thomas & Mengel 2008).

Ojiako et al. (2011a) confirmed that the current approaches of educating project management professionals required a major reassessment which required a re-examination of the experience of students studying project management. Consistent with both transformational and social learning theories, educators needed to facilitate students studying project management to become creators of knowledge rather than simple knowledge recipients (Ojiako et al. 2011a). Their research conducted later in 2014 stated that they had interrogated extant teaching and learning literature leading to the development of a proposition that current literature was yet to examine key dimensions of student's experience of project management learning (Ojiako et al. 2014). Their results showed that students' experiences of learning project management were likely to be influenced by five demographic variables (i) gender, (ii) programme (level) of study, (iii) university, (iv) prior study of project management and (v) prior work experience of project management (Ojiako et al. 2014).

At the heart of challenges faced by the discourse on project management education and training is the assumption that project management outcomes can successfully be predicted as a simple cause and effect relationship which

imply a rigid utilisation of project management methodologies and a rigid control and measurement of outputs, and in effect an instrumental ideology (Ojiako et al. 2014).

Ojiako et al. (2015) in their research on how engineering students perceive their learning experiences of project management found that the focus for learning should be on the student as a manager rather than a 'technician'. In such a role as manager, engineers would be expected to "grasp the complexity and fluidity associated with the range of interconnected social, technical, political, and economic factors that commonly matter within work packages and projects" (Ojiako et al. 2015, p. 57). These findings are quite unsurprising. What is important is to introduce engineering students to the complexities associated with projects. However there is difficulty in achieving this due to the educational delivery of courses being narrowly compartmentalised linked rigidly to learning outcomes (Ojiako et al. 2015).

Ojiako et al. (2015) call for professionals not only to be taught how to use tools and processes but to be exposed to broader social issues of trust, cultural sensitivity, transparency, blame, ownership and accountability in delivering projects.

> *There is no reason why current teaching philosophy cannot specify the socio-technical aspects of professional competence as required learning outcomes; yet, the reality is that these usually do not extend beyond the checklists of technical competencies that are relatively easy to assess by traditional forms of assessment. (Ojiako et al. 2015, p. 47)*

As can be seen by this quote by Ojiako et al. (2015), adult learning approaches in project management are still confined to technical competencies due to the difficulty in being able to assess social dimensions of project management.

Another aspect to encourage is critical learning and self-reflection. Loo (2002) undertook a study of using journaling as a learning tool for project management training. In PRINCE2, one of the management products that practitioners are encouraged to have is a Daily Log and a Lessons Log (PRINCE2 2009). The Daily Log records informal events of a project which do not appear in the main repositories of the Issue and Risk registers whilst the Lessons Log is used to note lessons learnt (PRINCE2 2009). Loo (2002) found that journaling improved both individual and team performance in their study. Participants found journaling a useful learning tool (Loo 2002). The use of such a tool is a consideration for this research study which will be discussed in Chapter Three (Methodology).

According to Thomas and Mengel (2008), there is a need for more emphasis on educational models supporting and fostering continuous change, creative and critical reflection, self-organized networking, virtual and cross-cultural communication, coping with uncertainty and various frames of reference, increasing self-knowledge and the ability to build and contribute to high-performance teams. 'Master' project managers needed to develop the emotional and spiritual skills and capabilities to create buy-in and provide orientation even in complex, unknown and uncertain environments (Thomas & Mengel 2008, p. 313).

Kerzner (2014) goes so far as to ask whether we "should train project managers and team members on how to identify and control the (seven deadly) sins?"(p. 94). Kerzner talks about the seven virtues, of the Roman Catholic Church and asks:

> From a project management perspective, perhaps the best solution would be to teach the virtues in project management training courses. It is even possible that in future editions of the PMBOK ® Guide, the Human

> Resources Management chapter may even discuss vices and virtues. Time will tell.*(Kerzner 2014, p. 94).*

From the above discourse, what is clear is that project management education and training needs to extend beyond technical competence and move towards providing learners with social and other skills in order to deliver projects successfully.

According to Konstantinou (2015), project practitioners perceived a gap between the academic community's understanding of projects and the challenges of situated practice.

Project professionals are trusted to deliver projects even if they are not accredited (Konstantinou, 2015). The Price Waterhouse Coopers (2014) report stated that only 20 per cent of professionals were certified in their organisation's preferred methodology. Why is this? Could this be due to the lack of connection between the theory of project management and its practice? There appears to be a gap between what education providers are offering and what is needed to deal with projects in today's work environment (Ramazani & Jergeas 2015). This gap is due to practice being a complex environment more akin to biological systems (Joslin & Muller 2015a).

> *Project management can be inherently complex in terms of achieving desired and designated outcomes in volatile environments...There are similarities between biology and project management in terms of complexity, design, impact of a changing environment, lineage and heritage.(Joslin & Muller 2015a, p. 75)*

The Case for a Broader andragogy

This section discusses the need to focus on transferable skills, the use of virtual learning environments and the need to make assessment more relevant to the project management context together with removing gender bias from the curriculum.

Ojiako et al. (2011b) asserted that the education of project managers should not be grounded in technical instrumentality and "training" them in emerging methodologies but rather to locate the discipline of project management within student-oriented learning programs that emphasize independence, self-motivation and the acquisition of transferable skills (Ojiako et al. 2011b, p. 77).

Transferable skills are considered to be those that form the central aptitudes of individuals that can generally be applied across various cognitive and subject domains and could include communication, information technology, numeracy, personal and social, study and problem-solving skills (Ojiako et al. 2011b). The way in which University programs deliver project management education consists of case studies that do not infuse a sense of reality, assessments that are abstract and a learning experience which does not engage students (Ojiako et al. 2011b).

Ojiako et al. (2011b) suggest that teaching and assessment of project management appear to have failed to infuse a sense of reality in the student experience. The use of virtual learning environments was advocated to achieve a training environment where learners can construct knowledge and engage as active participants (Ojiako et al. 2011b).

Also required are changes within institutions that teach project management (Ojiako et al., 2011a). For example, educators needed to embrace different ways of teaching by allowing engagement in project-based modules, where students were allowed to become proactive problem solvers and critical thinkers (Ojiako et al., 2011a). At the same time, higher institutions needed to change their business models (for example investing in technology that supports flexible learning). The study by Ojiako et al. (2011a) identified a need for higher education institutions to re-evaluate their way of integrating transferable skills into the

education agenda on every level and to re-think their attitudes and strategies towards e-learning, if they are going to benefit from the opportunities of utilising technologies to their full potential in educating students in line with their expectations and the growing demand of University education on a global level.

Another area that needed to be improved is the current project management assessment techniques as these were limited as learners found these 'abstract' and did not see how these fitted with real-life project management (Ojiako et al. 2011b).

As Ojiako et al. (2011b) suggested, the method of assessment has a bearing on the quality of experience during training. The assessment method for PRINCE2 is objective testing (multiple-choice) which can be restrictive for some participants whereas the assessment method for PMBOK under the Australian Skills Quality Authority, is the presentation of a body of evidence of project work that is aligned with the PMBOK which allowed flexibility to cater for different learning styles (Lecomber & Tatnall 2014).

This section has discussed project management education and training. There are different types of training providers which influence how training is delivered and assessed. The different types of training providers is discussed later in this literature review under 'Certifications and qualifications'.

Competence

This section reviews the project management literature in relation to competence and project management standards. It sets out the standards of professional competence globally and then proposes another way of looking at professional competence as 'ways of being'. It concludes by framing the research problem.

Competence is defined at its simplest as "the ability to do something well" (Merriam Webster 2016). Competence has always been an umbrella term covering almost everything that might affect performance (Skulmoski & Harman 2010). Concern for project management competence has led to the development of standards for project management knowledge and practice that are used for assessment, development and certification (Skulmoski & Harman 2010).

Project management standards are being used in professional certification programmes and corporate project management methodologies based on the assumption that there is a positive relationship between standards and effective workplace performance (Crawford, 2005, p. 15). Up to 2005 with the publication of Crawford's paper, there had been "no empirical research reported that supports or indeed questions this assumption which is inherent in the way the standards have been developed by expert practitioners" (Crawford, 2005, p. 15). Her research showed that there was no statistically significant relationship between the standards selected for study and perceived effectiveness of workplace performance (Crawford, 2005, p. 15). According to Thomas and Mengel (2008), there is little or no empirical evidence that trained and or certified project managers are any more successful than ''accidental'' project managers (those without certification who manage projects) in today's complex world.

The work of Crawford (2005) on competency models and standards in project management provided a model of competence identifying components of the overall construct of competence. This included core personality characteristics and demonstrable performance.

Much of the literature surrounding project management competence has been focussed on the technical skills of the project manager rather than on behavioural approaches (Skulmoski & Harman 2010). Crawford (2005) showed that there was no statistical significant relationship between competence as perceived by supervisor ratings and knowledge of the PMBOK Guide (Crawford 2005, p. 12). In other words there was no direct relationship between competence in delivering projects and knowledge of a body of practice such as PMBOK:

> *These results clearly indicate that there is no direct relationship between how well project managers perform against standards for knowledge and use of practices, and how well they are perceived to perform by their supervisors.(Crawford 2005, p. 12)*

This suggests that the knowledge and practices valued by project management practitioners and embodied in their professional standards are not the same as the knowledge and practices valued by senior managers (Crawford 2005). It is important to note that competence and workplace performance are complex constructs which will be influenced by factors such as personality and behavioural characteristics of both the project personnel and their supervisors, the nature of the context in which they operate and the types of project being managed (Crawford 2005).

Jugdev and Wishart (2014) undertook a qualitative research study looking at how project managers learned as communities of practice. Their research using grounded theory of 15 project managers showed that project management was learned experientially rather than codified in structured methods (Jugdev & Wishart 2014).

> The project management literature on communities of practice tends to be descriptive and commodifies the construct...the field of project management [has] yet to

interconnect fully with the workplace domain.*(Jugdev & Wishart 2014, p. 68)*

Their findings were aligned with situated learning theory in supporting socially constructed knowledge. In their paper, Jugdev and Mathur (2013), focussed on two mechanisms to capture project learning using situated learning theory as a lens: (i) project reviews and (ii) Communities of Practice. Much work learning happens informally and it is the intangible knowledge-based assets and the sharing of knowledge by individuals and groups that results in competitive advantage for the organisation (Jugdev & Mathur 2013). Unlike formal or classroom learning which tends to be abstract, non-contextual and intentional, situated learning is embedded in practice, context and culture (Jugdev & Mathur 2013).

Skulmoski and Harman (2010) in their literature review cited research that demonstrated that soft or personal skills contributed more to project performance and success than technical skills (p. 62). Their own research conducted with 22 project managers showed that soft competencies or soft skills were just as important (if not more important) in delivering projects as technical or theoretical knowledge (Skulmoski & Harman 2010).

Skulmoski and Harman (2010) concluded that there were varying levels of interpersonal competence that were required during different phases of a project. For example, effective questioning and listening were important competencies at the start of a project in order to understand the business problem and preliminary requirements, whereas writing skills pre-dominate the close-out phase of a project (Skulmoski & Harman 2010). They claimed that "until now, the extant research treated the required project manager competencies as static rather than dynamic" (Skulmoski & Harman 2010, p. 73). Skulmoski and

Harman (2010) recommend further research to understand which competencies can be readily developed and which ones were innate in project managers.

Standards of Professional Competence

The drive to define workplace competence has been influential in vocational education and training. In the context of project management, there are a number of international competency standards which use certification as proof of competence in project management:

1. The Project Management Institute (PMI) Competency Development Framework which establishes three competence areas for a project manager: knowledge, performance and personal (Project Management Institute 2016a).

2. The International Project Management Association (IPMA) which defines a standard of competences consisting of 46 competence elements in three areas: techniques of project management, the professional behaviour of project management personnel and the relations with the project's context (International Project Management Association 2016).

3. The Australian Institute of Project Management (AIPM) competency standards of which there are five: CPPP (Certified Practising Project Practitioner), CPPM (Certified Practising Project Manager), CPSM (Certified Practising Senior Manager), CPPD (Certified Practising Project Director) and Certified Practising Portfolio Executive (AIPM 2016).

4. The Project Management Association of Japan (PMAJ) who have their own competency standard known as P2M focussed on integrating project management knowledge and workplace competency. Their

model moves away from PMI or IPMA models and is based on how project management can stimulate innovation and generate value for the business (Project Management Association of Japan 2016).

5. The Association of Project Management (APM) (based in the United Kingdom) competency framework which are based on 27 competences (Association of Project Management 2016).

PRINCE2® and PMP® which are the most sought after project management qualifications are not competencies per se. The assessment of PRINCE2® and PMP® is via objective multiple choice examination (PMI 2011; Queensland University of Technology 2010).To obtain the PMP® qualification, the practitioner needs also to show evidence of managing projects (PMI 2011). Some of the knowledge areas of the PMP exam are covered by the PMI Competency framework (Starkweather & Stevenson 2011).

The AIPM on the other hand, require practitioners to submit a body of evidence against the knowledge areas set out in the PMBOK to obtain certification of competency (AIPM 2016). AIPM is uniquely placed as a project management body to lead the way as they are competency based rather than exam based (Crawford, 2005).

There is no explicit evidence of a direct mapping or correlation between PRINCE2 and the above competency standards (Lecomber & Tatnall 2014).

Professional competence as 'ways of being'.

Another way of viewing professional competence is as 'ways of being'.

Today, the dominant approaches used within management to identify competence is to undertake job analysis which is essentially based on the scientific principles of the rationalistic research tradition (Sandberg 2000). The

rationalistic "operationalisations" of attributes into quantitative measures often result in abstract and overly narrow and simplified descriptions that may not adequately represent the complexity of competence in work performance (Sandberg 2000, p. 11)

The interpretative research tradition may provide an alternative to the rationalistic approaches to competence (Sandberg 2000). The most central finding generated by the phenomenographic approach is that human competence is not primarily a specific set of attributes (Sandberg 2000, p. 20). Instead, workers' knowledge, skills, and other attributes used in accomplishing work are preceded by and based upon their conceptions of work (Sandberg 2000). Accordingly, competence is not seen as consisting of two separate entities; instead, worker and work form one entity through the lived experience of work (Sandberg 2000). They demonstrated that competence is the "meaning work takes on for those who experience it rather than a set of attributes"(Sandberg 2000, p. 9). Sandberg (2000) conducted his research on twenty engineers and analysed what they conceived of as work and how they conceived of that work, which constituted their competence at work. Competence is thus seen as constituted by the meaning the work takes on for the worker in his or her experience of it (Sandberg 2000, p. 11). The findings suggest that a worker's particular conception of work defines what competence she or he develops and uses in performing that work (Sandberg 2000, p. 21). There were three important findings that emerged from Sandberg (2000) research:

1. First, attributes do not have fixed meanings, but rather, acquire meanings through the specific way that work is conceived.

2. Second, the conceptions of work stipulate not only the meaning of the attributes, but also which particular attributes are developed and maintained in accomplishing work.

3. Third, workers' conceptions of work not only give rise to distinctively different forms of competence but also to a hierarchy of competence at work.

According to Sandberg (2000), the understanding that the conception of work constitutes competence has major implications for managing competence development in organisations. The most basic implication concerns how to identify and describe competence as a starting point for training and development activities (Sandberg 2000, p. 21). Sandberg (2000) findings suggest a major shift in how managers might identify and describe competence at work, a shift from attributes to workers' conceptions of their work (Sandberg 2000, p. 21).

It remains unclear how central aspects of professional practice such as knowledge, understanding, and tools are integrated into specific forms of competence in work performance (Sandberg & Pinnington 2009). Sandberg and Pinnington (2009) found that current theories of professional competence were fragmented and offered an existential ontological perspective through an empirical study which they conducted. Their research in corporate law, suggested that participants associated meaning with their profession that they have entered and this had a direct correlation to workplace competence (Sandberg & Pinnington 2009).

The interviews of corporate lawyers conducted by Sandberg and Pinnington (2009) were not designed around the traditional one-sided question and answer sequence. Instead, they were dialogue-based in the sense that they constantly

asked the lawyers to elaborate their descriptions by providing concrete examples of their work. Their analysis concentrated specifically on how the existential meaning of ways of practising corporate law may integrate essential aspects of corporate law practice such as specific self-understanding, understanding of work, other people, and tools into distinct forms of professional competence (Sandberg & Pinnington 2009, p. 1152). Based on their analysis, Sandberg and Pinnington (2009) identified three possible ways of practising corporate law and, thus, three forms of competence in corporate law. Each form consisted of the individual's self-understanding and understanding of work, others, and tools contained in each way of practicing corporate law (Sandberg & Pinnington 2009).

In existential ontology, the notion of a human way of being stipulates that our most basic form of being is involvement, that we are never separated from but always entwined with the world (Sandberg & Pinnington 2009, p. 1144).

> *It is the existential meaning of specific human ways of being such as teaching, engineering and nursing that enables us to understand ourselves as particular professionals, work as consisting of specific activities and objects as specific tools with a particular purpose. In other words, our understanding of work, ourselves, others, and things presupposes a specific human way of being.(Sandberg & Pinnington 2009, p. 1145)*

Hence, the notion of a human way of being in existential ontology conceptualizes competence not primarily as a thing or entity we possess, but rather something we embody and enact in the sense of what we do and at the same time are (Sandberg & Pinnington 2009, p. 1145).

Another dimension of this is how we are with others, which suggests that it is socially constituted. What we do and are as professionals are for the most part defined by those who we are engaged with in particular human ways of being

(Sandberg & Pinnington 2009). In teaching, for example, the way we teach and understand ourselves as teachers are initially and primarily defined by our engagement with other teachers. It is by taking over their ways of teaching that we come to know what it means to be a teacher and what work activities are involved in teaching and how to carry them out.

Calderhead and Shorrock (1997) considered the perennial question: `What makes a good teacher?' in relation to their research on the preparation, induction and development of beginning primary teachers. They found that new teachers had frequently decided to teach due to the example of inspirational teachers and parents and that there was a strong emotion associated with the image of the profession which resulted in "their personal commitment to realise this for themselves as self-expression or self-fulfilment" (Calderhead & Shorrock, 1997, p. 157). An 'existential' element was identified, in which `Being and feeling like a teacher' was as much about personal as professional development (Calderhead & Shorrock, 1997). Calderhead and Shorrock (1997) suggest that there is a process of assimilating and developing a professional identity and the appreciation of the associated social and personal pressures related to that identity(p. 155). For student teachers, it was not simply a matter of doing what teachers do but also a matter of being a teacher (Calderhead & Shorrock, 1997).

In summary, professional competence is not primarily a thing we possess but something we do and at the same time are (Sandberg & Pinnington 2009, p. 1147). Taking ways of being as the point of departure provides a description of how central aspects of practice, such as theoretical and tacit knowledge, knowing-in-action and understanding of work are integrated into specific forms of professional competence (Sandberg & Pinnington 2009, p. 1164). According to Sandberg and Pinnington (2009) using such descriptions as a basis for

informing educational and training strategies may increase effectiveness in managing professional competence in organisations and enable educating people more effectively in becoming professionals.

Possibly there may be a place for the training curriculum and the trainer to focus on the conception of being a project manager as well as conducting training on the project management methodology. This is elaborated later under 'Framing the research problem'.

This section had described the standards of professional competence and has articulated how professional competence can be viewed as 'ways of being'.

Certifications and qualifications

This section describes the global project management certifications and qualifications that are on offer. It then reports on why certification is important and sets out the notable professional associations in the field and concludes with trends in the field of project management.

Project management standards are being used extensively throughout the world in training and development. The world of project management is polarised with those that base their frameworks on the Project Management Body of Knowledge (PMBOK, 2013), those that use PRINCE2 (2009) which is a methodology and those that use LogFrame (PMD Pro1, 2010).(Steinfort & Lecomber 2012).

According to Morris (2013), qualifications and certifications are based on these frameworks and overseen by bodies such as:

- Project Management Institute (PMI) who oversee the PMBOK and

- AXELOS (a joint venture company) who own the intellectual property of the Global Best Practice portfolio of products such as PRINCE2®, MSP® and P3O® who oversee PRINCE2. They work with key partners known as Examination Institutes (EIs) to ensure training and professional development standards in conjunction with Accredited Training Organisations (ATOs)(AXELOS 2015).

Certifications and qualifications in project management can be obtained via training providers. According to Lecomber and Tatnall (2014), there are three types of training providers in Australia in the area of project management:

• Registered training organisations (RTOs) registered by the Australian Skills Quality Authority (ASQA) which offer the Certificate IV, Diploma and Advanced Diploma of Project Management which are based on the PMBOK Guide. These can include Universities and independent training providers.

• Accredited training organisations (ATOs) overseen by Examination Institutes such as APMG and the Global Certification Institute who accredit project management Best Practice methodologies such as PRINCE2 on behalf of AXELOS.

• Project Management Institute (PMI) registered training provider. These support the attainment of the Project Management Institute (PMI) Project Management Professional (PMP).

Why certification in methodologies is important?

Between 2010 and 2020 an estimated 16 million new project management jobs will be added globally – but organisations are already struggling to fill some positions due to a talent gap (Price Waterhouse Coopers 2014). 64 per cent of CEOs of the Global Portfolio, Program and Project Management survey by Price

Waterhouse Coopers stated that enhancing their skilled workforce (in project management) is a priority over the next three years (Price Waterhouse Coopers 2014, p. 19).

The Project Management Institute reports that as of 31st October 2015, there were 725,000 people who had received certifications in project management with them globally (Project Management Institute 2016b). For PRINCE2, there were 181,900 people globally who received PRINCE2 qualifications in 2014 alone with the largest proportion being in Europe (including the United Kingdom) (AXELOS 2016).

Despite the numbers undertaking training, there is still a gap to fill between the demand for project practitioners and those who are certified. Currently practitioners are called project managers (professionals) and are trusted to deliver projects even if they are not accredited (Konstantinou 2015). This is much like the sales profession where many people are considered to be 'sales professionals' even if there is no academic degree or qualification in sales (Konstantinou 2015). However unlike the sales profession, there are certifications and qualifications that can be obtained in project management. However qualifications in PRINCE2 are based on passing a multiple choice examination and according to Morris et al. (2006), any training that focused exclusively on knowledge can be considered to be narrow and shallow. For Morris et al. (2006) a certification only indicated that a body of knowledge had been internalized and had limited value.

Professional Associations

The Project Management Institute's (PMI) is the world's largest project management institution (based in the United States) with PMI members in over 195 countries globally. PMI's Audit report of 2014, stated that there were

currently seventeen thousand project managers engaged in project management education program (Project Management Institute 2014). The most well-known of the PMI's suite of qualifications is the Project Management Professional (PMP®). The new qualification of Portfolio Management Professional (PfMP®) certification was launched in 2014 which addressed the needs of those involved in organisational project management.

The large majority of providers in North America base their programs on the PMBOK Guide which is a focus on the transfer of "know what" and "know how" aimed at improving the problem-solving skills of project management professionals (Thomas & Mengel 2008).

The International Project Management Association (IPMA) that represents members of various national organisations primarily in Europe, Asia, and Africa "has developed its own standards and certification program which is comprised of a central framework and quality assurance process plus national programs developed by association members" (International Project Management Association 2016).

In Europe, the focus is training to the standards provided by professional associations such as IPMA as well as the Association of Project Management (APM) United Kingdom or on standards accepted by major project owners such as PRINCE2 in the UK Government (Thomas & Mengel, 2008).

In Australia, the Australian Institute of Project Management (AIPM) has its own National Competency Standard for Project Management based on the PMBOK Guide which was adopted by the Australian government as part of that country's national qualification system (AIPM 2016).

Peter Morris, the author of 'Reconstructing Project Management Reprised: A Knowledge Perspective' and author of over 120 papers on project management stated that arguably the best way to achieve a skilled workforce was through education and training (Morris, 2013). In particular, education and training that leads to certifications in project management (Price Waterhouse Coopers 2014). One aspect of this is certification in an organisation's preferred project management methodology. Whilst not a proxy for competence or capability, certification for project management professionals can convey confidence and professionalism that helps with communication (Price Waterhouse Coopers 2014, p. 19). Their survey stated that project management methodologies provided a common framework and language and that project professionals "should be certified in their organisation's methodology of choice" (Price Waterhouse Coopers 2014, p. 19).

Trends

According to the PMI's annual 2015 Pulse report (which is a survey of 2,800 project professionals globally), there has *not* been an improvement in how well organisations were delivering to their strategic initiatives. The "percentage of projects meeting their goals—measures of success—has remained flat over the past four years (between 62 and 64 per cent)" (Project Management Institute 2015). The Project Management Institute (2015) report suggested that organisations revisit the fundamentals of project management. According to the report by the Project Management Institute (2015), these fundamental basics include:

1. Fully understanding the value of project management

2. Having actively engaged executive sponsors

3. Aligning projects to strategy

4. Establishing a well-aligned and effective PMO (project management office)

5. Developing and maintaining project management talent

6. Using standardized project management practices throughout the organisation.

Of interest to this literature review are the last two fundamentals of developing project management talent and using standardised project management practices throughout the organisation. The Project Management Institute (2015) research showed that superior project performance was attained through investment in training:

> *when organisations invest in development and training for professional project managers, they achieved superior project performance, executed strategic initiatives more successfully and become high performers. High-performing organisations are significantly more likely to focus on talent management, establishing ongoing training, and formal and effective knowledge transfer. (Project Management Institute 2015, p. 11)*

The Pulse report (Project Management Institute 2015) showed that more than half of high performance organisations had standardised project management practices in their organisations:

> *51 per cent of high performance organisations (organisations that achieve 80 percent or more of projects on time, on budget and meeting original goals) compared with 14 per cent of low performance organisations (organisations that achieve 60 percent or fewer projects on time, on budget and meeting original goals) had standardised project management practices. (Project Management Institute, 2015, p.12)*

This section has set out the certifications and qualifications that are available globally in project management together with a consideration of the professional associations that are involved. It has also made the case for why certifications in methodologies are important.

Conclusion - Research Questions addressing the research problem in the literature

Framing the research problem

Ojiako et al. (2011b) state that "current (learning and teaching) imperatives will continue to produce project management practitioners who are unable to deal with the realities of a complex and dynamic environments" (p. 82). Thomas and Mengel (2008) contend that the level of project management education fails to prepare project management students to deal with the increasing complexity that they face in today's working environment nor does it make full use of existing innovative learning environments and techniques (p. 305). These current imperatives include all forms of project management education at University level and publically available commercial training courses. This statement by Ojiako et al. (2011b) and Thomas and Mengel (2008) constitutes the research problem that I am seeking to address by this research.

Research Problem addressed by the Research Questions

Thomas and Mengel (2008) state that it is time to review our understanding of project management education and reflect about how we develop project managers to deal with the increasing level of complexity, chaos, and uncertainty in project environments.

Project management education today is largely focused on teaching project management practices rather than understanding how practitioners engage with the project management bodies of knowledge and methodologies in practice (Blomquist et al. 2010). Blomquist et al. (2010) argue that "an understanding of the practice will reveal hidden mechanisms explaining the behaviour in projects, which in turn will contribute to a more reflexive, mature, and contextualised understanding of project management" (Blomquist et al.

2010, p. 9). Understanding the experience of project managers will enable institutions and training providers to address educational factors more effectively in the future (Ramazani & Jergeas 2015).

The findings by Ramazani and Jergeas (2015) showed that educating project managers should be viewed as a multi-dimensional and complex process consisting of three main areas: critical thinking, interpersonal skills as well as technical skills and exposure to real life projects. "Project practitioners are likely to be successful if they succeed in coping with complexity by applying both interpersonal and technical skills while simultaneously paying attention to context"(Ramazani & Jergeas 2015, p. 51). The challenge for educational providers of project management is to move away from the delivery of standard package solutions and technique-oriented pedagogy to learning and development which facilitates the development of reflective practitioners (Ramazani & Jergeas 2015, p. 51). There are varying views of the value of a project management course and the first subsidiary research question addresses this problem.

The main research question "How are practitioners influenced to apply project management 'best practice' in complex and dynamic environments?" addresses the gap cited by Blomquist et al. (2010) that research should be organized bottom-up focussed on the local arena where knowledge and action come together in practice. This will open up new areas for observation of what practitioners do together with the tools that they use, their interaction and intentions (Blomquist et al. 2010). "The interplay between practitioners, the episodes that they create, and the tools they use are basic building blocks that need to be understood and explained"(Blomquist et al. 2010, p. 13).

According to Blomquist et al. (2010), a practice approach on project management requires the study of action, activities, and actors within projects. Blomquist et al. (2010) quote S. Gheradi (2006) that the concept of 'practice' is valuable as it enables analysis of the social connections among the entities involved:

> [T]he concept of 'practice' is fruitful precisely because it enables analysis of the social connections among individuals, collectives, organisations, institutions, the situated contexts in which these connections take specific form, and all the intermediaries utilized by them – intermediaries that may be physical objects or artifacts, discourses or texts". (Blomquist et al. 2010, p. 9)

The practice based approach proposed by Blomquist et al. (2010), enables the answering of the subsidiary research question, "Why do some practitioners not adopt the method taught during training despite successfully completing accredited project management training courses?". "[T]he art and skills of project management is illustrated through a practice approach that captures, conceptualizes, and highlights issues for further discussion and reflection, thereby once again making project research matter" (Blomquist et al. 2010, p. 14).

Blomquist et al. (2010) in their paper "Project-as-Practice: In Search of Project Management Research that Matters", stated that it was necessary to "first look into what project managers do before we can understand what project management is" (Blomquist et al. 2010, p. 7).The focus of research should be more practice-oriented where everyday actions of the practitioners would make a more significant contribution to the understanding of projects (Blomquist et al. 2010).

The literature review on professional competence as 'ways of being' are important as they relate to my third subsidiary research question on 'How do

participants who attend a PRINCE2 course reshape their identity as project managers? What is their journey in managing projects over some years?'.

I will be using Innovation Translation as proposed by ANT to help answer the research questions. ANT offers a lens which allows the fine-grain observation of adoption practices rather than simply asking if an innovation is adopted or not – an on/off question which the other approaches to theorizing technological innovation offer. In addition, ANT enables the researcher to adopt the position of not privileging the explanatory power of one type of actor over another and allows the inherent complexity of a situation to be handled appropriately (Tatnall 2009a).

In the next Chapter, I will present the Methodology which was used for this study.

CHAPTER THREE

Methodology

Introduction

The aim of this chapter is provide a methodological frame for the study and describes how it was performed. It begins with a consideration of an adoption study of a project management methodology where there are interactions between people, the actors involved in training and in the workplace. The scaffolding of this chapter is presented and in particular the research methodology which seeks to address the difficulties inherent which gives due regard to both human and non-human contributions. Actor-network theory is compared with other related research traditions in project management and education. The latter part of this chapter introduces the organisation OABC in which the research was undertaken and describes the research process: how the data was collected and analysed.

Clarification statement

There are different definitions of the word 'methodology' being referred to in this research. Principally, there are two key definition differences:

- Project Management context: the term methodology refers to the framework or strategies that support the delivery of projects. These methodologies use tools, techniques and processes to manage a particular aspect of the project such as for example quality, risk and issues. PRINCE2 is an example of a project management methodology.

- Academic research context: Whilst "epistemology is the science of knowing; methodology (a subfield of epistemology) might be called the science of finding out" (Babbie 2014, p. 4). The term methodology refers to the overarching research strategy or philosophical framework regarded as a 'point of view' within which a set of methods can be systematically applied (Tatnall & Gilding 1999).

Adoption study of project management and Research Questions

This research is about what people do in practice rather than confirmation of best practice models for project management. This study sought to understand how participants used and adopted the PRINCE2 methodology to workplace projects following a training course.

The PRINCE2 methodology itself is not the innovation. It is the uptake of the PRINCE2 project management methodology which is the innovation being studied. The study is of the interactions between the participant project manager and the many actors that a participant encounters during training as well as those within their workplace. By studying these interactions, it is possible to understand how and why a project manager might adopt a project management methodology in the workplace as they negotiate the system of the organisation they find themselves in. The study looks at how they engage with the management of their projects together with the PRINCE2 methodology despite changes in strategy and priority with their projects.

The adoption of PRINCE2 methodology is a complex under-taking and any representation that makes it appear straightforward and structured obscures almost all the details of translation and transformation that occur as the PRINCE2 methodology (the innovation) is being adopted.

This study attempts to formulate qualitative answers to the following research questions.

Main Research question:

How are practitioners influenced to apply project management 'best practice' in complex and dynamic environments?

Subsidiary Research question 1:

What are the varying views of the value of a PRINCE2 project management course to professional practice?

Subsidiary Research question 2:

Why do some practitioners not adopt the method taught during training despite successfully completing accredited project management training courses?

Subsidiary Research question 3:

How do participants who attend a PRINCE2 course, reshape their identity as project managers? What is their journey in managing projects over some years?

Research Framework

A research framework explains either graphically or in narrative form the main things to be studied – the key factors, variables or constructs and the presumed interrelationships among them (Miles, Huberman & Saldana 2014, p. 20). Conceptual frameworks are simply the current version of the researcher's map of the territory being investigated (Miles, Huberman & Saldana 2014, p. 20). The following diagram in Figure 3 describes the research framework. The uptake of the project management methodology PRINCE2 is the innovation. PRINCE2 is

the intellectual property of AXELOS. The extent that people are adopting or using it is called the nature of the translation.

There are actors at play even before first day of the training course. These are AXELOS, the Accredited Training Organisation (ATO) and the Examination Institute which is accredited by AXELOS to offer professional qualifications in Global Best Practice portfolio of products and are permitted to operate an examination scheme through a network of ATOs. The ATO provides the training material, and the trainer. The ATO obtains the PRINCE2 manual from a bookseller who procures this from AXELOS, whilst the Examination Institute dispatches the exam paper. The nature of the outcome of the training experience is a result of the interaction of the human actors (the trainer and the other participants) and non-human actors (training materials, timetable, exam paper, PRINCE2 manual and training venue).

After the training, the participant project manager seeks then to adopt the innovation in the workplace. This research study seeks to understand both the interactions that occur during training as well as in the workplace after the training course with respect to the adoption of the PRINCE2 methodology. In the workplace, the participant interacts with other actors such as the culture, the senior leadership team where the interactions potentially influence the way in which people are adopting or using PRINCE2.

Figure 3: Research Framework
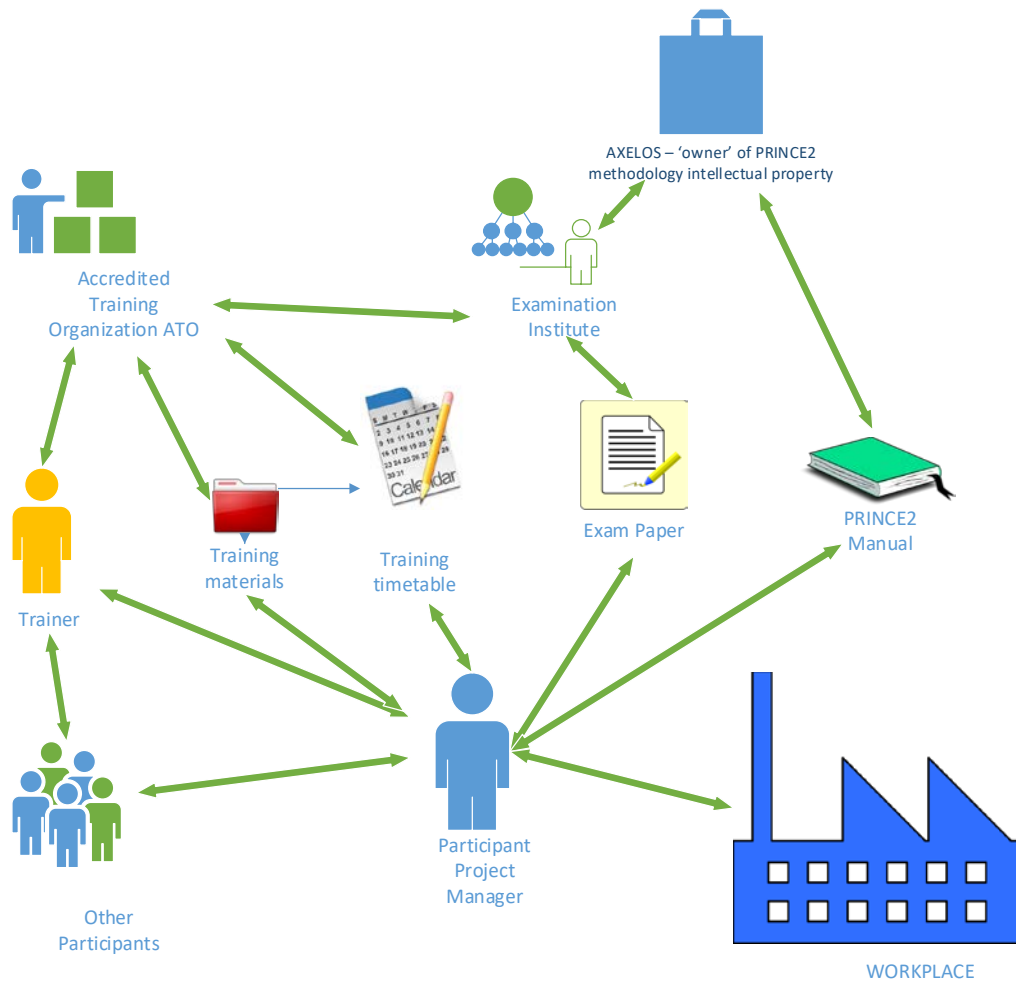
Scaffolding

The scaffolding for this chapter on methodology revolves around the answers to the four questions below which have been provided by Crotty (1998):

1. What methods would be used?

2. What methodology governs the choice and use of methods?

3. What theoretical perspective lies behind the methodology in question?

4. What epistemology informs the theoretical perspective?

The way in which this chapter presents the topics will be with the last question first since epistemology underpins the theoretical perspective which reaches

into the assumptions about reality that we bring to our work (Crotty 1998). The justification of our choice and particular use of methodology and methods is based on the theoretical perspectives.

Figure 4 below summarises the research framework and includes the data collection methods that are presented in Table 2 after the section 'Data collection methods'.

Figure 4: Summary of research proposal

Epistemology:	Social Constructionism
Theoretical perspective:	Interpretivism
Methodology:	Actor-network theory ANT
Methods:	Case Study; Interviews; Documents; Observations, Participant Journals

Epistemology

"Reality is a tricky business" and epistemology is the science of knowing (Babbie, 2014) which underpins the theoretical perspectives of the outcomes of this thesis. It is important to make explicit the philosophical underpinnings of this research.

This is a social research study and a constructionist epistemology underpins the selection of the theoretical and methodological approaches used for this study. Therefore meaning is not discovered but constructed by human beings as they engage with the world they are interpreting (Crotty 1998). The image evoked is that of humans engaging with their human world and it is in and out of this interplay that meaning is born. Crotty (1998) defines constructionism as:

> The view that all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being

constructed in and out of interaction between human beings and their world, and developed and transmitted with an essentially social context. (Crotty 1998, p. 42)

This is the philosophical stance that underpins the theoretical perspective of this social research study.

Theoretical Perspective

Embedded as assumptions within the research methodology of this study is the theoretical perspective of Interpretivism. This is a theoretical perspective that explains human and social reality in contradistinction to positivism. It "looks for culturally derived and historically situated interpretations of the social life-world" (Crotty 1998, p. 67). There are several forms of Interpretivism. One is symbolic interactionism which suggests that our identity or sense of self is shaped by social interaction. We develop our self-concept by observing how others interact with us and label us. By observing how others view us, we see a reflection of ourselves that Charles Cooley, one of the early pioneers of symbolic interactionism calls the "looking glass self" (Babbie 2013, p. 36). Another form of Interpretivism is Phenomenology which lets the experience of the phenomena speak directly to the person and sets aside all previous habits of thought (Crotty 1998). Interpretivism is the theoretical perspective that underpins this qualitative research methodology. The precise theoretical perspective which applies to this research is symbolic interactionism.

Methodology

The Research methodology describes the strategy or plan of action that shapes the use of particular methods and links these to the desired outcomes (Crotty 1998, p. 7) This research is a qualitative study using the Case study as a method since the questions are about how and why a project manager adopts the

PRINCE2 methodology in the workplace. This is described in more detail under the section 'Method-Case Study'.

As a study of how a project manager interacts with the training environment and then subsequently the workplace, this study of the adoption of a project management methodology goes beyond looking at what goes on between humans (social science) or what goes on inside humans (psychology) (Babbie, 2013, p. 31). Rather it is interested in the interactions between human and non-human actors (such as PRINCE2 methodology, training materials) which introduces a rich kaleidoscope of interactions which can illuminate and trace interactions between actors which can explain how a project manager adopts Best Practice.

Methodologies that were considered include Phenomenography, Action research, Grounded Theory and Ethnography. Each of these phenomenological methods is intended to be investigative of the nature of a single phenomenon. Since the research question is one of adoption, therefore adoption theories such as UTAUT (Unified theory of acceptance and usage of technology /innovation translation), Innovation Diffusion and Actor-Network Theory (ANT) apply. The nature of the research question allows for different outcomes within the organisation after training and only ANT, of the innovation adoption theories permits multiple adoptions known as translations. Furthermore, UTAUT and Innovation Diffusion simply ask if an innovation is adopted or not. In contrast, ANT offers a lens to observe partial adoption and the observation of 'fine-grain' adoption practices.

In addition, UTAUT and Innovation Diffusion look at the nature of the innovation and its characteristics whilst this study looks at the interactions between actors that lead to the adoption. This focus on the inter-relationships between actors

both humans and non-humans using an explorative lens is known as Innovation Translation informed by ANT. This is why the philosophical stance adopted for this research is ANT. It is both the theoretical lens and methodology for this research study.

Actor-network theory (ANT)

Developed by science and technology scholars Michel Callon and Bruno Latour, sociologist John Law and others, ANT maps relations that are simultaneously material (between things) and semiotic (between concepts) (Beausoleil 2014).The concept of actor underlies ANT. This term is used to represent any physical entity whose presence makes a difference and Callon (1991) describes an actor as "any entity able to associate texts, humans, non-humans and money" (Callon 1991, p. 140). In ANT, actors are not defined and analysed in a static set of relationships. The researcher artificially defines the range of the study to see what the various actors in a setting are doing to one another. By limiting the level of focus of the investigation, it is possible to study and understand the relationships that are shaping both actors and the relational networks. According to Cordella (2010), actors and actor networks are naturally embedded in open ranges of relationships that cannot be artificially limited by the scope of any particular analysis. "Actor networks are *open-ended* and can be only artificially (but usefully) closed and isolated from the broad and natural openness of relationships" (Cordella 2010, p. 45). ANT is considered as an alternative to network analysis (despite the word 'network' in its name) since network analysis does not take into account the social structures that influence the course of history of an event that ANT is able to trace (Beausoleil 2014).

ANT is not a theory but a paradigm which offers a way of looking. ANT is an "approach" rather than a method (Davey 2016). Davey (2016) notes that the

differences between the studies of the early 'founders' of ANT, Michel Callon, Bruno Latour and John Law was their focus. Callon (1986) was focussed on the "particular" i.e. understanding the nature of the actors whereas Latour (1996a) was focussed on seeking to understand the nature of the network. Within ANT literature, there is a continuum between those intent on understanding the particular and those determined to understand the general (Davey 2016). The particular might focus on the nature of the actors and their interactions, and the general are more interested in understanding the story revealed by the research (Davey 2016). This research is focussed on the particular and the nature of the adoption of the innovation, the PRINCE2 methodology.

ANT treats non-human actors and human actors equally and informs understanding of the actors since "entities are performed in, by and through those relations" (Mifsud 2014). Each actor is a black-box and its essence is constituted by their relationship with other actors. If you take away the individual's interactions, there is nothing left.

The approach "does not connect things that already exist, but actually configures ontologies" (Mifsud, p.10) and hence provides insights into the research question which examines how and why an individual engages in using 'best practice' project management after a training course.

The introduced innovation is the 'best practice' project management to the individual and to the organisation. It is people who are all important, as they may either accept an innovation in its present form, modify it to a form where it becomes acceptable, or reject it completely (Tatnall & Davey 2003). Some parts of the innovation are used and some parts are not: where of the parts that are used, it is often not in the way it was initially presented (Tatnall 2016). In this research, this means that people pick up an idea, technique or process as they

see it, which is not necessarily the same as that originally intended. The adoption of an innovation in different ways is known as a translation (Tatnall 2016). Adoption is the way the innovation is being used. Adoption has a nature to it and the nature is called a translation (Davey 2016).

People are influenced by the network and, in turn they influence that network. "Actors in their interplay within the actor network negotiate their forces in a process of translation" (Cordella 2010, p. 46). An actor in ANT terms has to have some effect and the translation can be due to the influence of some combination of human and non-human actors (Tatnall 2016).

There have been a range of researchers who have used ANT as a tool in project related research studies. These include Cecez-Kecmanovic and Nagm (2008) who adopted ANT to provide a better understanding of the development and evaluation of Information System proposals in practice and examine the ways in which the evaluation process shapes and ensures the selection of the best Information System projects. Tatnall (2011) used ANT to investigate the adoption of ICT in a rural medical practice. ANT enabled the ability to observe how seemingly unimportant human issues could influence if and how ICT was adopted (Tatnall 2011). Sehlola and Iyamu (2012) employed ANT in the analysis of the data to understand the factors which manifest themselves into risks during the deployment of IT projects in an organisation.

Innovation Translation

ANT therefore offers an approach that goes beyond Roger's innovation diffusion (Rogers 2003) and adopts the perspective of innovation translation (Latour 1996a) to provide the facility to identify factors at work that do not emerge from traditional approaches to innovation theory (Tatnall & Davey 2003).

ANT is the selected approach for this study as it offers a lens to observe the interactions that occur and to tell a story that encapsulates the understanding of the outcome. ANT attempts to "open the black box" of the training delivery (The Training Bubble) and the Workplace, tracing the complex relationships between the project manager, the training materials, the trainer, the PRINCE2 manual, the Culture, senior leadership team, the Program Management Office (PMO) and other participants.

ANT is well positioned as an approach to explore the research questions as these ask how and why practitioners are influenced to apply project management 'best practice' in complex and dynamic environments. ANT is focussed on describing associations and offers a theoretical framework for the translation of the project management methodology proposed as a process or a translation. This theoretical framework consists of human and non-human actors and the four phases or moments of translation proposed by Callon (1986). Borrowing a metaphor from cartography, ANT attempts to render the social world as flat as possible in order to ensure that the establishment of any new link is clearly visible (Latour 2005, p. 26).

Method – Case Study

The research design or procedure of inquiry being used in this study is the Case Study. According to Cresswell (2014) case studies are a design of inquiry found in many fields especially evaluation in which the researcher develops an in-depth analysis of a case and collects detailed information using a variety of data collection procedures over a sustained period of time (p. 14). According to Yin (2014) the Case Study is not simply for exploratory investigations but also for pursuing descriptive and explanatory inquiries (Yin 2014). The main research

question and the second subsidiary research question ask how and why questions which are addressed by the Case Study method (Yin 2014, p. 11).

My research is situated in a case study of a single organisation known as OABC which contains multiple cases or participants, each participant is a case. A case is a core structural element which unites all the different components of qualitative and quantitative data that are about that entity and represents a unit of analysis, in one place (Bazeley 2007). Miles, Huberman and Saldana (2014) define a case as a phenomenon of some sort occurring in a bounded context. It is the unit of analysis. A case could be defined as an individual or as an organisation (Miles, Huberman & Saldana 2014, p. 29). Yin (2014) suggests that a case may have subcases embedded within them. It is possible to design a case study with multiple cases and then draw a single set of 'cross-case' conclusions from it (Yin 2014, p. 18).

In this study, Organisation ABC is the case study containing eighteen cases (participants) embedded within. Each participant or case attended a project management training course and was studied over a period of twenty one months following the training. This approach offers an even deeper understanding of the processes and outcomes of cases and a chance to test hypotheses (Yin 2014).

Addressing concerns

Traditional concerns of Case Study research are many. Primarily it is viewed as not being rigorous enough. As a researcher I am typically involved in a sustained and intense experience with participants. It is therefore incumbent that I followed systematic procedures that address strategic, ethical and personal issues. I can only declare my bias and be transparent in describing the process.

Another common concern is the apparent inability to generalize from case study findings. Case studies "are generalizable to theoretical propositions and not to populations or universes" (Yin 2014, p. 21). In undertaking case study research, my goal is "to expand and generalize theories and not to extrapolate probabilities (statistical generalizations)" (Yin 2014, p. 21). This study uses a wide range of qualitative data in order to achieve more in-depth insights into the dynamic relationship between the participants during training and in the workplace after training. Contrary to large sample studies that provide a generalizable set of findings related to a few pre-determined constructs, in-depth case studies produce much more detailed information but about a limited number of cases. The goal of Case study research is to produce a coherent and illuminating description of, and perspective on, a situation that is based on, and consistent with, detailed study of that situation.

The events recounted here took place in one organisation over twenty three months. Actor-Network theory (ANT) was able to shed light on the processes involved in change.

Other concerns include its ability to be a 'true experiment'. There is no attempt to create an experiment in this study as Yin asserts that case studies provide the how and why which provides the rich explanation that true experiments cannot directly address (Yin 2014, p. 21).

Diagram of Study Timeline

The timeline for the study is outlined in Figure 5. These describe the sequence of activities from literature review to discussion. The steps were 1. Themes identified in the literature; 2. Organisation OABC identified and enrolled; 3. Ethical consent obtained from organisation OABC and the Accredited Training Organisation; 4. Participants identified; 5. The interview instrument designed; 6.

Pre-training interviews conducted and consent obtained from participants; 7. Interviews transcribed and coded; 8. Training Conducted with written feedback obtained for each element of the course; 9. Post training interviews were conducted at intervals between April 2013 and January 2015; This is a period of twenty one months. 10. Results written up using an iterative process of re-examination of the transcripts as concepts were identified, to confirm or discard potential concepts and review of transcripts for missing links; 11. Discussion and Conclusions made.

It was therefore thirty-three months from the commencement of training (February 2013) to the completion of analysis and writing up of the results (November 2015).

Figure 5: Summary Diagram of research timeline

1. Identify Themes (from literature)
1/07/2012 - 1/11/2012

2. Identify Organization
1/11/2012 - 19/12/2012

4. Identify Participants
30/01/2013 - 1/03/2013

8. Training
11/02/2013 - 1/04/2013

Ethical Consent
1/02/2013

5. Design Interview instrument; 6. Conduct Pre-Training interviews; 7. Transcribe Interviews

9. Post Training Series of Interviews (and transcription)
2/04/2013 - 1/01/2015

10. Analysis & Write-Up
9/01/2015 - 1/11/2015

11. Discussion
9/11/2015 - 26/02/2016

1/07/2012
1/10/2012
1/01/2013
1/04/2013

2/02/2013
7/03/2013

2/04/2013
1/07/2013
1/10/2013
1/01/2014
1/04/2014
1/07/2014
1/10/2014
1/01/2015
1/04/2015
1/07/2015
1/10/2015
1/01/2016
1/04/2016
8/06/2016

Data Collection

The selection of Organisation OABC as the research site came about as I was invited to present an Executive briefing on PRINCE2 to their senior leadership team. Both OABC and the training company I was working with agreed to be part of this research study. OABC presented me with eighteen participants for an in-house PRINCE2 training course. In this way, the selection of the participants was biased in that they all came from one organisation but was not biased by the researcher's sampling technique as I had no role in selecting them. These participants subsequently became the cases for this multiple-case research study over twenty-three months (nearly two years). The same participants were interviewed at different time intervals over the period. This research was therefore a longitudinal study.

Ethical considerations

The University's ethical process was complied with by obtaining permission from OABC to study the participants in their work setting. In addition ethical consent was obtained from the Accredited Training Organisation (ATO) for which the researcher was working. An Information Sheet and a Participant Consent Form were produced and approved by both OABC and the ATO prior to meeting with participants. Each participant was invited to take part in the research study. Subsequently, informed consent was obtained from each participant, who was de-identified for this research. In addition, the PRINCE2 course was delivered by the researcher as trainer representing the ATO.

Organisation OABC

Organisation OABC[1] is an international organisation which produces, markets and sells well known domestic home-ware globally. With the invention of the World Wide Web in 1991 and the changing business environments globally to e-business, organisation ABC which had a unique approach to sales, did not compete well. Although there were new and emerging markets in India and China, there were also new competitors selling similar products in more efficient ways harnessing the new online environments.

The Australian and New Zealand subsidiary, which had been around for several decades was one of the few jurisdictions which was still profitable. Until very recently, it was described as widely recognised as a respected company but weathered the 'slump in sales and public image' experienced by other jurisdictions around the world. Nevertheless sales did reach a plateau in the early twenty first century. It was recognized that it would have to be innovative to stay profitable particularly when faced with the competition from Asian suppliers despite new markets in the region.

Almost eighty five per cent of Organisation ABC's customers are women. The Head Office in Melbourne is sizeable with several thousand distributors and some tens of thousands of personnel across Australia and New Zealand who make commission in selling homewares. The warehouse in Melbourne employs 'floating' contract staff who are involved in packing and dispatch of homewares.

The top level of the organisation is known as the 'Senior Leadership team' and consists of the Managing Director together with the Directors of Sales, Marketing, Finance and Human Resources. All are men except for the Marketing

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[1] The real name of the organisation is not provided in this research study as the organisation did not want to be identified.

Director. Female staff predominate in the creative side of the business i.e. marketing, design and sales whereas males predominate at the Leadership level and in the in the finance, logistics and information technology side of the business. The average age of staff at the Head Office is fifty years old.

Organisation ABC had recognized the need to embark on a programme of change to their underlying business processes and the technology to support customer expectations. Since projects are the vehicle to implement change and these innovations are driven by projects, the 'driver' for project management training was the need to be more efficient in managing projects so as to ensure the quality, cost and timeliness of delivery of outcomes and benefits to Organisation ABC.

In 2009, the HR Director commissioned project management training in the Certificate IV and Diploma of Project Management for a number of key employees across the organisation. However according to one of the employees (who participated in this research study), there was no real traction or evidence in improved efficiencies collectively for the organisation in achieving project success as a result of the project management training. There was no set common structure or methodology that could be adopted by the organisation as a whole.

How the researcher became involved with OABC

In January 2013, the researcher was invited to make a series of presentations and executive briefings to senior management, advocating the advantages of a structured project management methodology such as PRINCE2 for their organisation. The benefits of adopting PRINCE2 methodology was made with a particular emphasis on its ability to offer a common framework for managing

projects across the Organisation. However, the research study was focussed on the adoption in relation to the individual and not to the organisation.

The rationale for commissioning PRINCE2 training

In February 2013, Organisation ABC commissioned PRINCE2 project management training to be delivered for eighteen employees across varied roles. The HR Director was the 'sponsor' of the training and secured the funds for this undertaking.

The HR Director's rationale for commissioning PRINCE2 training is summarized by an interview in February 2013 where he stated that projects were managed inconsistently and in an unstructured manner at OABC:

> *All our work here is project management. Every project that we do here, we essentially 'wing it'. There are projects that have been exceptionally successful and others which have been a lot less successful and we don't know why some are successful and others are not. So we give those who have been successful more projects to manage. However everything gets done in isolation here. If we can do things in series here where you pick up the next one where you left off the last one rather than constantly going back to square one – constantly re-inventing the wheel. We don't learn from experience. The successful people run projects the way they have always done it rather than the best way to do it. The less successful projects may have only required some extra support and by understanding this, we would be able to develop more people in their skills. We would be a far more successful organisation in making innovation happen through efficiently executed projects. We would be more successful if we had a common project management methodology that we all adopted. (Matthew, HR Director, 2013)*

Executive briefing

The Executive briefing was conducted prior to the pre-course interviews on 21st February 2013 and was delivered by the researcher and a colleague. The colleague attended just the briefing and was not further involved with the training nor the research. The Executive briefing was scheduled prior to the

formal PRINCE2 training for two main reasons. First, to promote the value and benefit of the training, so that Directors would nominate their staff to be released for this. Second, it would prepare Directors to support new ways of managing projects after the training.

The briefing which had a course code allocated to it as 'TU01' took two and a half hours, consisting of an overview of PRINCE2 and an interactive session using one of OABC's current projects as an example. The aim was to prepare the Senior Leadership Team (SLT) for what would be expected by a project manager from the SLT as the sponsor of such a project. Even though all the SLT had consented to attend prior to the briefing, regrettably, the Managing Director and two other Directors did not attend.

Emails to targeted staff

The PRINCE2 training course was not compulsory for staff. Therefore, the approach taken to interest staff to attend training was discussed at length between the HR Director and the researcher. The targeted staff were senior and middle managers within OABC and all had considerable work-loads. They were not dedicated project managers. The targeted staff had significant 'business as usual' jobs and they were not solely dedicated to managing projects. However the projects they had to manage were large or complex enough to benefit from a methodology.

In addition, managers were often reticent to take four days from their working week to attend a course. Therefore, training dates were selected that did not clash with business critical events such as special marketing promotions and end of quarter financial reporting. In addition, the looming requirement to sit a PRINCE2 Foundation exam (one hour closed book exam) as a formal assessment at the end of the course was a disincentive to some staff. The tone and wording

of the emails were sensitively written so as to invite participants to be challenged by a globally accredited exam, which would be in their interest when managing projects.

Furthermore, it was also necessary to gain informed consent from each participant to be involved in a research study. This was to be confirmed at pre-training interviews

Emails were sent by the HR Director to nominated staff, inviting staff to elect their preferred dates of attendance. In addition, staff provided their availability for pre-training interviews with the researcher on two nominated days. These emails contained two attachments: 'Information to Participants involved in Research' and 'Consent Form for Participants involved in Research' (as attached in Appendix A).

Training groups

Two weeks after the emails were sent, the HR Director produced the list of nominated staff for the training. The HR Director had selected managers from across the organisation who were managing projects. His final list was biased towards the staff that he considered would find it valuable to learn a structured methodology such as PRINCE2. The final list of attendees included one Director only. The other four Directors were excluded from the course as it was considered by the HR Director that they were overseeing projects and were not directly managing projects. The course would be held on the premises (in-house) which would make it easier for delegates to attend and would be more cost-effective for the organisation.

There were two groups for the in-house PRINCE2 Foundation training course:

1. Course code 'AU02F' from Tue 12, 13 & 14 with exam on 15 March 2013, and

2. Course code 'AU03F' from Mon 25, 26, 27 with exam on 28 March 2013.

The PRINCE2 course was to be held over four days instead of the standard three day structure delivered by the ATO in order to reduce the strain on attendees and provide more opportunities for discussion.

In addition, the HR Director as sponsor wanted to be 'one step ahead' of the rest of the organisation and opted to attend a Public course conducted by the ATO consisting of the full combined PRINCE2 Foundation and Practitioner courses. He and the Business Development Manager attended this week long course staying in a hotel near the course venue in the Melbourne CBD to save valuable time commuting home each evening. Their course codes were MP147F and MP147P held from the 11th to the 15th February 2013. These courses were also delivered by the researcher and involved people who were not employed by OABC.

Included in the cases of this research were two contractor business analysts who worked at OABC. These two analysts had opted to attend the full combined PRINCE2 Foundation and Practitioner courses as the HR Director and self-financed the course themselves. They attended the same public foundation course (MP147F) as the HR Director but took a break of six weeks before undertaking the Practitioner. Their Practitioner course code was MP149P. This course was also delivered by the researcher.

Also included in the cases of this research was the IT Manager who had previously attended AU02F. He later undertook the Public Practitioner course

and this course code was 154P. His Practitioner course was not delivered by the researcher.

Data Collection methods

The goal of case study research is to produce a coherent and illuminating description of, and perspective on, a situation that is based on, and consistent with, detailed study of this situation. For each of the participants, I conducted semi-structured interviews (30 to 60 minutes) which were tape-recorded and transcribed immediately after the interviews had taken place.

Interview Instrument

The interview instrument (Appendix B) was a semistructured interview guide. I had the latitude to use a personally congenial way of asking and sequencing the questions and to segment these appropriately for different respondents. The guide was developed for the pre-training interviews. The guide begins with Questions 1 and 2 to uncover the participants' motivation for attending the course. Questions 3 and 4 ask how the PRINCE2 methodology would be viewed by the organisation and relates directly to the subsidiary research question 1. Questions 5 through to 7 seek to probe the participant's attitudes to project management and relate directly to the subsidiary research question 3.

Interviews were conducted one to one with each participant held before training commenced in February and March 2013 and post training at intervals up to January 2015.

Data collection was conducted primarily using semi-structured interviews, evaluation forms, observations and on some occasions, focus groups. This is summarised in Table 2 Data Collection Methods.

Online Daily Log

Participant journals in the form of an online Daily Log was set up for participants. This was established from the first day of training. However after several invitations to participants to post their journals online, only two participants used it and subsequently stopped using it after a month. The participant journal data was not used for this research study as it was not taken up by most of the participants. Participants stated that they were not motivated to record their observations of projects nor to diarise observations in an online log even when this was private and could not be viewed by others except for the researcher. The online Daily Log was dispensed with after two months from the commencement of this study.

Pre training interviews

The HR Director prepared a schedule of interviews with staff including the Managing Director. These were held at intervals of forty-five minutes per staff member in a dedicated office set aside for the researcher. These interviews were one-to-one, face-to-face and tape-recorded. The researcher also took notes. Eighteen pre-training interviews were conducted.

During training – Case study evidence – units of analyses

Each individual case represented by a participant formed part of a larger multiple-case analysis represented by their training groups. The course codes for the training groups were AU02F, AU03F, MP147F, MP147P and MP149P. Training groups provided a useful lens to observe interactions and make cross case analysis. The Training Groups are described in Table 1. Note that there were eighteen cases but two of the cases did not attend the training, resulting in sixteen participants who attended the training.

Table 1: Training Groups

Course Code	Description PRINCE2 courses	Number of Participants from OABC	Notes
AU02F	In-house Foundation	4	4 males
AU03F	In-house Foundation	8	7 females, 1 male
MP147F	Public Foundation	4	2 males, 2 females
Total Foundation participants		16	
MP147P	Public Practitioner	2	2 males
MP149P	Public Practitioner	2	2 females
MP154P	Public Practitioner	1	1 male
Total Practitioner participants (these have attended the previous Foundation course)		5	

Evaluation Forms

During the training course, each participant was invited to document their comments about each element of PRINCE2 using evaluation forms. Participants had only five minutes after each element to complete the answers to the questions (Appendix C). It was not possible to allow more time for participants to complete these forms as it was necessary to deliver the course according to the prescribed course timetable.

Post training evaluation forms were also supplied (Appendix C). These were given to participants after they sat their Foundation Exam. Participants were given a few days to complete the Post training evaluation forms.

Trainer's Journal

During the delivery of the training course, I documented in a journal my observations and conversations with participants. Two of the conversations with participants during the training course were tape recorded. I noted in the journal my observations about the dynamics of training on the participants and on myself as the trainer.

Training Course codes

The training groups had specific course codes assigned by the Accredited Training Organisation (ATO). The suffix 'F' denoted a Foundation course; the suffix 'P' denotes a Practitioner course; the letter 'M' denotes a Melbourne based course, public course; and the first two letters identify the organisation, if it is an in-house course.

There were twelve out of the eighteen participants who self-selected their training groups. The male managers who were working in the 'less creative' parts of the business such as IT, finance and logistics opted for AU02 course whilst the female managers from the sales, promotions and marketing parts of the business selected to attend the AU03 course. There was a separation of groups: all male group AU02 and a predominantly female group AU03. This difference was investigated and reported in Chapter Six.

Four participants consisting of the HR Director, Business Development Manager and the two business analysts, attended off-site public PRINCE2 courses delivered by me as the trainer for the ATO where there were other participants not from OABC. The training course coded as MP147 was an intense course covering PRINCE2 Foundation and Practitioner components of one week duration, which is typical for all ATO providers.

The five participants not from OABC on the public course MP147 consented to be part of this study and signed the informed consent forms that the other participants did. Written questionnaires were completed at the end of each day which was used to assess the value of each theme and process covered on the course. However, this material was subsequently not required for this research study as I wanted to keep participants from OABC as individual cases within the single research site of OABC. It was sufficient to use the material from the

participants from OABC. In addition, conversations were taped with the HR

Director on the Practitioner workshop held on the 14 Feb 2013. Questionnaires

were also used at the end of the Practitioner exam for all participants on the

public course. Course details are shown in Table 3.

Table 2: Data Collection Methods

Data collection types	Options within types	When?			Information/ data obtained
		Pre training	During	Post training	
Interviews	One to one	☑		☑	Understand the participants' perception of the workplace culture, reasons for undertaking the training; experience during the course engagement with each element of PRINCE2 covered experience after the course in the workplace attitudes, positives, negatives (fears, concerns about understanding the curriculum and implementing it in the workplace). What are the factors that have influenced participant's ability to apply what has been learnt? Post training - information about the workplace culture, politics and other drivers that affect how and to what extent newly acquired skills are applied.
	Focus Groups		☑	☑	
Participant Journals*	Brief entries each day/each week*		☑	☑	
Documents	Descriptive data collection -	☑	☑	☑	Information about the participant's personal characteristics, their previous project management experience and training, their evaluation of their course experience.
Observations	Researcher observes participants		☑		What are the dynamics that are occurring during the training session? What are the interactions between the actors involved? What interventions have worked?

*Although an online Daily Log was established for participants to journal their

experiences, this was not utilised by the participants. The online Daily Log was

dispensed with two months from the commencement of this study. Data from

the Participant Journals was not used.

Figure 6: AU02 Group

The AU02 Group of Participants from Accounts, Logistics and Information Technology – all male Managers (Figure 6).

Figure 7: AU03 Group

The AU03 Group of Participants from Sales and Marketing - six female Managers and the one female Personnel Assistant to the Managing Director (Figure 7). The male Sales Director who took the photo. I am in the foreground as trainer and researcher.

Data collection – Post training

Post training interviews were conducted with each participant at least once after the training at three to six month intervals after the training course. These interviews continued at six month intervals until November 2015.

Interviews were conducted primarily face to face which were tape-recorded. Fifteen interviews were via telephone which were tape recorded and notes written as the conversation was being held. There were three follow up telephone interviews that were not tape recorded but notes were taken.

For this study, in accordance with ethical requirements, participants were de-identified and each was given a 'research name' instead of their real names. Participants are listed in Table 4 together with demographic data that they supplied during interviews. The eighteen cases are presented in an organisational chart in Figure 8. There are additional participants listed who were not part of the cases for this research. These were the IT Director, Finance and Marketing Directors. The vacant IT Director role was filled in April 2013 after the commencement of training. One participant, 'Fix It' was interviewed prior to training but opted out of the training. The Managing Director who was interviewed did not participate in the training.

In addition, I gathered data in the form of face-to-face interviews and written correspondence from other Accredited Training Organisations (ATOs) who deliver PRINCE2 training. The data collected from the ATOs is discussed in Chapter Seven (The Training Bubble).

Table 3: Course dates

Course / Presentation			Details	Dates and Notes
Executive Briefing to Leadership team			To encourage 'buy-in' and support for the methodology	21st February 2013; Managing Director, Sales Director, Marketing Director, Finance Director and HR Director
MP147F	PRINCE2 Foundation	Public	Four attend 'ahead' of the 'cohort'[2 men, 2 women]	Mon 11, Tue 12, Wed 13 Found exam 2.30pm,
MP147P	PRINCE2 Practitioner	Public	Business Development Mgr and HR Director complete [2 men];	Thu 14. Fri 15 Feb Practitioner exam 9.30am; Business Development Mgt passes exam, HR Director fails Practitioner exam
AU02F	PRINCE2 Foundation	Inhouse	Four 'technical' attendees from logistics, finance and information technology [4 men]	Tue 12, Wed 13, Thu 14 Mar with the Foundation exam Fri 15 Mar 9am
AU03F	PRINCE2 Foundation	Inhouse	Nine 'creative' attendees from sales and marketing [8 women and 1 man]	Mon 25, Tue 26, Wed 27 Mar with the Foundation exam Thu 28 Mar 9am
MP149P	PRINCE2 Practitioner	Public	Two contractors Martha and Mary complete and both pass [2 women];	Thu 11, Fri 12 Apr Practitioner exam 9.30am.Both contractors pass exam.
MP154P	PRINCE2 Practitioner	Public	Operations Mgr attends	Thu, Fri Nov 2013 Practitioner exam 9.30am. Operations Mgr passes exam.

Table 4: Participants (Cases) Demographics

Courses *	Research name	Role	Age range	No of yrs at OABC	Observations / Comments
No training	Safari-Hunter	Managing Director	55-60	10	Accountant
MP147F/ MP147P	Matthew	HR Director	55-60	13	Ex-Consultant, PRINCE2 Sponsor; Born Australia
	Mark	Business Development Manager	45-50	2	Experienced in delivering projects; Born UK
AU03F	Caesar	Sales Director	50-55	2	Ex-Deloittes consultant; Born India
MP147F/ MP149P	Mary BA	Business Analyst - Contractor	55-60	2	Paid privately; Born Australia
	Martha BA	Business Analyst Contractor	45-50	2	Paid privately; Born Sri Lanka
No training	Fix It	Franchises, Distributorships Manager	55-60	18	High influence with distributors; Withdrew from PRINCE2 course
AU02F	Eagle-eye	Company Accountant Finance Manager	40-45	5	Born Iran.
	John	Supply Chain Manager	35-40	10	Studying Masters in project management; Born Australia
	Puffin	Software Development Manager	50-55	10	Holds PMP (Project Management Professional) qualification; Born Australia
	Frank	Operations Manager	40-45	15	Born Australia.

Table 4: Participants (Cases) Demographics (continued)

Courses *	Research name	Role	Age range	No of yrs at OABC	Observations / Comments
AU03F	Advisor	HR Generalist Manager	35-40	13	Appears to have an influence on HR Director; Born Australia
	Poet	Promotions Manager	50-55	25	Previously on Leadership team but 'demoted'; Born Australia
	Switched-on	Learning & Development Co-ordinator Manager	30-35	4	Broad experience in managing projects; Born Europe.
	Sally	Communications Manager	30-35	5	Born Australia
	Viv	Events Co-ordinator	60-65	30	Highly anxious about exams due to her age; Born Australia
	Bright	Promotions/ Events Manager	35-40	11	Was told that she was being groomed to take on Marketing Director's role in the future. Born Australia.
	PA	Personal assistant to MD	35-40	5	Ex IT and Telstra IT developer; Born Australia

Figure 8: Organisational Chart showing the eighteen cases.
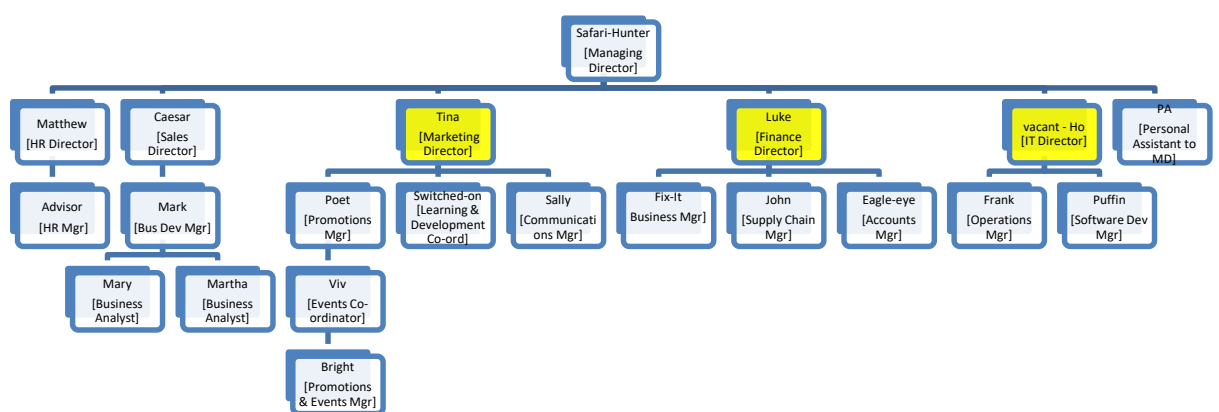
The 'yellow' shaded entries are not part of the cases.

Data Analysis

All audio recordings were transcribed. Analysis of the transcribed interviews was based upon the analytical protocol recommended by Miles, Huberman and Saldana (2014). Evaluation forms that were completed by participants were coded. Next, the observations were summarised for each case and used to prepare for the subsequent interview with the participant. This achieved two things: first the participants were able to confirm what they had said and second, this was a useful 'springboard' for the subsequent interview with the participant. They were asked to react openly and add new comments.

Coding, Analysis and Drawing Conclusions

Initially it was planned to use NVivo software (version 10) to input the data and use this for analysis. However this was dispensed with in favour of manually using the Microsoft Word program.

The raw data was coded and analysed using an approach devised by Johnny Saldana where there were two or more cycles of coding (Miles, Huberman & Saldana 2014). Coding was the "critical link" between data collection and the explanation of meaning. The codes are a researcher-generated construct that symbolised and thus attributed interpreted meaning to each individual datum for later purposes of pattern detection, categorization, theory building and other analytical processes (Miles, Huberman & Saldana 2014, pp. 3-4).

Codes were attached to data 'chunks'. These codes were often a word or short phrase that symbolically assigned a summative, salient, essence-capturing summary of the data (Miles, Huberman & Saldana 2014). Several methods of coding were used. (i) Descriptive (descriptive word or short phrase were assigned to a chunk of data) , (2) In Vivo (direct quotes were recorded from the participant's own language) (3) Process coding (gerunds or 'ing' words were

used to describe observable and conceptual action in the data), (4) Emotion coding (labels are made for the emotions experienced by the participant e.g. frustration), and (5) Holistic coding (a single code to a large unit of data rather than line by line coding) as suggested by Miles, Huberman and Saldana (2014, pp. 73-82). The exercise of coding enabled deep reflection about and, thus, deep analysis and interpretation of the data's meaning.

After coding each case, I compared the codes across the cases. Comparing codes across the cases was an iterative process where data and codes were arranged, preliminary conclusions postulated and then checked back with the data. After two rounds of coding, there were twenty-four common codes or themes that emerged. For example one theme was that the participants saw the need for a standard methodology to be applied to their projects.

How ANT was used

As my research methodology was ANT, my focus was on the interactions between actors (human or non-human), I revisited my original transcripts and looked for the interactions between each participant and actors. I reviewed each transcript and case again and recorded the interactions experienced by each participant. These interactions were described and written up for each case and was the basis of analytical memos which summarised each case. An analytical memo is not just a descriptive summary of data but attempts to synthesize them into higher level analytical meanings (Miles, Huberman & Saldana 2014, pp. 95-6). For example, using ANT as a lens, I was able to treat the Organisation OABC as a "black-box" and study the interactions that the human actors (participants) had with the black-box of OABC. Using ANT, I was able later to pull apart the black-box and conduct a detailed examination. This was the basis for the results recorded in Chapters 4, 5 and 6.

Comparison was made across cases and these were also recorded as an analytical memo. The subsequent iterative cycle involved validation of data collected to understand the actors and their interactions that showed whether the person for example was a *being* project manager or merely *doing* project management. This was in accordance with conclusion drawing and verification recommended by Miles, Huberman and Saldana (2014, pp. 12-6). My research methodology was ANT and my research method for the multiple cases was a thematic analysis through an ANT lens.

Ensuring 'goodness' of data

Tactics suggested by Miles and Huberman (2014) were employed to reduce bias and ensure 'goodness' of data. Enhancing the goodness of any particular study required attending to the following issues listed below.

Objectivity/Confirmability

I had to show that I was relatively neutral and kept researcher bias to a minimum. First, I did not select the participants but these were allocated to me by the HR Director, thus removing bias in sampling. Second, all participants were interviewed using the same set of semi-structured questions and each participant was tape recorded and a transcript was produced. Third, each participant's transcript was coded for clusters and emergent themes.

Fourth, I was explicit and self-aware as possible about any personal assumptions, values and biases that may have come into play during the study. For example, before the study, I expected that the senior leadership team would embrace the PRINCE2 methodology as a whole. However during the study I found the results of the analysis suggested that the opposite to be true and I subsequently re-evaluated my ideas about the senior leadership team. It was this flexibility offered by ANT that allowed me to properly examine the effect of Organisation

OABC on the project managers and allowed me to observe objectively what the data was actually revealing. Finally, the study's transcripts and initial memos have been retained and available for reanalysis by others.

Reliability/Dependability/Auditability

I had to show that the process of the study was consistent and addressed issues of quality and integrity. This is a question of whether the data that emerged from this study would be the same if it were possible to conduct the research again several times independently. First, I have set out clearly the research questions. Second, I have clearly outlined my role as both researcher and trainer. As a trainer, I had to comply with my employer's (the Accredited Training Organisation) regulations for delivering training which are in turn governed by the Examination Institute APMG on behalf of AXELOS who own the intellectual property of PRINCE2. In ensuring quality and integrity of data, it is important to ensure that my dual role does not compromise reliability and dependability of the results.

Third, there has been a focus to ensure clear links between the data, its interpretation and conclusions. The findings are verifiable by data quality checks on the transcripts across the full range of participants. I have documented the interaction between actors in the transcripts, have written analytical memos and documented reflections in a researcher journal. It is possible to trace back and show how data was collected and analysed across the full twenty three month period of this research. Data was well-organized into electronic and hard copy files that have kept track of what was done along the way and documenting all logistical matters related to the study.

Internal Validity/Credibility/Authenticity

Validity is a contested term among selected qualitative researchers and a more useful term is to call this domain the "That's right" factor (Miles, Huberman & Saldana 2014, p. 313). In other words, the readers of this research will know what was done and in the way that it is written up, will have confidence that the findings are credible and authentic.

It is the writing up that matters in the end. In writing up the results, I have provided context-rich descriptions. Although, I have not triangulated the data with other complementary methods, I have presented evidence for each concept that was made in the conclusion in a coherent, clear and systematically related manner and of a unified view. I have identified any areas of uncertainty and negative evidence was found and accounted for in the write-up. The conclusions were considered to be accurate by the original participants.

External Validity/Transferability/Fittingness

As mentioned earlier, Case studies are generalizable to theoretical propositions and not to populations or universes (Yin, 2014, p. 21). In undertaking this case study research, my goal is to expand and generalize theories and not to extrapolate probabilities (statistical generalizations) (Yin, 2014, p. 21). I have ensured that the characteristics of the cases are sufficiently described as to permit adequate comparisons with other samples. I have endeavoured to ensure that the outcomes described in the conclusions are applicable in comparable settings. The discussion and conclusions of this thesis would suggest settings where the findings could fruitfully be tested further.

Summary of the process (from transcripts to final report)

There were eighteen cases within the case study of organisation OABC. There were four cases where the participants could not be located after the first pre-

training interview, so only one interview existed for them. On average, the cases were interviewed three times over twenty three months. For some cases, there were up to four lengthy interviews. In total there were forty-nine interviews including focus groups.

Each case was located in their own folder (both hard copy and soft copy) of the transcripts and original recordings. In addition, each participant on the training course evaluated the training elements for each day of the course. There were sixteen participants who undertook training with written feedback for nine areas of interest of PRINCE2. There were also evaluation forms for the whole course.

The transcripts were analysed and coded for meanings and interactions with other actors. There were several analytical memos that were written to synthesise the findings which eventually resulted in the final report that appears in this thesis.

Disclosure

Before commencing and during this study, I was a training consultant delivering a range of project management courses including PRINCE2. I had delivered both public and in-house training courses in PRINCE2 to a number of clients. The largest being the Federal Department of Human Services, where I personally trained half their project managers, totalling two hundred out of their four hundred project managers.

Since large numbers of participants were being trained in PRINCE2, the questions raised by this research emerged. My own personal motivation for this research was due to sometimes experiencing that something 'magical' happened in the classroom when I was delivering the course. This 'magical' aspect resulted in the PRINCE2 methodology becoming 'very real' for the

participants and some of them would see their role as project managers in a new dimension or light. It was as if the 'scales had fallen from their eyes' and that they could see their roles as project managers differently. This phenomenon happened on some occasions.

With permission from my employer and the participants involved, I engaged in undertaking this study as both the researcher and the trainer. I had expected that those who undertook training would apply what they had learnt to the workplace. However I was surprised by my data. A large proportion of the participants did not apply what they had learnt to their workplace. In addition, I had designed my study to include an online journaling tool known as a Daily log. I had expected participants to use this to record their reflections as part of being a reflective project management practitioner. However only a few participants used it and eventually the online journaling tool was discontinued since none of the participants recorded their reflections.

I can thus make no claim of being a disinterested outside observer as I had a significant part in the delivery of the training. For this reason, the thesis is written in the first person rather than the more traditional third person.

Conclusion

This chapter has described how I have framed this study. The research method is the Case Study of a single organisation with eighteen participants, each being a case. The study is qualitative and longitudinal in nature and conducted over two and a half years. This research is an adoption study of a project management methodology, PRINCE2. The research methodology is Innovation Translation informed by Actor-Network Theory (ANT) which is the lens to study the outcomes in the workplace. It is the research approach that permits the study of adoption of the innovation (PRINCE2 methodology).The central focus was on

the interaction of forces that lead to the adoption rather that the characteristics of the innovation itself. In line with ANT's principles of free association (Callon 1986), I have given agency to the non-human actors in the study. At times writing in this way may make some of the expressions a little strange and may lead a reader with little exposure to ANT to think that what is being suggested is that non-human actors are able to initiate action in their own right. On the contrary, the following chapters should be seen as an actor-network shorthand to indicate that such actions result from negotiations within the network that this non-human actor punctuates.

I have described the data collection, the methods employed and the data analysis. A discussion of how I ensured 'goodness of data' has been presented.

CHAPTER FOUR

Results

Introduction

The aim of this chapter, together with the Chapters Five, Six and Seven, is to present the results:

- Chapter Four. Eighteen cases were presented in this research study. Two distinct translations of adoption of PRINCE2 methodology emerged. These were (i) the Performing Translation (**PT**) and (ii) the Knowing Translation (**KT**).
- Chapter Five describes the characteristics of these translations.
- Chapter Six describes the nature of the network that supports the translations. In addition, "four moments" (Callon, 1986) or phases of translation are discerned.
- Chapter Seven describes the Training Bubble.

My research is situated in a case study of a single organisation known as OABC which is an international organisation which produces, markets and sells well known domestic home-ware globally. The case study contains multiple cases or participants, each participant is a case. Participants were de-identified and each was given a 'research name' instead of their real names. Sixteen of the eighteen participants attended a project management training course and were studied over a period of twenty one months following the training. Interviews were conducted primarily face to face which were tape-recorded.

This study was conducted over two and a half years and quotes were obtained from participants during this period. Pre-training interviews were denoted as 'Pre-Training'. During training interviews were denoted as 'During Training'. Post training interviews were divided into three: (i) Immediately after training as 'Post training Imm.'; (ii) Five months after the training as 'Post Training 5+', (iii) Post training from the five month mark until the end of the study 'Post Training ++'.

Cases

This chapter describes the organisation as actor and the culture as an unembodied actor. This study is focussed on individual adoption and not organisational adoption. It then provides a descriptive summary of the eighteen cases, each participant represents a case. Of the eighteen cases, only sixteen took part in the training program and fifteen continued to be available for interviews over the period of this research. However the other actors such as the training material and the trainer are excluded from the results below as these are discussed separately in The Training Bubble (Chapter Seven), which describes the interactions between actors during the delivery of PRINCE2 Training.

For each case, a name has been assigned. There is a repeating set of questions in covering each individual case which is the reporting format presented for this multiple-case version of the classic single-case study (Yin 2014). Their background is described together with their motivation and understanding of project management and what happened to them after the training. The results for each case are presented as potential characteristics of different possible translations of PRINCE2 by the participants. Two significantly different translations that emerge from the results are the ***performing*** translation and the

knowing translation. The characteristics of these two translations are discussed in Chapter Five.

Organisation as actor

OABC going through unprecedented change and 'spinning their wheels'

All participants talked about the unprecedented change that was happening at OABC. During the course of this longitudinal study (over two and a half years), OABC had three restructures, two Managing Directors and a change in their business strategy. It was best described by **Frank**:

> *We are going through a level of transformational change that has not happened in over 40 odd years in the company's history. They have been in Australia 55 years this year. (43 years in New Zealand) A level of change that has not happened since then. We are going through at a neck breaking speed…Business principles more than practices have taken a complete about face in a very short time in the last 3 months. Practices have taken the business and turned it on its head. You think before all that change, you would want to get some structure around the chaos. But unfortunately, it is not like that.(**Frank**, Post Training ++)*

The organisation was led by the Managing Director and the Senior Leadership team. The overall view of the Senior Leadership team was on the whole negative. For example, **John**, the Supply Chain Manager described the Senior Leadership team as having an 'absent' leadership and not having traction with executing business ideas:

> *I am not seeing vision from the top. We are spinning our wheels. There is no traction with ideas. There is a lack of corporate direction. There needs to be someone to say "This is where we want the business go." There is absent leadership. No clear direction. (**John**, Supply Chain Manager, Post Training 5+)*

A number of staff reported that the Senior Leadership team were not adept in leading the organization. Functional areas were siloed and there was little willingness to adapt and respond to changing market conditions:

> *Each functional area is siloed. There is an unwillingness to change. Businesses out there are looking at different channels to market their products. Yet here, people are waiting around and not doing anything positive….. Change is not happening because some people – don't have competence to do this. (**John**, Supply Chain Manager, Post Training 5+)*

OABC had a Three to Five year Strategic Plan which included the need to prioritise projects and to execute projects well. There was a mandate to ensure there were "cross-functional teams that sat together as part of a project team to design, build, test, operate and deliver it" (**Caesar**, Pre-Training). The way in which projects were allocated to staff was based on previous history of success in project implementation:

> *Projects are given to those who had previously been successful rather than upskilling those who may have been less successful. (**Matthew**, Pre-Training)*

However, according to the Sales Director, who later became the Managing Director, each year from 2010, the senior leadership team would make plans but "as normal nothing happened" (**Caesar**, Pre-Training) by the end of the year. They would be "spinning their wheels" (**Caesar**, Pre-Training) going over old ground.

Episodes (events) that occurred within OABC during the study.

There were several changes in organisational structure as listed below in Table 5 Episodes (events) within the history of OABC from February 2013 to November 2015.

Table 5 Episodes (events) within the history of OABC from February 2013 to November 2015

Dates	Description of the Event(s)
Feb – Apr 2013	PRINCE2 Training for sixteen participants
Apr 2013	Establishment of a Project Management Office (PMO) under 'new' IT Director
Aug 2013	Resignation of both business analysts
Feb 2014	Resignation of Mark, Business Development Manager and appointment of new Business Development Manager(Josh) in March 2014
Sep 2014	Resignation of the IT Director, PMO 'idea' was completely dismantled. Frank becomes head of IT as IT Manager (not Director).
Oct 2014	Change of Managing Director with **Caesar** taking over due to retirement of **Safari-Hunter**; Termination of senior Marketing Director.
Jan 2015	Restructure due to new strategy for OABC and further resignation of staff.

From the analysis of the interviews of the cases, the following is a narrative of the adoption of PRINCE2 methodology in relation to the events at OABC.

Before the PRINCE2 training course, there was no adoption of the PRINCE2 structured methodology. The adoption and use of the structured methodology increased for the first four months leading to the establishment of the Project Management Office (PMO). Adoption was stable during the period up to the resignation of the two business analysts and the termination of the head of software development. This was five months after the training. This was a pivotal point of the study. Their departure and the subsequent resignation of **Mark**, the Business Development Manager, resulted in a decline in the adoption of the methodology. The dismantling of the PMO resulted in dramatic decline in adoption. The replacement of the Managing Director resulted in a further decline due to his lack of interest and paying only lip-service to PRINCE2 (this is discussed later under his case). A further restructure resulted in very little adoption of the methodology due to staff focussed on operational running of OABC and no longer managing projects.

The Figure 9 and Figure 10 show the changes to the organisational chart at OABC at 20 months and 23 months after the training course.

Figure 9 shows the changes in the management structure 20 months after PRINCE2 training. Yellow shaded boxes show those who undertook PRINCE2 Training. Red shaded boxes shows staff who resigned from OABC. Purple Boxes show terminations from OABC.

Figure 9: OABC as at October 2014 [20 months after PRINCE2 training]
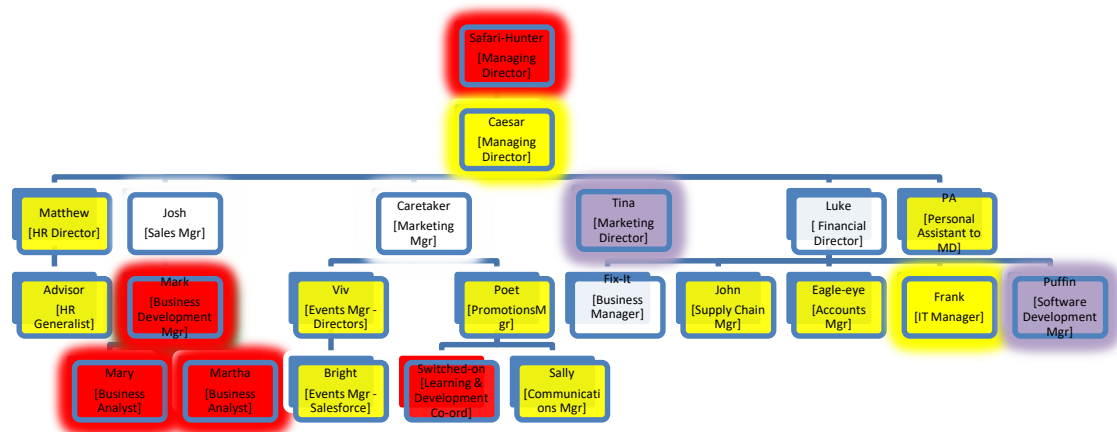
Only 11 participants of the original cohort of 18 participants remained at OABC (Figure 10) 23 months after PRINCE2 training. Yellow shaded boxes show the original participants who undertook PRINCE2 training.

Figure 10: OABC following a change in strategic direction as at January 2015
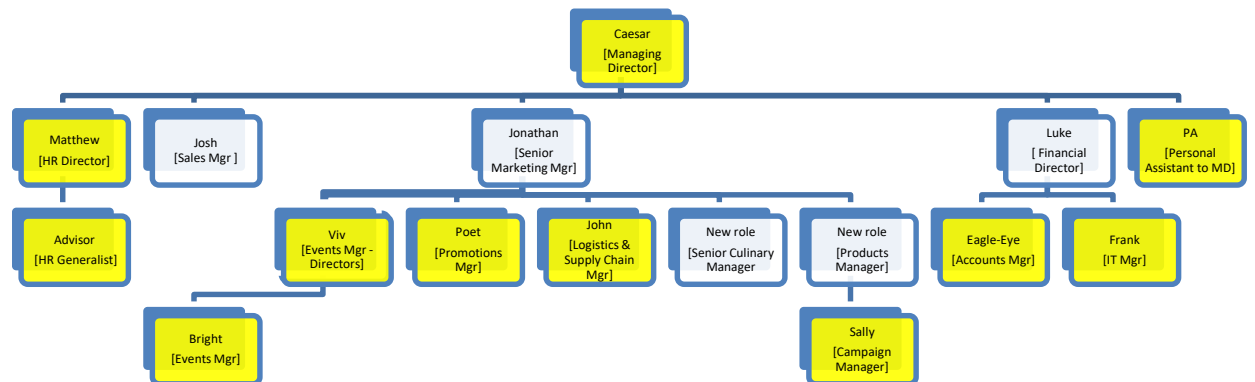
Project Management Office (PMO) – did it ever exist?

Shortly after the PRINCE2 training course, the HR Director who had completed the full course told the researcher that he was intent on recruiting an IT Director who had PRINCE2 qualifications. According to the HR Director in April 2013, the new IT Director, **Ho** was appointed as he had experience in migrating JDEE systems to the SAP platform[2] and held a PRINCE2 Practitioner qualification.

According to the HR Director in his communication with the researcher (post training), it was decided that a PMO would be established based in the IT area under **Ho**'s management. Several attempts were made to shore up the PMO. **Frank,** the Operations Manager was sent to obtain further qualifications in the form of the PRINCE2 Practitioner as he was designated the role to oversee project processes across OABC. In an email to the researcher, the HR Director stated that **Frank** was creating templates for the whole organisation to use and was developing their project management framework.

However in the post training interviews with the researcher, **Caesar,** the Sales Director described the new IT Director as problematic in managing projects as he did not have people skills and had very little understanding of the business. According to **Caesar**, **Ho**'s interactions with peers on the Senior Leadership Team had been concerning as he leapt to solutions instead of looking at the whole business model of OABC. Nevertheless **Caesar** told the researcher that he was committed to investing in him to adapt to new approaches. However by September 2014, **Ho** resigned and **Frank** was promoted to take his place.

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[2] JDEE is an Enterprise Resource Planning software produced by JD Edwards software company. Organisation OABC was moving from JDEE to the SAP platform (a platform owned by the SAP software company). Ho had experience in this migration.

When asked by the researcher about the PMO, **Frank** said there had been "no progress or templates. It was a Pipe dream" (email to the researcher, Post Training ++). In a subsequent conversation with **Frank** about the PMO, **Frank** replied that "[w]e never implemented a PMO – it was all in discussion when **Ho** left" (Frank, Post Training ++). Although he was allocated to take charge of the PMO, **Frank** did not take carriage of this, probably due to his perception of the organisation's changing priorities.

In **Frank'**s first pre-training interview he stated that "[u]nless the rest of the business is on the same page 'you kill yourself for nothing'" (**Frank**, Pre-Training). This encapsulates **Frank**'s underlying philosophy for not implementing a PMO even though he had passed the full Practitioner course and was in the position of head of IT.

It was still unclear if the PMO really did have any traction at OABC in the short period of eighteen months from April 2013 to September 2014. There was no evidence of one by the end of this study in November 2015.

OABC Business Culture as an unembodied actor

An individualistic culture rather than a collective one

The HR Director stated that the business (referring to the culture) in Australia was so transparent that "everybody sees exactly what you are doing" (HR Director Pre-Training). In addition, there is pressure on individuals as "By nature in this business, you are only as good as the last sales report" (HR Director, Pre-Training). This revealed a business culture which looked at the 'I' and not the collective team contribution.

OABC's Business Culture – unstructured, with no documentation

During the first interview, the Sales Director described how "the cracks were beginning to show" (**Sales Director**, Pre-Training) with the slight downturn in the business. He candidly described how the 'backend of the business' was not capable of delivering what the 'front end' required. He noted that the median tenure of an employee was thirteen years and that given that not a single process had been documented, then "knowledge walks out of the door" (**Sales Director**, Pre-Training) when the person leaves. He described the OABC business operating with no manual and nothing documented on paper.

When the Sales Director joined the company, he had to sit with people and learn from them as to how things were done. He tried to get every department to document even just one customer facing process per year. This was his reason for eventually commissioning two business analysts to document the business processes across the organisation at the time of this research study.

Culture – strategic changes

Within the first month of becoming Managing Director in October 2014, **Caesar** implemented changes to the whole business model for OABC. **Caesar** described the new business model and showed this to the researcher. "We have changed our strategic focus… We are about the people" (**Caesar**, Pre-Training). He stated that the whole way OABC had operated for over half a century had become outdated.

Tensions between departments in OABC – necessitated an autocratic approach

There were evident tensions between the creative personality traits in sales and marketing with the administrative and logical personality traits in the 'backend' of the business which are the Information technology, accounts, supply chain and logistics functions. The evidence for this is given below.

Evidence

First, although participants were free to select any of the two training courses, the male managers who were working in the 'less creative' parts of the business such as IT, finance and logistics opted for the course known as AU02.

> *I had a choice as to which course I could attend. I chose AU02 as I work more closely with Frank and John than I do with others at OABC. (**Eagle-Eye,** November 2015)*

The female managers working in the sales, promotions and marketing parts of the business selected to attend the other course known as AU03. There was one male in AU03 and he was the Sales Director, so his choice was to be in the same group as the sales and marketing cohort. Photographs of the attendees are supplied in Figure 6 and Figure 7 in Chapter Three (Methodology).

Second, the Sales Director's commented that "the back end was not able to manage what the front end was asking for" (**Sales Director**, Pre-Training). The chasm between the two parts was obvious from the emphatic statement made by the Sales Director that "the other functions that don't deal directly with the customer sometimes need to realise that they have a direct impact on the salesforce" (**Sales Director**, Pre-Training).

Third, the modus operandi of Sales is "we often jump into action without understanding the rationale behind it.   We become reactive most of the time" (**Switched-On**, Post Training 5+). The reactive nature of Sales and Marketing is described by the IT Manager:

> *The approach taken from all levels of the business (referring to the Sales and Marketing) is to set the date and try to work towards it rather than have a look at the requirements and go the other way.(**Frank**, Post Training ++)*

The HR Director, **Matthew** candidly suggested that an autocratic approach was necessary to deliver projects in OABC where there is a creative culture which is reactive. He suggested that seeking consensus on projects would not be appropriate:

> *It can be unruly to seek consensus on projects as this involves constant arguing and going back and forth.(**Matthew**, Post Training ++)*

Although, **Matthew** admitted by nature he was collaborative, it was necessary to adopt an autocratic approach at OABC.

The effect of the OABC Culture on participants

A number of participants, namely **John, Poet, Sally** and **Switched-On** talked about how 'snap' decisions were made which resulted in people being moved to other roles without much support. This had led some staff to resign whilst others adopted a philosophical view to staying at OABC.

Poet stated that she once loved the culture but now her relationship was that of being in a bad marriage:

> *It is almost like I am in a marriage but I have been betrayed but I am staying around for the children. That is exactly how it feels like. I am not miserable but there are moments that I laugh every day. I am staying for the children. It is like seeing a great reality TV show. I have been very open with management. Get your shit together. This is very bad,*

> *it is impacting on the field. People have good intentions.*
> *Very few people at the top care about the organisation,*
> *rather they care about themselves. (**Poet**, Post Training*
> *++)*

By the end of the research study in November 2015, the majority of the participants that stayed at OABC stated that they did so reluctantly and did not like the culture anymore. **Sally's** response was typical of the participant's responses stating that she did not like the company anymore but stayed due to personal reasons:

> *It is not the kind of company which I would ideally want to*
> *work for now in my life but when you have personal*
> *circumstances that are far more important and weigh*
> *more on you, then there is shift between personal and*
> *work. I have to suck it up and come in here and do my job.*
> *(Sally, Post Training ++)*

Case 1: Managing Director, Safari-Hunter

Background

Safari-Hunter took over as Managing Director in late 2012 after the resignation of the previous Managing Director, a woman from a Sales and Marketing background who had been with the organisation for over a decade. **Safari-Hunter** came from a very different discipline to the previous Managing Director. He was the Company Accountant and brought a different style of leadership to that of the previous Managing Director. In a discussion with the HR Director, the researcher was told that **Safari-Hunter** was performing a 'care-taker' role until the Sales Director had enough experience to take-over as Managing Director.

Attitudes and Motivation[3]

Safari-Hunter's rationale for endorsing the PRINCE2 training was that this would bring a "better methodology for the organisation". He was interested in "projects being delivered in a more timely fashion and with less errors" (**Safari-Hunter**, Pre-Training). His 'pain-point' was the late delivery of projects and the finger-pointing that occurs in the organisation.

His challenge was to "have a basis for decisions and priorities" (**Safari-Hunter**, Pre-Training), i.e. the identification of the key priorities for projects and a sound basis for decision-making on projects. There were too many projects and too few resources to deliver these.

A leadership which was out of touch with how projects are managed

He did not think that PRINCE2 methodology would make a difference on minor projects and indeed had the view that minor projects should not be 'wound up' on process. He considered the 'Net Billing' project as a minor project, and although it was conceptually simple, (at least from an accountant's perspective), he was not aware how the processes to support the functionality would affect practically every major business process in the organisation. His perspective of 'Net Billing' as a minor project was diametrically different to the HR Director and Business Development Manager who viewed 'Net Billing' to be a substantive project.

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[3] **Safari- Hunter** provided informed consent to be on this study. Although he was interviewed face-to-face, he did not consent to be recorded. The quotes were taken down directly by the researcher into a note-book.

> *Net Billing is a substantive project that affects the whole organisation and we would need to implement new business processes (Matthew, Post Training ++)*

Safari-Hunter did not have an appreciation of the systems and business processes that would need to be changed as a result of the 'so-called' minor project. There were issues in their old systems that needed to be fixed and in particular the extensive process mapping which needed to be conducted by the business analysts to uncover the interdependencies of processes across the organisation. This project despite commencing in April 2013, only completed in November 2015.

This revealed a leadership who was unaware of the real issues at the 'coal-face' of delivering projects.

General Observations

Although **Safari-Hunter** had endorsed the training, the view of staff of the Managing Director was that he was not seen to be fully supportive of the application of the PRINCE2 methodology to projects. For example, **Mary,** the Business Analyst observed:

> *Although The Managing Director and Caesar are embracing the training, I am not sure if they will embrace the application of it.(**Mary**, Post Training 5+)*

Case 2: Sales Director, Caesar who later became Managing Director

Background

Caesar had joined the organisation in 2010 from a strong career overseas including Deloitte's consulting. In his role, he hired the new Business Development Manager and commissioned the business process mapping of all existing business processes and hired two contract business analysts to undertake this. According to the HR Director, he was expected to take over as Managing Director.

It is of interest that despite the pressures at OABC with his subsequent rise to Managing Director, **Caesar** had embarked on a PhD at Monash University.

Attitudes and Motivation

Caesar had already attended the Executive briefing prior to the pre-training interviews and wanted to be included in the PRINCE2 training course. His rationale for undertaking the training was to improve his knowledge of project management as "it was a skill which was transportable" (Caesar, Pre-Training).

According to **Caesar**, staff had been in OABC so long that they had not been exposed to 'best practices' outside. He endorsed the project management initiative of PRINCE2 training as part of the Senior Leadership Team stating that these project management skills would make a difference to the organisation's ability to meet their strategy:

> *Although there are ideas, plans and strategies in place, OABC finds itself without the project management tools and skillsets within the organisation to actually make it happen effectively. (Caesar, Pre-Training)*

He was interested in getting accurate data on return on investment for project initiatives, to build knowledge bases and to undertake post implementation reviews of completed projects:

> *We do not have accurate data on return on investment for our projects. We do not keep a knowledge database of lessons learned. PRINCE2 would assist us in this. (Caesar, Pre-Training)*

Caesar stated that the rationale for commissioning the PRINCE2 training was to give staff the skills to deliver projects well which would support the business to grow:

> *If we don't imbibe these skills and make sure that the vast majority of our people have these skills, it will hamper our ability to grow our business as a company in the future… Giving them skills would make them more confident in delivering results. The course would deliver tremendous benefits for the whole organisation.(Caesar, Pre-Training)*

Caesar acknowledged how PRINCE2 would provide a common language and a common platform for their organisation and would provide benefits to OABC in delivering projects (Caesar, Pre-Training).

Personal qualities

The following results were compiled during the pre-training interviews.

Caesar stated that most important personal quality was to be personable and possess a positive 'can-do' attitude. Caesar articulated that project managers needed to focus on solutions and not on problems. In his opinion, a key attribute of a successful project manager was that of displaying good people and leadership skills. It was important to carry a team as "people work for people".

> *People don't work for an organisation, people work for other people. (Caesar, Pre-Training)*

It was necessary to have the skills to manage conflict and to work with limited resources. It was important to ensure that people were inspired to give their very best. This would take leadership. It was important to do things 'with' people and not 'to' people.

The outward signs or manifestation of a good project manager for Caesar were: not being stressed, being well planned, organized, staying calm and focused.

General Observations

From **Caesar**'s pre-training interviews, he believed that project team members wanted to be on projects with people who could make the team experience "fun" and engender a sense of belonging. He believed that the approach of being focused on solutions and to think and act as a business owner could be taught:

> *I believe that I can take salaried, employed staff on a journey to change their mindset to focus on solutions and to think and act as business owners. I believe that I can teach old dogs new tricks. (**Caesar**, Pre-Training)*

After PRINCE2 Training

After the PRINCE2 training, the business analysts were tasked to put together a list of projects and their associated Project Briefs in accordance with the PRINCE2 methodology. These Project Briefs were provided to **Caesar** and members of the Senior Leadership team to make decisions on prioritization. However, **Caesar** and the Senior Leadership team still made decisions on project priorities in a reactive way rather than looking at the full portfolio of projects to be completed:

> *We have had a few wins at OABC in that Caesar has embraced it to a point. You still get the 'knee-jerk' practical reactivity you have to do this…We see the whole picture and we see what needs to be done. Caesar's view is somewhat superficial as what needs to be done. It is reactive. (**Mary** and **Martha**, Post Training 5+)*

In a telephone interview four months after the PRINCE2 training, **Caesar** stated that there had been slow progress in applying PRINCE2 methodology to projects as insufficient time was being allocated to delivering projects:

> *I have been 'flat out' and given the day to day demands of business as usual, there has been insufficient time set*

> *aside for projects. So projects were running slowly.*
> *(Caesar, Post Training 5+)*

Nevertheless, he was the sponsor of the 'Flexible delivery option' project which was being managed by the Business Development Manager, **Mark** who was a strong advocate for the PRINCE2 methodology:

> *Mark is managing the Flexible delivery option project and this has a business case and received business approval. I am fortunate to have a project manager who is a strong advocate for the PRINCE2 methodology. (Caesar, Post Training 5+)*

However other projects in OABC had made no progress whatsoever. For example, the 'Centralized Warranty Claim Processing' project, being led by the Marketing Director was an example:

> *There is no progress on the Centralized Warranty Claim Processing project because the sponsor and the project manager are weak in executing projects. They did not attend the PRINCE2 course. (Caesar, Post Training 5+)*

In October 2014, **Caesar** was appointed the Managing Director of OABC and spearheaded a changed business model for OABC which was a radical departure of how OABC had operated for over forty years:

> *We are going through a level of transformational change that has not happened in over 40 odd years in the company's history... A level of change that has not happened since then. We are going through at a neck breaking speed. (Frank, Post Training ++)*

There was some doubt that the changed business model had been thought through properly. The Business Development Manager, **Mark** commented that the new strategy was not based on detailed analysis:

> *The strategy is from the whiteboard – there was no analysis done. He (Caesar) sells himself as strategic but his behaviour is all tactical. (Mark, Post Training ++)*

Throughout the period of the research study, **Caesar** paid 'lip service' to PRINCE2 and was observed by other participants to not apply the

methodology to his projects. For example, with the 'Returns' project, **Caesar** wanted to manage it using an Excel sheet rather than applying the full PRINCE2 methodology to delivering this project:

> *Huge issue of the 'Returns' project. He (Caesar) wanted to run it using an Excel sheet.(Mark, Post Training 5+).*

Case 3: Human Resources Director, Matthew

Background

Matthew joined the organisation in the year 2000. He was the primary contact for the researcher throughout this study. He had not previously heard of PRINCE2 until this was introduced to him by **Mary** the Business Analyst who was working at OABC.

Attitudes and Motivation

During the first interview before the PRINCE2 training, **Matthew** mentioned the word "structure" eight times in relation to the PRINCE2 methodology:

> *The PRINCE2 methodology would give me the structure to guide me to know the considerations and components of the project at the front. (Matthew, Pre-Training).*

Matthew looked forward to the PRINCE2 training as he described himself as 'a systems and structured person' and liked to have a really good workable understanding of a recognised methodology like PRINCE2. He admitted that he was a strong exponent for planning and prior preparation to prevent poor performance.

Personal qualities

The following results were compiled during the pre-training interviews.

'Efficiency' was how **Matthew** saw a successful project manager. **Matthew** used the words 'efficient' at least three times and commented how difficult

it was to be efficient amidst a culture that was experiencing a rapid rate of change. When asked what would be the outward signs of being a successful project manager, **Matthew** stated that there would be less anxiety and he would be a good manager and mentor for his team. He would get the job done in a way that was engaging and efficient.

In answer to the question from the researcher "What would help you to perform better?", he stated how much a clear structure as offered by PRINCE2 would assist him:

> *Confidence in a clear structure. Every project I have done, I have just essentially been 'winging it' and it has worked…. Having the structure offered by PRINCE2 would allow me to be a lot more confident and potentially support other projects and identify fairly quickly where the specific stages are at. Having a good understanding of that structure would be very important.(**Matthew**, HR Director, Pre-Training)*

The most important personal quality to Matthew was 'being determined' as this was the reason for his success in the past:

> *I am someone who has the determination to overcome road-blocks… I am always willing to give it a crack because of the confidence of being determined (Matthew, Pre-Training).*

Matthew admitted that he was not the best project leader nor the best with people, but he had always relied on determination till he got it right. (**Matthew**, Pre-Training).

General observation

At the first interview when I asked him, "How do you think this methodology would help your organisation?" He asked to slightly rephrase my question to: "How would I hope it would help this organisation". This

indicated that he perceived barriers in OABC to the adoption of PRINCE2 but was not able to convey to me at the time.

The ability to see the perspective of the whole

Matthew's hobby at home was building and sculpting things. He did not consider himself to be artistic, however when he had a vision of what had to be achieved, he would plan out several different ways to get to the final result or product. Matthew stated that it was important on projects to have good clarity of what was to be delivered and to be able to visualise the end point:

> Unless I am clear about what exactly it is, I cannot say how it will fit and what it will do. (Matthew, Pre-Training).

His ability to visualise the whole system and the future state was an important factor in his success in being promoted to manage projects in Asia Pacific:

> I can't explain it. I just get a vision and see what it is meant to look like. I continually improve the method to get to the final result. I apply this process in delivering projects.

He was able to build a vision of what the future state of the project delivery would be. He explained that only as the project progresses that the non-visual people start to 'see'.

Consolidating lessons learnt on projects

To Matthew, PRINCE2 offered a methodology that provided an evolutionary concept or process that supported continuous improvement. PRINCE2 had the 'learn from the experience' principle built into it. Matthew described a visual representation of implementing a structured methodology as 'like a spiral staircase' where lessons are learnt and used to continually refine the methodology:

> *We start projects this way with a certain methodology and if we consistently apply the same methodology, we can consistently refine that methodology. It gives us a starting point for the next one and then a starting point for the next one and so on. (Matthew, Pre-Training)*

However Matthew stated that OABC was very much behind in being able to progressively improve and were constantly re-inventing the wheel:

> *We need to continuously improve and not completely re-invent the wheel and winging it all the time…We don't make the best of the experience that staff have – there is no continuous improvement or positive development. We just wing it. We run on spirit, we run on energy without being intelligent or clever about it. (**Matthew**, Pre-Training)*

After PRINCE2 Training

Matthew failed his PRINCE2 Practitioner course (only marginally) but this did not stop him from using PRINCE2 or being seen to visibly apply the methodology to the projects he was managing.

Seeking opportunities outside of the OABC culture

By September 2013, opportunities had opened up in the Asia Pacific region for **Matthew** due to the successful project work that he had done in OABC:

> *There is always so much work to do in the (Asia Pacific) region. If I am seen to be a good a project manager, then I would see more opportunities would open up personally for me. (Matthew, Post Training 5+).*

He moved out of the OABC jurisdiction and executed projects in the Asia Pacific region (for the same organisation). He continued using PRINCE2 for his projects. **Matthew** was observed by **Mark** taking the roles and responsibilities straight out of the PRINCE2 manual for his presentations in his new role in the Asia Pacific (**Mark**, Post Training 5+).

From the time **Matthew** was introduced to PRINCE2, he immediately gleaned the value of it and stated that he was applying it to his projects throughout the duration of this research.

Case 4: Business Development Manager, Mark

Background

Mark, the Business Development Manager reported to the Sales Director, **Caesar** and had been at OABC for two years. He was heavily involved in managing projects.

Attitudes and Motivation

Mark attended the Public combined PRINCE2 Foundation and Practitioner course with the HR Director. His rationale for undertaking the course was to seek a common methodology for all the projects that he was running.

Personal qualities

In his pre-training interview, when asked what it would mean to be a good project manager, **Mark** selected value laden descriptors of integrity, honesty and transparency.

Mark believed in planning his work upfront. "You plan it right, you do all the work upfront and the project goes well" (**Mark**, Pre-Training). He confessed to work very long hours to ensure projects are planned well. This would result in a project with 'balanced control' which was a 'pleasant journey'. He described delivering a project as being 'delightful' where due to detailed planning, there was good control:

> *I would like it to be a pleasant journey rather than the highs of enjoyment and the lows of despair. This is a rough ride through the project. It is not about control from a negative perspective because I don't think I do that but more of it being delightful. (**Mark**, Pre-Training)*

General Observations

During the pre-training interview, **Mark** stated that project management was a skill that could be learned provided that the person had the 'desire to do it' i.e. had the motivation to apply the PRINCE2 methodology to their projects.

> *As long as a person had a modicum of skills and aptitude, everyone can do it (referring to projects) provided they have the right training, tools and the desire to do it. (Mark, Pre-Training).*

After PRINCE2 Training

Mark barely scrapped through the PRINCE2 Practitioner exam and only passed by one mark. He attributed his poor marks to the style of the intense mode of delivery of training and would have liked a course that was more relevant to his workplace projects (**Mark**, Post Training Imm.).

Nevertheless, following the course, he was using PRINCE2 for all his projects. He said that he "liked the mindset" (**Mark**, Post Training Imm.). He described the PRINCE2 methodology invaluable to use for projects. However he mentioned that it was important to select the right person to whom this course would provide value for. "PRINCE2 was not for everyone" (**Mark**, Post Training Imm.)

Throughout the course of this research study, **Mark** sought to apply the methodology to every project that he managed in OABC. Despite others not using PRINCE2 and lack of leadership in supporting organisational adoption, he was using it for all his projects:

> *Organisational adoption is really hard. There is lack of adoption by the Managing Director and the new IT Director shoots from the hip. There is no buy-in unless we get a 'critical mass' adopting this. It is tough. It is so disheartening. Still I am using PRINCE2 for my project 'Flexible delivery options'. (**Mark**, Post Training 5+)*

He spent considerable time producing the PRINCE2 documentation necessary to apply the methodology to projects, even if this meant spending very long hours at work (**Mark**, Post Training 5+). He conducted his own research often outside of working hours into 'best practice' (**Mark**, Post Training ++). His research not only covered PRINCE2 but also included the suite of AXELOS Global Best Practice products. For example, Mark purchased the manual Steve Jenner's 'Managing Benefits' (Jenner 2012) which is part of the AXELOS Global Best Practice suite of products with the aim to improve how he delivered his projects (**Mark**, Post Training ++).

Resigned from OABC and still had a strong motivation to use PRINCE2

In March 2014, a year after the training course, **Mark** resigned and moved to another organisation taking on the role of Supply Chain Manager (even though he admitted he had no background experience in Supply Chain logistics). He applied PRINCE2 to his projects in this new organisation. In his role, **Mark** influenced his manager to introduce PRINCE2 to the new organisation. Following his recommendations, sixty staff were trained in-house in PRINCE2 whilst **Mark** went on to seek two further AXELOS based qualifications: Managing Successful Programmes (MSP®) and the management of Portfolio, Programme and Project Offices (P3O®).

Mark was subsequently promoted to a new role that he established as Head of the Planning and Portfolio office. His mandate was to introduce change and innovation to the organisation. He achieved this in January 2015, some twenty one months after he was first introduced to the PRINCE2 methodology.

Mark was example of someone who continually applied 'best practice' to his projects commencing from the time when he was introduced to PRINCE2 at the

start of this research study to his latest role as Head of the Portfolio and Planning Office.

Case 5: Learning and Development Co-ordinator, Switched-On

Background

The Learning and Development Co-ordinator known as 'Switched-On' was the training manager for the full Salesforce at OABC i.e. from Directors (or Franchise Owners) through to their respective Managers and the individual demonstrators which reported to the Managers. She had been at OABC for four years and managed many projects which were focussed on training every member of the Salesforce to use both online and face-to-face methods.

Attitudes and Motivation

Switched-On's rationale for undertaking the course was that she could formalise what she does. In her pre-training interview, she stated that there needed to be a centralised common process for managing projects and priorities:

> We need to centralise the process [referring to priorities] and make sure that everyone was clear on how a project should run.   (Switched-On, Pre-Training)

Personal Qualities

In the pre-training interview, when asked what the most important personal quality for a project manager was, Switched-On described the ability to say 'no' and to push back on requests and seek clarification of importance rather than urgency. She expressed the need to be disciplined and to commit to follow through with a project despite changing priorities.

Switched-On believed in planning work upfront. "Thinking a step or two ahead to see if there may be any problems and risks and to steer the project to the finish line".

According to **Switched-On**, the PRINCE2 training course had changed the way that she worked. She said that that she now had different expectations of herself and others on the project. It was a great relief knowing that she did not have to do it all.

After PRINCE2 Training

Five months after the training course, **Switched-On** was using the PRINCE2 methodology for the projects that she managed. However, she had not concerned herself with writing a business case for her projects in accordance with PRINCE2 methodology.

If she was working on a wider project involving other members in OABC from different departments, she noticed that others were not using it: "People are so busy that they don't have the time to implement the methodology" (**Switched-On**, Post Training 5+). She estimated that perhaps only 50 per cent of the participants were using the methodology whilst the other 50 per cent were not.

She had changed the way she had managed projects since the course. She liked the roles and responsibilities as this set clear expectations for communication and had applied this well on her project 'Effective Series' (online training course curriculum). According to **Switched-On**, there had been 'snippets of improvement' especially with the understanding of the role and responsibilities of the Project Board.

Twenty one months after the training course, **Switched-On** observed that the methodology was used in 'small pockets' of the organisation. With the many departures from OABC and new people joining, **Switched-On** found it very hard to work with people who did not understand the methodology. She lamented

that it was a real problem to have senior managers like the new marketing manager who she commented was 'a big problem' as he did not see the importance of process nor bothered to understand the methodology. She lamented that only three people that she worked with knew the methodology. These were **Poet, Caesar** and **Sally**.

Case 6: Finance Manager, Eagle-Eye

Background

Eagle-Eye had been at OABC for eight years and reported to the Financial Director. He had joined OABC as a business accountant and had three promotions arriving at his current role as Finance Manager. He also obtained his CPA qualifications during this time.

Attitudes and Motivation

Eagle-Eye demonstrated the capacity to see the value of the methodology for the whole organisation and described how this would provide a more systematic way to approach projects:

> *We have been asked to attend the course, so that all our thinking and the way we handle projects will be in line with each other. This will be supported by a set of tools – standard templates....which would allow each person to approach their projects in a more systematic way [and] would prevent project management being approached 'randomly each time'.* (**Eagle-Eye**, *Pre-Training*)

It was important to **Eagle-Eye** that a project manager did not overly burden one person on his team more than another. A good project manager to him would ensure that the workload was more balanced across the team.

Eagle-Eye was the only participant who dissected the question 'What are the signs of a successful project manager?' into two parts: (i) personal

attributes and (ii) what the project achieved. He showed his understanding of the overall effectiveness of the project for the organisation.

Personal Qualities

In his pre-training interview, **Eagle Eye** stated that the personal attributes of a successful project manager, would be a person who could work under pressure. For **Eagle Eye,** a successful project manager was well organised, had good problem solving and communication skills, and had the ability to deal with conflicts.

General Observations

According to **Eagle Eye**, projects with a finance component would always have to be reviewed and have sign off by the finance area in order to be allocated the project budget. However sign-off did not consist of formal documentation and no methodology was evident. All the project information is discussed in meetings and in emails but there was no formal project documents produced as recommended by the PRINCE2 methodology:

> *I have not seen any systematic procedure being used…For all the projects, the project objectives are communicated. However it is not done in a structured way following how PRINCE2 recommends it. I have not seen any documents, not even power points describing the projects. All the project information is discussed in meetings and in emails. (**Eagle Eye**, Post Training ++)*

After PRINCE2 Training

Five months after the training course, **Eagle-Eye** was using the PRINCE2 methodology for his projects. He was the project manager of the 'Net Billing' project and had written two PRINCE2 management products known as the Project Product Description and the Business Case. Shortly afterwards, the Net Billing project was put 'on-hold'. Two years later the same project was starting

up again being led by the IT department with **Frank** as the project manager. It had a different project objective to what it originally had:

> *Since the project stopped, I have not had any involvement. To tell you the truth no project planning has been followed. I only found out again that the project was happening when IT approached us recently to get further information. Initially the project started out wanting to achieve one thing for Net Billing and now it is something else. That is how it has changed. (**Eagle Eye**, Post Training ++)*

Eagle-Eye observed that the way OABC managed projects had not changed since the PRINCE2 course. It was normal to have changes in scope and direction of projects such as demonstrated with the Net Billing project. **Eagle-Eye** had not seen employees use the PRINCE2 templates or management products for their projects:

> *...same as before. I would have expected it to change. I would like to see each employee use the templates and that there be some standardisation.(**Eagle Eye**, Post Training ++)*

Case 7: Supply Chain and Logistics Manager, John

Background

John had been at OABC for ten years and was the Head of the Supply Chain and Logistics for OABC. The role involved the procurement from overseas of goods through to the distribution of goods to the customer.

Attitudes and Motivation

He was studying for a Masters in Project Management despite having a small family with young children and commuting one hour each way to work. He was interested in getting qualified in PRINCE2 and using it in his projects.

According to **John,** a successful project manager would be judged by results. The researcher asked **John** what would happen if a project delivered results but

there was 'fallout from the team'. **John** struggled to see this and asked for an example. Then he volunteered the fact that **Puffin**, the Software Development Manager was a terrible people manager who was technically competent but micromanaged people and people didn't like this.

John described a good project manager as one that completed a project. The most important personal quality for a project manager was to possess 'cut through' and the determination to finish a project:

> *You can have all the technical skills and know the steps to follow but unless someone has the 'cut through' to see a project completed. A lot of people don't. That is an important quality. It is about finishing. There are so many projects here that get started but they don't get finished. (**John**, Pre-Training)*

John who had a strong analytical approach summed up the problem at OABC that "People are pretty busy with their day-to day stuff but were not focussed on improvements to the business" (John, Post Training 5+). This is the reason why according to **John**, the OABC culture continued to "spin their wheels" with very little traction with ideas. He could not understand how the goal of doubling the business in five years could ever be achieved since each functional area was siloed and there was a culture which had an unwillingness to change, absent leadership and unclear direction. He had a high level of frustration as to the lack of structure and lack of focus on improving the business.

Five months after the training course, **John** candidly remarked that he had not used anything that he had learnt from the course. The methodology was

completely ignored due to the sponsor and other key members of the project

not knowing PRINCE2:

> *I am working on the Spare parts replacement project*
> *headed by Tina, the Marketing Director and Fix-It. Both of*
> *them do not know PRINCE2. There is no allocated project*
> *manager who knows PRINCE2. No regard of how to set*
> *up a project. Fix-It makes snap decisions. It makes it hard*
> *to use the methodology. (John, Post Training 5+)*

Case 8: Business Analyst, Mary

Background

Mary was a business analyst at OABC for five months and was employed as a

contractor.

Attitudes and Motivation

She had limited experience in managing projects and had been involved in some

'failed' projects. She wanted to improve her project management skills and be

involved with the change that was to happen at OABC. So Mary financed herself

to attend the full Public PRINCE2 Foundation and Practitioner course as she was

a contractor.

Personal Qualities

In the pre-training interview, Mary stated that the signs of a successful project

manager was someone who would get things done, was not stressed and was

in control. Her most important personal quality was 'people skills' in being able

to manage a team of people:

> *If you cannot manage a team or get people on your side,*
> *you have to be able to motivate and encourage people.*
> *This is really important. You want to be someone who will*
> *listen to complaints and engage with people and keep up*
> *the relationship with everybody. (Mary, Pre-Training)*

According to **Mary,** the quality of the implementation of projects at OABC was quite poor. The changes to the business were coming from Information Technology (IT) when in fact the change should have been initiated from the business which is in accordance to the PRINCE2 methodology where the customer drives the project. IT who were driving the change did not know enough of all the business rules to undertake proper scoping and analysis with subsequent testing of the business rules. In PRINCE2 methodology, IT would simply be a supplier whilst the rest of the business was the customer for most projects.

After PRINCE2 Training

One month after completing the PRINCE2 course, **Mary** was working with **Martha** to produce Project Briefs (a PRINCE2 management product) for all the projects that were being initiated. This was much more than her business analyst function. **Mary** and **Martha** produced a portfolio dashboard (summary of all projects) for all OABC projects for prioritisation to be made by the Senior Leadership team.

However despite collating and presenting a dashboard of projects, decisions were being made by the Managing Director subjectively without looking objectively at the Project Briefs. This was very frustrating for the business analysts and their manager **Mark**, the Business Development Manager (**Mary**, Post Training 5+).

Mary left OABC in August 2013 due to falling out with the Information Technology department and the interactions with the Head of IT. She did not use PRINCE2 methodology at all after this time and during her other contract roles from January 2014 to November 2015. She did however use her manual

once to assist in writing a business case for one of the projects she was involved with.

When asked why she had not used the PRINCE2 methodology, she commented that she felt 'safer' to look for contracts as a business analyst than a project manager. Her reason for not using PRINCE2 was that she was not the project manager and was not given the opportunity to manage projects.

However she found that it was beneficial to have learnt the PRINCE2 methodology:

> [l]earning PRINCE2 was still valuable. You sub consciously imbibe the principles. You don't officially follow the methodology. I have not had the opportunity to manage projects. If I felt an organisation was supportive of a project manager then I would give it a go. I need support for this as the things I have done have been small. So I feel safer in the business analyst role.(*Mary*, Post Training ++)

Case 9: Business Analyst, Martha

Background

Martha was a business analyst on contract at OABC and had been there for a year.

Attitudes and Motivation

Martha attended the public PRINCE2 Foundation and Practitioner course and funded the course herself as she was a contractor. There were two reasons she gave for doing this. First, she wanted to learn a methodology that was going to be the methodology of choice at OABC. She was interested in how to do things properly. Second, at a personal level to further her career, it would give her an advantage over other competitors as she admitted that she was restricted in the work she had done in the past. Twenty one months after the training course, **Martha** commented that:

> *PRINCE2 was the best study I had ever done – it was well worth the investment. It has given me the opportunity to go to better paying jobs and being able to implement and adapt it. I always got the jobs at interviews because I had a structured approach to describing how projects should be managed.(**Martha,** Post Training ++)*

Personal Qualities

To **Martha**, the project manager's most important personal quality was flexibility since a project was "an ebbing and flowing thing" (**Martha**, Pre-Training). The project manager needed to be flexible when dealing with people as there were "personalities, personal stuff and everything that influences a person's ability to perform" (**Martha**, Pre-Training).

According to **Martha**, a successful project would be well planned with the project manager having "peripheral vision of what is around it so as to anticipate roadblocks" (**Martha**, Pre-Training). She compared managing a successful project to driving a car:

> *It is a bit like driving from A to B, you may be heading to B but you have that peripheral vision of what else is on the road. That's how I see a project, there are so many things outside of one's control that can impact what you are doing. I would like to have the skills to see the collision before it happens – anticipate what is there beforehand.... you have to think of what will affect you. It is really important to think about what is around. (**Martha**, Pre-Training)*

In other words, the successful project manager would anticipate issues and act to avoid this when managing the project.

General Observations

Martha observed that staff in OABC worked in silos most of the time and did not have awareness across siloes. In her pre-training interview, **Martha** hoped that this methodology would 'open their eyes' and give them a structure to work with across OABC. For example, there were an infinite

number of returns processes for faulty goods in OABC. When she mapped three of them, one department changed theirs which had an impact on other areas. With PRINCE2 methodology she hoped that there would be a more structured approach across the whole organisation to manage changes:

> *They do not look at what the impacts are of changes made in their area. They are not used to looking across OABC when changes are made and to look at the impact on the Salesforce. With PRINCE2 methodology, they would look at things from a broader more structured point of view.* (**Martha**, Pre-Training)

After PRINCE2 Training

Martha commented that "her eyes were opened" (**Martha**, Post Training 5+) after studying PRINCE2 and used it when she left OABC some five months after the course due to unfavourable interactions with the IT Department.

She said that knowing PRINCE2 methodology assisted her in finding new job positions and assisted her at interviews as she could explain in a structured manner how she would manage a project. In her first role after leaving OABC, she was working in an environment where PMBOK was the selected project management body of practice. Nevertheless, she applied PRINCE2 'lightly' to the projects with great success. By 'lightly', she meant that she used the PRINCE2 management products of the Project Brief, Business Case, the Project Initiation Documentation and the risk register.

With her second client after leaving OABC, **Martha** worked as a senior business analyst working with the project management office of a government department to plan the transformational change for the Programs of work. The Chief Operating Officer was driving this and she was using the PRINCE2 methodology to come up with a process and templates. **Martha** was referring

to her PRINCE2 manual almost daily and used most of the management products suggested by PRINCE2:

> *I refer to the PRINCE2 Manual – a lot. It is well used. If you are used to following a structure – you have the structured thinking. It comes instinctively. Thinking structured. I have used most of the management products except for the Benefits Review Plan and Stage Plan. (**Martha**, Post Training ++)*

Twenty one months after the study, **Martha** had demonstrated adoption of PRINCE2 by the way that she was using it in her two subsequent job roles.

Case 10: Head of Business Management Services, Fix-It

Background

Fix-It had been at OABC for eighteen years. He was the head of business management services and was responsible for fixing problems with distributors.

Attitudes and Motivation

Fix-It expressed little interest in attending the PRINCE2 training nor in the qualification. His view of project management was coloured by previously being on the leadership team: setting the priorities and getting this done. Since he had a senior role previously and now was undertaking a 'lower level' role, he was in the habit of making decisions unilaterally and often did not consult widely with the key stakeholders. He was taking full responsibility for fixing problems with distributors without consulting the wider organisation.

General Observations

In his pre-training interview, he candidly described himself as the 'band-aid' man for the business and was not interested in complying with formal

project management procedures as there was not sufficient time to implement these:

> *I am an accountant and systems are my forte. You can adjust human behaviour by putting in the right systems in place. I need to get things done for my distributorships and do not have the time to follow a procedure. The business has had to do this – to put the bandaids on. I am the bandaid man! Whilst I would like to understand the project management side in a formal way, I have never done this. I am the Mr Fix-It here. We don't have the luxury of time here to make a decision. If everyone is on the path, then I will know where I can jump-in and not stand on other people's toes.* (**Fix It**, *Pre-Training*)

He expected that changes could be made to IT systems in a few days rather than a few months (which is what the IT department had indicated to allow for planning, scoping, for proper regression testing and user acceptance testing). He believed that things had to be done 'now' as the "systems were hurting the customers" (**Fix-It**, Pre-training) and the rest of the solution could be delivered later.

Although initially booked for the PRINCE2 training, **Fix-It** opted out of it. He left OABC in March 2015 after twenty years at OABC and was not contactable for comment.

Case 11: Promotions Manager, Poet

Background

Poet was the Promotions Manager at OABC and had been with the organisation for twenty years.

Attitudes and Motivation

She enjoyed managing projects and had previously attended a PMBOK based project management course run by OABC some three years earlier

which she enjoyed immensely. She was looking forward to learning the PRINCE2 methodology and sitting the exam as she was competitive.

She was motivated to do the course as OABC had some key challenges which she wanted to contribute to through managing projects better. There was a need to have an overall approach to deliver projects and for members of a project team to learn skills to work well together:

> *First, we have some big things and objectives to achieve here in the upcoming years. We need to remain focussed in order to achieve this. We have to have a bit of a plan and not go off on tangent. We need a strategy on how to approach this. I think this is the main reason. Second, we have to work better as a team as we don't do this well. We all like each other but we don't necessarily work well together at times I believe. We need a consistent approach across the board.(**Poet**, Pre-Training)*

Personal Qualities

In the pre-training interview, **Poet** considered being organised, structured and being a 'fantastic' communicator were the outward signs of a successful project manager. For **Poet**, communication was the most important quality of a project manager in being able to manage their teams and to manage upwards with the key stakeholders:

> *Communication – to be able to decipher the hidden things the Managing Director and whoever is making the decisions is not saying and to be able to take it back to your team… You have to direct the traffic. You have to be a great communicator and make it a positive environment for your team. Being able to make people have a good time on the project and get the results. Deciphering, understanding, communicating in a positive way. (**Poet**, Pre-Training)*

General Observations

In the pre-training interview, **Poet** stated that there were people at OABC who were not strategic in their outlook and did not think about the rationale for a

project beforehand. They were too interested in getting the job done rather than trying to work towards an agreed outcome.

In addition, according to **Poet**, there were some poor working practices at OABC. For example, some of her colleagues did no preparation prior to project meetings and were very slack in following up actions after a meeting. In contrast, there were people on projects who **Poet** described as "worker bees" who contributed whilst others did not. The worst were those who simply did not attend meetings saying they were too busy. For **Poet**, these people were not committed since:

> *Everyone is busy. You have to allocate your time and be committed to getting action orientated to drive it along. You have to liaise at all levels with stakeholders to get the decisions made. (**Poet**, Pre-Training)*

According to **Poet,** there were broadly three groups of people in OABC. Those with a "good approach" in terms of how they planned and prepared their projects like IT, promotions and logistics. Then there were those with an "in-between" approach and then there was the Sales team with "no approach" at all. According to **Poet**, the Sales team were the 'big ideas' people who did not have any planning skills. Sales were interested in looking at what was happening now whilst those in marketing, promotions and logistics were used to planning longer term.

After PRINCE2 Training

Poet used the word "loved it/enjoyed it" several times about the PRINCE2 course. She liked structure and planning.

Six months after the training course, **Poet** had implemented PRINCE2 in "a minor way" (**Poet**, Post Training 5+) as the project team members and stakeholders did not do the course and therefore were not using the methodology.

Two years after the training course, **Poet** still referred to her A3 PRINCE2 Wallchart situated above her desk frequently even though she did not formally use PRINCE2 for her projects. She applied the PRINCE2 principles and followed the sequence of processes for planning projects:

> *I refer to PRINCE2 a lot but I don't do it formally. I actually use the principles and follow the sequence of processes for my planning.(**Poet**, Post Training ++)*

Case 12: Communications Manager, Sally

Background

Sally had been at OABC for eleven years. The last eighteen months at OABC had been tumultuous where her job title and who she reported to changed three times. She was the Communications Manager at the start of this research and then her title changed due to two restructures and was now the Campaign Manager. In answer to the question by the researcher on her last interview, who she report to, she answered "That is a very good question!".

Attitudes and Motivation

She decided to undertake the course, even though it would take four days from her working week as she saw the benefits of doing the course for herself, for her team and the wider organisation. She also liked having a qualification.

Her answer to the question of how she managed to endure three different roles and two restructures, she replied, "I am either stupid or desperate. I ask myself this question all the time."(**Sally**, Post Training ++). Her motivation for staying on with the organisation was financial and although she distrusted OABC's recent management changes, she needed the income and persevered with her job.

> *I have my personal reason (for staying) which has meant that I have had to say in some instances where trust and integrity isn't there "I know I don't trust you but I need money right now". It is not the kind of company which I*

would ideally want to work for now in my life but when you have personal circumstances that are far more important and weigh more on you, then there is a shift between personal and work. I have to suck it up and come in here and do my job. (*Sally*, Post Training ++)

Personal Qualities

In her pre-training interview, **Sally** stated that good communication skills, working well with others and not being arrogant were important skills for a good project manager. The project manager needed to be able to work well with different personalities and really understand people in addition to being able to understand the business. In addition, a successful project manager was someone who was well organised and could think outside of the square.

Sally selected the values of trust and integrity as the most important personal quality for a project manager. In addition, the project manager needed to be someone who interested in the outcome of the project and not satisfy their own personal KPIs (key performance indicators):

> *There is no point having a project manager who is interested in ticking off their own individual KPIs at their end so they get the accolades or the bonus. We are all here for the greater good of the company. Together we can achieve the greater goal. However, if there is one person in there who is just going let's do it this way as it satisfies their personal KPIs, then it is not going to work.*(*Sally*, Pre-Training)

General Observations

Sally observed that when projects went 'pear-shaped' at OABC, it was often difficult to find someone who would take accountability for it. She saw the value of a standardised methodology for managing projects across OABC especially with respect to having clear roles and responsibilities and in particular to name the accountable person for each project. This would be beneficial for OABC.

Sally was not using PRINCE2 for her projects not due to the fact that she did not care about the methodology but due to others who were not using it:

> *Not that I have not bothered. It has been challenging to have the entire organisation not thinking the same way. I definitely would have loved to have used it. There were some great fundamentals in there – the line that I constantly use from it is "Your bad planning does not become my emergency". I am taking that one with me. The state of the business now has made it much more challenging.(Sally, Post Training ++)*

Consequently, she had not used her PRINCE2 manual since the course. It was still brand new. Twenty one months after the training, she left OABC on maternity leave.

Case 13: Events Manager, Bright

Background

Bright was the Events Manager reporting to **Viv**, who also managed events. The difference between the two roles was that **Bright** looked after the whole customer base known as the Salesforce whereas **Viv** looked after the key stakeholders of the whole customer base. **Bright** had been at OABC for eight years before the start of the PRINCE2 training.

Attitudes and Motivation

Project management was **Bright**'s day to day job in managing events. She was grateful for the opportunity to attend the training course and saw OABC as willing to invest in her education.

Bright's answers to questions were from the viewpoint of the whole of OABC. She talked about being efficient as a result of being more process-driven after having done the course. As we would have all done the same training, we would know what to expect and what to provide on the project team:

> *Being on the same project team – we will have had the same training as the rest of the project management team; So we know what to expect, what to provide and expectations of others on the team.* (**Bright**, *Pre-Training*)

Bright used the words 'clarity' and 'clear' a number of times throughout her first pre-training interview.

> *I am hoping we will have a clear direction of where we are going and what we are doing. Working with our suppliers will be a lot easier and clear.* (**Bright**, *Pre-Training*)

Personal Qualities

In the pre-training interview in answer to the question, what was the most important personal quality of a project manager, **Bright** answered 'trustworthiness'.

General Observations

The change of strategy and restructures at OABC with the new Managing Director had not affected her work (**Bright**, Post Training ++). She was accustomed to the lack of formal documentation being provided to her when projects were being commissioned.

After PRINCE2 Training

Six months after the PRINCE2 training course, **Bright** was using PRINCE2 Work Packages with her suppliers but was disappointed that the Sales team that commissioned work from her were not using any formal documents.

Two years after the course, she was accustomed to expecting that the Sales team would not provide formal documentation. She did however follow the processes of Starting Up and Initiating a Project Process as described by PRINCE2 in order to move her projects along. Fortunately, her projects always had an end to it as she was delivering an event.

Bright was still drawing on PRINCE2 for her projects, even though she was not adopting it formally in terms of using PRINCE2 management products (documents):

> *We probably have not used it ridiculously in everyday life. I have used it just in principle thinking about what I have done in terms of PRINCE2...I have used the A3 handout still up on my desk and I do look at this from time to time. It is probably more something I just draw on things that we learned. It helps me deal with situations. It happens all the time. Probably something I just think about that makes my job easier to move on from a stage to go to the next stage.... It has been helpful to know which stakeholders to include and which stakeholders not to bother with.* (**Bright,** *Post Training ++*)

Case 14: Events Manager, Viv

Background

Viv was the Events Manager who had been at OABC for seventeen years before commencing the training.

Attitudes and Motivation

Viv's attitude to the PRINCE2 course was in terms of how the course would benefit her directly rather than seeing it in terms of the benefit for the whole organisation. She said she was "not involved at the performance end of the organisation". She was reluctant to sit the examination but she eventually did with much trepidation.

Personal Qualities

In the pre-training interview, Viv stated that a good project manager "delivers a fantastic project seamlessly". The project manager focussed on delivery as the signs of success. The personal qualities of that project manager is one who ensures that "everyone is informed, knows their part and does their bit for the project" (Viv, Pre-Training). Viv added that charisma and confidence could in fact be learned. She had always been a shy person but having been at OABC for

almost two decades, she had learned to step out and to be heard by the project management team.

General observations

Viv discussed event management as projects consisting of 'cold' dimensions such as timelines and budgets and 'warm' dimensions consisting of creative themes/ skits, colour and feeling to an event.

When the researcher pointed out that the PRINCE2 manual had an example of how a conference was planned, **Viv** showed very little interest in this. She was not interested in the way in which PRINCE2 planned an event project using the PRINCE2 Product based planning technique.

After PRINCE2 Training

Viv was not using it formally as it was very hard to do this when the Sales and Marketing teams whom she worked with were in the practice of commissioning projects with her with no formal documentation. However when working with **Bright** to deliver events, she used PRINCE2 informally by following the processes of Starting up and Initiating a Project process and referred to her summary wallchart as to the activities that needed to occur. Since they were delivering events, there was always going to be an end point for the project.

Case 15: Personal Assistant, Kerri

Background

Kerri had been at OABC for one year before commencing the course. She was the Personal Assistant to the Managing Director.

Attitudes and Motivation

The Managing Director recommended that Kerri attend the course as she attended all Senior Leadership meetings and could provide input

about the PRINCE2 methodology. **Kerri** admitted that she was a planner but she had not been given the opportunity to plan and manage projects. Her preference was to know the area she was managing before she project managed it. She always required support to apply herself and needed to be clear about the expectations that others had of her.

Personal Qualities

In the pre-training interview, **Kerri** selected personal qualities for a project manager as someone who commanded respect:

> *Being able to attain people's respect – not that they have to like you. But respect what you are doing and appreciate where you are coming from. Teams are usually more engaged if they have respect for their leader. I think someone who was more upfront and open rather than sugar-coating things. (**Kerri**, Pre-Training)*

General Observations

Kerri commented that there were too many projects being initiated at OABC with little capacity and focus to see these through. According to **Kerri,** with the restructures and changes of Managing Director, the dynamics had changed but project delivery had not improved.

After the PRINCE2 Training

Six months after the training course, **Kerri** had not used anything that had been learnt as she was not given the opportunity to manage a project. She however stated that it was helpful to have done the course as she had a better understanding of the conversations that were held during the monthly Leadership meetings held at OABC, which she attended.

Case 16: HR Manager, Advisor

Background

Advisor was the HR Manager at OABC and had been at OABC for over ten years. She was very passionate and committed that all her projects would be successful.

Attitudes and Motivation

Advisor worked for **Matthew** who had sponsored the introduction of PRINCE2 methodology into OABC. She was doing the course as she believed the course would provide a "uniform approach" for everybody managing projects. She was hoping that the PRINCE2 methodology would stop ad-hoc decisions being made:

> *I am hoping that the PRINCE2 methodology will just 'stop' all of those ad-hoc decisions being made - Throwing things out there without actually having thought through things without a decent business case and just hoping that things will work. If everyone embraces it in the way we are hoping it will, then things would be improved massively here.(**Advisor**, Pre-Training)*

Personal Qualities

In the pre-training interview, **Advisor** stated that a good project manager thought through the process completely, had 'buy-in' from stakeholders and had the capability of seeing it through successfully. The most important personal quality that a project manager should have was the ability to understand things from the other people's perspective.

> *… the reason behind it is that that you cannot successfully run a project unless you understand the other things going around. There are always other external factors. A project manager must have the ability to be open to discussion. (**Advisor**, Pre-Training)*

It was difficult to schedule a time to conduct the pre-training interview with Advisor. She was always at meetings. In her pre-training interview, **Advisor** did not know when the course was being conducted even though it was scheduled in the following week. This may indicate a poor planning capability.

After PRINCE2 training

Although initially Advisor was receptive to PRINCE2, by the end of the training course, the intense nature of the course delivery caused her to form a negative view of it (Advisor, Post Training Imm.). She provided this feedback in her evaluation form. Consequently, after the training she did not take ownership as to supporting the implementation of the methodology in OABC given that her manager was the sponsor. Rather than volunteering to support the implementation, she took a bystander role: "We will have to see how much of it will be embraced" (**Advisor**, Post Training Imm.).

Case 17: Operations Manager, Frank

Background

At the commencement of the study, **Frank** was the Operations Manager but after the second restructure, he was appointed as the IT Manager reporting directly to the Managing Director. **Frank** had been at OABC for fourteen years.

Attitudes and Motivation

He was doing the PRINCE2 course as he was asked to attend. He was sceptical about the adoption of the methodology by OABC stating that "unless the rest of the business was on the same page, you kill yourself for nothing" (**Frank**, Pre-Training). His view was that unless the whole organisation adopted the methodology from the top down, then it would not work. He had concerns that

the methodology "may be too hard and restrictive for them (OABC) and it would be by-passed. It is the nature and the culture of the place". (**Frank**, Pre-Training)

Personal Qualities

In the pre-training interview, **Frank** said that to be a good project manager one had to set expectations as to the roles and responsibilities involved in the project.

The signs of a successful project manager would be one who kept communication channels open through reporting and face to face meetings ensuring that everyone was on the same page. It was important to be consistent in reporting and in holding meetings with the project team:

> *If you are going to inform people, you have to be consistent. You have to have reporting. Have consistent meetings and not to let them slip. With any sort of project you have to juggle resources and you have to be organised to do that. (**Frank**. Pre-Training)*

The most important personal quality was having good organisational and administrative skills, which were his strength.

Frank did not work more than his standard hours of work of 9am to 5pm and did not take any work home. As soon as he left the organisation at 5pm, he would 'switch off'.

General Observations

Frank was made the Project Officer for the newly founded Project Management Office (PMO) which was to be located in IT. He was sent to further his training and passed the PRINCE2 Practitioner course some months later. He was tasked to develop a standardised methodology based on PRINCE2 for OABC's projects together with the templates to be used. The PMO was formed in April 2013 but

was dismantled the following year with the resignation of the Head of IT. **Frank** then took on the role of IT Manager but he did not implement the PMO:

> …we never implemented a PMO – it was all in discussion when Ho left (Frank, Post Training ++).

After PRINCE2 Training

Six months after the training, **Frank** was not using PRINCE2 despite being the custodian for OABC's project management framework and PRINCE2-based document templates as Project Officer of the PMO. He commented that he had not seen any documents used in the organisation and that anyone wishing to implement PRINCE2 methodology to their projects "would struggle with it" (**Frank**, Post Training 5+).

According to **Frank**, the application of PRINCE2 principles and methodology amidst the changes happening at OABC was "out of the window – it does not even exist" (**Frank**, Post Training ++). He clearly stressed that it was impossible to apply these principles in an uncontrolled environment.

For this reason he did not invest the time needed to plan the projects properly using PRINCE2. His reason was that the business culture was not conducive to implementing PRINCE2. For example:

> There are various parts of the business that is agreed to implementation date agreed to in week 14 and we start planning for week 14, then all of a sudden it becomes week 6. How does it happen? Everyone is in agreement that we will deliver week 14 and here is the formal document we have and now we have brought it forward by 2 months. How is that possible? (**Frank**, Post Training ++)

Frank is an example of a participant who despite passing the PRINCE2 Practitioner, did not do any extra work or have any desire to apply the PRINCE2 methodology to workplace projects. **Frank**'s main reason was that citing that the OABC business culture was not conducive to its implementation. Although

he was earmarked as the custodian and 'lead' for the PRINCE2 methodology in OABC, in practice he had no desire to apply it to his projects. He did the day to day work of being IT Manager but when managing projects of which there were between three and eight running at any one time, he would not spend the time undertaking planning to produce the required PRINCE2 documents such as the Project Brief and Business case.

Since becoming IT Manager, he was still trying to understand the leadership dynamics at OABC which he described as an uncontrolled environment not conducive to the adoption of PRINCE2:

> *Still trying to find my feet so far as understanding the dynamics of the senior management team. I think I understand the landscape now. It is a challenge. We are going through business challenge. We cannot apply those (PRINCE2) principles in an uncontrolled environment.(**Frank,** Post Training ++)*

Case 18: Software Development Manager, Puffin

Background

Puffin was the software development manager at OABC and had been there for ten years. **Puffin** had a Project Management Professional (PMP) qualification from the Project Management Institute (PMI). He was managing between two to nine projects at any one time concurrently and had four IT development resources reporting into him.

Attitudes and Motivation

His motivation for doing the course was to be on the same page as everyone else if the organisation was going to adopt PRINCE2. **Puffin** stated that everything he did was a project. OABC was implementing PRINCE2 due to the lack of a structured approach to projects. "Up to this point they have not used any project management framework" (**Puffin**, Pre-Training). According to **Puffin**

if everyone understood business cases, requirements and time-lines, then the work in his department of Information Technology would be a lot easier.

Personal Qualities

According to **Puffin**, a successful project manager was one who was focussed on ensuring that projects were delivered efficiently and that critical deadlines were met. The outward signs of the project manager would be proper co-ordination, and quality outputs with the efficient use of time. For **Puffin,** the most important personal quality of a project manager was patience and persistence where it was important to be "forceful enough but not overboard and run the line constantly".

General Observations

Puffin noted that the problem with OABC were the departments outside of IT where "they don't have any concept of their input into the IT project" (**Puffin**, Post Training Imm.). Puffin stated that across OABC, there was the perception that IT would be the owner of projects which had an IT component which was incorrect. The ownership of the projects needed to be from the business rather than in IT:

> *The business in many ways has been its own worst enemy. Many people across the organisation have not seen part of their role as participating in projects and as such their cooperation with the running of business projects has been far from ideal. Many see IT as the owner of projects and their participation as voluntary and secondary to their day job, not part of it. Responsibility for projects in the past has been handed over to IT. (Puffin, Post Training Imm)*

A factor for handing over ownership of projects to IT was the problem that staff were not measured by their contribution to projects:

> *The issues come from their 'day to day' tasks and of course they give that priority. They ensure that they get*

> *this done but they don't pay much attention to their project schedule. Nobody is measured how well projects go through and their contribution to projects. (Puffin, Pre-Training)*

After PRINCE2 Training

Puffin found that "the course provided him with new tools and methods to better manage projects" (**Puffin**, Post Training Imm). However he did not adopt any of this in practice. He was anticipating that the senior executives would enforce the methodology from the top down which did not occur. For example the cancellation of workshops that were originally planned to support staff to apply the methodology to their projects after the training sent a strong signal to reduce the momentum that had been gained after the PRINCE2 training.

Puffin was terminated from his work at OABC about four months after the course due to friction with the new IT Director. Despite repeated attempts to contact him, **Puffin** declined to be interviewed after his termination from OABC.

Two Translations that emerge from the Cases

This research study sought to understand the nature of the adoption of the PRINCE2 methodology. Adoption has a nature to it and the nature of the adoption (in ANT) is called a translation. Emerging from the cases were two distinct translations of the PRINCE2 methodology. According to Tatnall and Davey (2001), two translations are possible (Tatnall & Davey 2001, p. 515). In this research two translations that were significantly different that emerged from my data are the *Performing* Translation (**PT**) and the *Knowing* Translation (**KT**).

PT is a complete adoption of the PRINCE2 Principles, Themes and Processes used in practice in the workplace.

KT involves an adoption of the PRINCE2 Principles, Themes and Processes in passing the examination and knowing what to use in practice in the workplace

but choosing not to use these because the overhead involved far outweighs the perceived benefits.

It seems that there are two groups of people who adopt the innovation: some who adopt the Performing Translation (**PT**) and are really involved in using PRINCE2 and others who adopt the Knowing Translation (**KT**) being focussed on their day to day jobs. I will call these two groups the Being Project Manager (**BPM**) group and the Doing Project Manager (**DPM**) group.

Mark and Frank as archetypal adopters of the two translations

The epitome of the person who had adopted the **PT** and was part of the **BPM** was **Mark. He** was an archetypal adopter of the **PT. T**he epitome of the person who had adopted the **KT** and was part of the DPM was **Frank.** He was an archetypal adopter of the **KT**.

Mark and **Frank** both undertook the full PRINCE2 Practitioner course. From the first day of the training course, **Mark** was motivated to apply PRINCE2. In contrast, **Frank** although allocated as the custodian for the PRINCE2 based project management framework for OABC, was sceptical about the framework and showed no desire to learn more about PRINCE2 and to apply this to his projects. In **Frank's** first pre-training interview he stated that "[u]nless the rest of the business is on the same page 'you kill yourself for nothing'" (**Frank**, Pre-Training). This encapsulated **Frank's** underlying philosophy towards the adoption of the PRINCE2 methodology even when he had passed the full Practitioner course and was in the position of head of IT reporting into the Leadership team under **Caesar**, the Managing Director.

Both **Mark** and **Frank** reported to **Caesar** and were exposed to the same chaotic culture and leadership style. Yet amidst the chaos and constant changes, **Mark**

still endeavoured to use PRINCE2 for all his projects, whereas **Frank** made little attempt. **Frank**'s rationale was that the environment was 'uncontrolled' and the use of the methodology was not suited to it.

Mark subsequently resigned from OABC, one year after the training course and continued to be an advocate for PRINCE2 in his new organisation where due to his recommendation, sixty people subsequently undertook PRINCE2 training. **Mark** continued to study PRINCE2 and went on to be qualified in further AXELOS based Best Practice qualifications. He eventually was promoted to a new role as Head of Portfolio and Planning Office. He was still spending a lot of his time often outside of work hours researching Best Practice and ways to improve projects. Meanwhile **Frank** on the other hand was promoted to IT Manager at OABC but still continued to manage projects without any methodology and did not spend 'extra time' to research and plan projects upfront. He was not emotionally invested in PRINCE2 and would 'switch off' from work when he left at the end of the day.

Mark is an archetypal example of an adopter of the Performing Translation (**PT**) and **Frank** is an archetypal example of an adopter of the Knowing Translation (**KT**).

Conclusion

Eighteen cases were presented in this research study. Two distinct translations of adoption of PRINCE2 methodology emerged. These were (i) the Performing Translation (**PT**) and (ii) the Knowing Translation (**KT**). The specific characteristics of these two translations are presented in Chapter Five.

This research identified two groups of people who adopt the innovation: some who adopt the PT which constitute the Being Project Manager (**BPM**) group

such as **Mark** and those who adopt the KT which constitute the Doing Project Manager (**DPM**) group such as **Frank**.

I will now use these two groups to further analyse the research into the adoption of PRINCE2. Chapter Five reports on the characteristics of the **PT** and the **KT** which can be demonstrated by the **BPM** and **DPM**.

CHAPTER FIVE

Two Translations: Characteristics of the *Performing* and *Knowing* Translations

Introduction

The aim of this chapter is to present the two translations that have emerged from the adoption of the innovation. In this research, the innovation is the project management methodology PRINCE2. From the interviews of the Cases presented in the previous chapter, there were a number of possible adoption outcomes of PRINCE2. In Actor-Network Theory, these are known as translations (Callon 1986). The process of translation has four phases or moments (Callon 1986) which will be discussed in Chapter Six.

Two translations have been identified:

- The first of these is a complete adoption of the PRINCE2 Principles, Themes and Processes of PRINCE2 used in practice in the workplace. This is known as the **Performing** translation (**PT**).
- The second involves the adoption of the PRINCE2 Principles, Themes and Processes in which the project manager demonstrates knowledge sufficient to pass the exam but does not persist with the method in the workplace. This known as the **Knowing** translation (**KT**).

A way of looking at these translations is to consider categories of people after training. The two extremes would be represented by the Being Project Manager (**BPM**) and the Doing Project Manager (**DPM**). Some **BPMs** and **DPMs** adopted aspects of each translation.

Characteristics of a Being project manager (BPM)

The Being project manager (**BPM**) performs project management duties by adopting the **Performing Translation (PT)**. The project manager uses as much of the PRINCE2 methodology as they are able and actively seeks to improve practice. For the **BPM,** project management is always about continually improving practice. The archetypal **BPM** is **Mark**.

Characteristics of a Doing project manager (DPM)

The **Doing project manager (DPM)** adopts the **Knowing Translation (KT)** where there is an intellectual understanding of passing the examination but choosing not to apply PRINCE2 to work projects as they perceive the benefits achieved in using it are outweighed by the effort required in terms of documentation. This is the overhead involved in delivering projects. For the **DPM**, the delivery of project results is the most important focus. It is less important to have adhered to a methodology to deliver project results. A **DPM** does not believe it is necessary to spend the extra time to plan projects and to research ways to improve practice. The archetypal **DPM** is **Frank**.

The **BPMs** largely adopt the **Performing Translation** (PT) and **DPM**s largely adopt the **Knowing Translation** (KT). However, the adoption of **PT** is not exclusive to **BPMs**. Similarly the adoption of **KT** is not exclusive to **DPMs**. In some instances, a **DPM** may adopt the **PT**. Conversely, a **BPM** may adopt the **KT**. The Venn diagram in Figure 11 displays this.

Figure 11: Venn diagram showing the relationship between translations and project manager categories
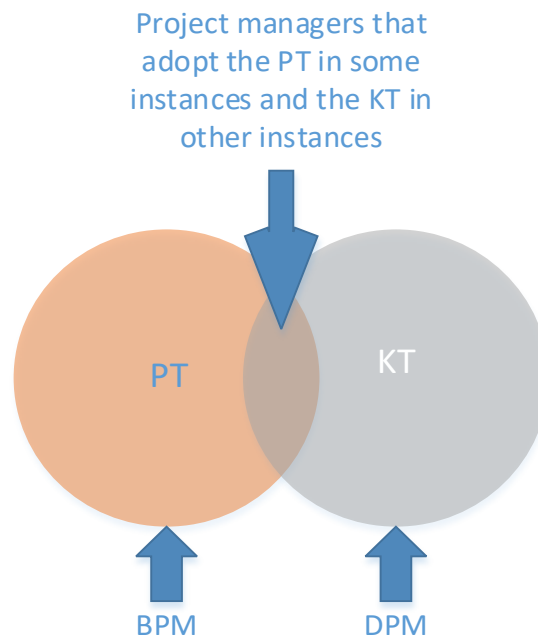
The orange circle represents the **PT** and the grey circle represents the **KT**. The **BPM** largely adopts the **PT** and the **DPM** largely adopts the **KT**. Project managers that both adopt the **PT** and the **KT** correspond to points in the area where the orange and grey circles overlap. That area contains project managers that adopt the **PT** in some instances and the **KT** in other instances.

This Chapter describes the characteristics of the **PT** and **KT** that emerged from the analysis of the interviews with the participants. The following aspects or areas of investigation that emerged from the data analysis are used to present the characteristics of **PT** and **KT**:

- Standardised methodology
- PRINCE2 materials
- Personal qualities of a project manager
- Work environment
- Best practice

- Project Horizon

- Champion of PRINCE2

- Planning

- Work style.

A summary of these characteristics is shown in Table 6.

Standardised methodology

PRINCE2 Processes provide a roadmap for the project manager but it is not necessary to slavishly and robotically comply with each and every activity specified by the processes (PRINCE2 2009). The basis of adoption of PRINCE2 is its principles. PRINCE2 is principles-based and not driven by templates or documentation (Lecomber & Tatnall 2014). If all seven principles are applied, then it is said that the project is using the PRINCE2 methodology (PRINCE2 2009).

BPMs seek to apply a standardised methodology

BPMs appreciated and could see the need for a standardised methodology in managing projects. In addition, a BPM would attempt to use the standardised PRINCE2 methodology for all work projects.

This was evident with Mark. Throughout the course of this research study, he sought to apply the methodology to every project that he managed. Despite the Managing Director and IT Director not using PRINCE2, Mark was using it for his projects even though he considered it to be tough and dis-heartening:

> Organisational adoption is really hard. There is lack of adoption by the Managing Director and the new IT Director shoots from the hip. There is no buy-in unless we get a 'critical mass' adopting this. It is tough. It is so disheartening. Still I am using PRINCE2 for the project 'Flexible delivery options'. (Mark, Post Training 5+)

A **BPM** used PRINCE2 Management documentation such as the Business case, Project Brief, Project Product Description and Project Plan.

According to **Matthew**, he was using the PRINCE2 Principles all the time without necessarily using the full documentation:

> *Yes I am using it when I am involved in Asia Pacific projects. I always use the seven principles without necessarily using the full documentation per se. (**Matthew**, Post Training ++)*

To **Matthew**, PRINCE2 offered a methodology that provided an evolutionary concept or process that allowed for continuous improvement "like a spiral staircase" (**Matthew**, Pre-Training):

> *We start projects this way with a certain methodology and if we consistently apply the same methodology, we can consistently refine that methodology. It gives us a starting point for the next one and then a starting point for the next one and so on. (**Matthew, Pre-Training**)*

A **BPM** could see the need for the methodology in an organisation and would articulate this. For example, **Martha** stated that this methodology would give a broader more structured point of view when changes were being made:

> *They (project managers) do not look at what the impacts are of changes made in their area. They are not used to looking across OABC when changes are made and to look at the impact on the Salesforce. With PRINCE2 methodology, they would look at things from a broader more structured point of view. (**Martha**, Pre-Training)*

Martha went on to use the methodology for her projects in her subsequent roles. She described how she referred to the PRINCE2 Manual a lot and used the methodology as it enabled her to think in a structured way:

> *I refer to the PRINCE2 Manual – a lot. It is well used. If you are used to following a structure – you have the structured thinking offered by PRINCE2. It comes instinctively. Thinking structured... (**Martha**, Post Training ++)*

DPMs do not use the standard methodology.

In contrast a **DPM** does not use PRINCE2 for their projects. Five months after the training course, **John** remarked that he had not used anything that he had learnt from the course. The methodology was completely ignored due to the sponsor (Marketing Director) and other key members (**Fix-It**) not knowing PRINCE2:

> *I am working on the Spare parts replacement project headed by Tina, the Marketing Director and Fix-It. Both of them do not know PRINCE2. There is no allocated project manager who knows PRINCE2. No regard of how to set up a project. Fix-It makes snap decisions. It makes it hard to use PRINCE2. (**John**, Post Training 5+)*

A **DPM** would look at the methodology in detail and dismiss it as inappropriate to the business. However they used some of the language that they learned from the training course about the composition of the Project Board if the others that they worked with had done the course. This is illustrated by Sally:

> *The four of us who work together and who did the course always discuss the composition and roles of the Project Board such as the Senior User when we meet to discuss our projects. (**Sally**, Post Training 5+)*

However DPMs did not fully adopt PRINCE2 in applying the methodology to their projects.

Five months after the training course, **Poet** had used PRINCE2 in a minor way but she commented that others around her were not using it. This made it difficult for her to adopt the methodology for her projects (**Poet**, Post Training 5+).

Sally was not using PRINCE2 for her projects. However this was not because she did not care about the methodology but because it has been challenging to

apply the methodology when the entire organisation was not thinking the same way:

> *Not that I have not bothered. It has been challenging to have the entire organisation not thinking the same way. I definitely would have loved to have used it...The state of the business now has made it much more challenging.* (*Sally*, Post Training ++)

Adopting PRINCE2 for projects involved applying the PRINCE2 principles to the management of projects. It was not always necessary to use the full documentation as described in the Tailoring Chapter of the PRINCE2 manual 'Tailoring PRINCE2 to the project environment' (PRINCE2 2009, pp. 215-31).

Frank was an example of a DPM who did not use the methodology for projects. **Frank** was appointed as the Project Officer and the custodian for the Project Management methodology and document templates to be used in OABC. He was allocated for one third of his working time to developing a standard methodology based on PRINCE2 and templates to be used by OABC staff. Despite having been appointed to the Project Office role, **Frank** did not use PRINCE2 for his own projects:

> *Since the (PRINCE2) course, apart from everyone knowing what is expected from a project, it is difficult to put into practice. People were struggling to adopt any of these practices because they find it just too hard. (Frank, Post Training ++)*

A **DPM** is less interested in how a project is delivered than in the results from the project (**Frank**, Post Training ++).

Another example is provided by **Caesar** who was in a senior leadership position and subsequently appointed as the Managing Director. Despite being certified in PRINCE2, he made little use of the methodology.

For example, three months after the PRINCE2 training, **Caesar** was making project decisions subjectively and was not in accordance with PRINCE2 methodology. **Mary** and **Martha** explained that he was making reactive and superficial decisions:

> *We have had a few wins at OABC in that Caesar has embraced it (PRINCE2) to a point. You still get the 'knee-jerk' practical reactivity you have to do this. It might be useful to have a "little methodology to suit the knee-jerks". What one person's views is not the same as our version as we see the whole picture and we see what needs to be done. Caesar's view is somewhat superficial as what needs to be done. (Mary and Martha, Post Training Imm.)*

In contrast, **BPMs** would always apply the methodology and ensure that each project had its prerequisite foundational documents and had been planned properly, complying at the very least to the PRINCE2 Principles. **DPMs** were focused on results rather than a methodology.

In summary, the **BPMs** appreciated and used the standardized methodology whereas the **DPMs** did not use the methodology for their projects. The characteristics of the **PT** were displayed by the **BPMs** whilst the characteristics of **KT** were displayed by the **DPMs.**

PRINCE2 Materials

According to 'Integrating PRINCE2 (2014)', in order to apply PRINCE2 to projects, it would always be necessary to refer to the PRINCE2 manual to determine the activities within the processes to undertake together with the documents to be used on a project (AXELOS 2014). Therefore when practitioners were looking to apply PRINCE2 to their projects, they would have to use the PRINCE2 manual.

BPMs referred to the PRINCE2 materials

BPMs would use the PRINCE2 manual and the training materials (such as the summary wallchart) actively in managing their projects.

An example is shown by the HR Director, **Matthew**. He was observed by the Business Development Manager taking the roles and responsibilities directly from the PRINCE2 Manual (Appendix C of the Manual) and using this as the basis of terms of reference for stakeholders allocated to a project. **Matthew** admitted that he would refer to the PRINCE2 manual constantly after the course. However about six months later, he was using less of the manual but using the A3 Summary Wallchart all the time (**Matthew** Post Training ++). The Summary Wallchart contains a summary (on one page) of the principles, processes and activities involved in a project:

> *My PRINCE2 manual was well-thumbed at the beginning*
> *for the first six months when I finished the course but now*
> *I carry the summary wallchart with me and refer to it all*
> *the time. (**Matthew,** Post Training ++)*

Another example is provided by **Poet**, two years after the training course, she referred to the A3 Summary Wallchart situated above her desk frequently:

> *I refer to it a lot but I don't do it formally. I actually use the*
> *Principles and follow the sequence of activities within the*
> *processes for my planning. (**Poet**, Post Training ++)*

DPMs did not refer to the PRINCE2 materials

In contrast, **DPMs** did not use their PRINCE2 manual nor other training material after the course.

The lack of use of the manual showed that the project managers had completely ignored the methodology for their projects. It was very difficult to apply the methodology without referring to the manual as it contains the activities and a

reminder of the principles that are needed to be complied with in managing a project (AXELOS, 2014).

For example, **John,** who was a **DPM** admitted that he was not using the PRINCE2 materials to assist him in managing his projects and pointed to the lack of people around him who did not know PRINCE2:

> *We used PRINCE2 principles but then as more of the people leaving and people coming in who were not familiar with PRINCE2. The use of PRINCE2 across the organisation had dried up and I did not use the PRINCE2 materials for my project.* (**John**, *Post Training ++*)

Another **DPM, Eagle Eye** commented on the lack of adoption of PRINCE2 organisationally. **Eagle Eye** stated that he did use the PRINCE2 manual in the first five months after the course when writing the business case and other documents for his projects. However due to the lack of adoption organisationally for PRINCE2, he ceased using the materials after the first five months and his PRINCE2 manual was still brand new:

> *In terms of the organisation as a whole, since we did PRINCE2, I have not seen anything happen with it. After Aug 2013 (five months after the training course), I did not use it at all....My manual is still brand new. (**Eagle Eye,** Post Training ++)*

In summary, the **BPMs** used the PRINCE2 materials actively whereas the **DPMs** did not use the PRINCE2 materials. The characteristics of the **PT** were displayed by the **BPMs** whilst the characteristics of **KT** were displayed by the **DPMs.**

Personal qualities of a project manager

A standard question during the pre-training interviews was to ask each participant what the most important personal quality a project manager should have. There was a spread of answers ranging from value-based personal qualities such as Integrity, Trust and Respect which were largely invisible

through to outwardly observable qualities. There was a difference in the answers of the **BPMs** and **DPMs.**

BPMs selected values-laden qualities

For the **BPM**, the responses which were values laden such as trust and integrity were the most important personal qualities. For example in answer to this question, **Mark** selected integrity and trust as the most important personal quality of a project manager:

> *Integrity and trust. I actually think that you may have the methodology and the skills but it is all about the people and the relationships that you have with them. (**Mark**, Pre-Training)*

According to the **BPM**, good people skills were underpinned by the personal trait of trust where people trusted the project manager, otherwise the team would not work well together:

> *If the leader is not trusted, then the team will not work well together. (**Mark**, Post Training ++)*

> *People have to trust you. If the leader is not trusted, how can there be a team? (**Sally,** Pre-Training)*

Bright mentioned that if people trusted the project manager, then the project manager would get the best out of the team:

> *The most important personal quality is trustworthiness and good relationships with everyone. Why? If people respect you and trust you: then they will respect what you do and you will get the best out of them. (**Bright**, Pre-Training)*

According to **Mark**, there was no point having a project manager looking at their own personal KPIs (Key Performance Indicators) rather than the greater good of the company (**Mark**, Pre-Training).

DPMs were focussed on observable characteristics and results when delivering a project.

John selected 'cut-through' as the most important personal quality which he referred to as determination to complete a project.

> *You can have all the technical skills and know the steps to follow but unless someone has the 'cut through' to see a project completed. A lot of people don't. That is an important quality. It is about finishing. There are so many projects here that get started but they don't get finished. (**John**, Pre-Training)*

Frank was a **DPM.** He selected organisation and administration as his Personal Qualities, which were clearly observable:

> *Organisation. Administration – this is my strength. If you are going to inform people, you have to be consistent. You have to have reporting. Have consistent meetings and don't let them slip. With any sort of project you have to juggle resources and you have to be organised to do that. (**Frank,** Pre-Training)*

DPMs were concerned about managing communication of the team. **Caesar** stated that most important personal quality was to be personable and to carry a team with you:

> *People don't work for an organisation, people work for other people. (**Caesar**, Pre-Training)*

Mary's most important personal quality was 'people skills' in being able to manage a team of people.

In summary, **BPMs** would consider that the most important personal qualities for a project manager were values laden characteristics of trust and integrity. **DPMs** selected outwardly observable qualities such as being results focused, good organizational skills and people skills. The characteristics of the **PT** were

displayed by the **BPMs** whilst the characteristics of **KT** were displayed by the DPMs.

Work environment

During the period of this longitudinal study, OABC underwent a number of changes. There were two restructures, two changes of Managing Director and sixty five staff had resigned (**Poet**, Post Training ++).

Frank stated that the work environment at OABC was uncontrolled and it was not possible to apply the PRINCE2 principles in such an environment:

> *We cannot apply those (PRINCE2) principles in an uncontrolled environment. We are in complete Exception here. We are trying to ride the wave at the moment to support the business to go through this change. (Frank, Post Training ++)*

BPMs response to the workplace

BPMs sought opportunities outside of OABC and left the organisation through resignation or redeployment to another region of the organisation not affected by the same culture. **Mark** described that he resigned due to the micromanagement, archaic thought processes and the aggressive environment that he found himself in:

> *They are all out for themselves...The style is all micromanagement. They were all vicious and jealous. I cannot break that mould...with archaic thought processes. Very aggressive situation. So I did a good presentation and then I left. (Mark, Post Training ++)*

Switched-On took maternity leave and described how after taking maternity leave, she resigned due to the business culture where she was frustrated and where the organisation did not commit to PRINCE2:

> *One year after taking maternity leave...Frustration and turmoil I have had all these years. But you were conflicted that you wanted to deliver. It just did not get better.*

> *Momentarily there was a glimmer of hope but when the shit hit the fan, we reverted back to the old days. If the company had only committed to it (PRINCE2)... The left hand was not talking to the right hand. Great people working there. It was a bitter sweet departure. (**Switched-On**, Post Training ++)*

Sally acknowledged that individually people at OABC were well respected and the 'culture' as a whole was attractive due to the small family business 'feel' but it was the same type of culture that was chaotic and made it unattractive to structured delivery of projects. **Sally** stated:

> *Look the culture, the attitude, the way things are can be very attractive but they can be the same things that can also be unattractive about it. (**Sally**, Post Training ++)*

Matthew, the HR Director was seen to be absent from OABC head office during most of the duration of this research study and was on assignment on Asia Pacific projects outside the jurisdiction of OABC (which had a focus only of Australia and New Zealand). This meant that he was not under the jurisdiction of the Managing Director for OABC nor influenced by the working environment of OABC. He had exited the culture at OABC. He was an example of a **BPM**. A **BPM** would look for opportunities elsewhere and resign or take leave from a difficult business environment such as at OABC.

DPM responses to the workplace

In contrast, **DPMs** stayed at OABC and provided a number of philosophical reasons as to why they stayed in a difficult and chaotic environment. An example was given by **Sally**. When asked about how she endured three different roles and two restructures, she replied, "I am either stupid or desperate. I ask myself this question all the time." She gave the philosophical answer that she needed her job and had to 'suck it up and come in here and do my job':

> *I have my personal reason (for staying) which has meant that I have had to say in some instances where trust and*

> *integrity isn't there "I know I don't trust you but I need money right now". It is not the kind of company which I would ideally want to work for now in my life but when you have personal circumstances that are far more important and weigh more on you, then there is a shift between personal and work. I have to suck it up and come in here and do my job. (**Sally,** Post Training ++)*

Poet said that she disengaged from caring about the projects she worked on otherwise it would affect her mentally:

> *I have disengaged – I let go and changed my priority. It has become a job – Whilst I was passionate for the people in my team and the people in the field. Now it has lost is shine which makes it special. Been a tough ride in the last three years or so. It is time for me to move on quite frankly. But I would love to see how it ends. I am fairly positive most of the time. I want to leave on a high. I do love the company. However I have to let go. I can influence what I can change. I have had to drop the other stuff – not carry it. You can't otherwise you will do your head in. (**Poet,** Post Training ++)*

DPMs stayed at OABC and provided valuable insights as to why they stayed amidst a difficult business environment.

In summary, the **BPMs** sought to move away from a difficult business culture that did not support their adoption of PRINCE2 Principles, Themes and Processes. In other words, the **PT** translation could not be supported in the OABC culture. On the other hand, the **DPMs** stayed in the organisation and gave philosophical reasons for this. The characteristics of the **PT** were displayed by the **BPMs** whilst the characteristics of **KT** were displayed by the **DPMs**.

Best practice

BPMs conducted their own research into 'best practice'

A good example is provided by **Mark.**

When **Mark** resigned in March 2014 (a year after the course) and took on a new role, **Mark** influenced his manager to introduce PRINCE2 to the new

organisation. Following his recommendations, sixty staff were sent for training in PRINCE2. **Mark** went on to seek two further qualifications which are part of AXELOS suite of Global Best Practice products: Managing Successful Programmes (MSP®) and the management of Portfolio, Programme and Project Offices (P3O®)

Mark was subsequently promoted to Head of the Planning and Portfolio office in his new organisation where his mandate was to introduce change and innovation to the organisation. He achieved this in January 2015, some twenty one months after he was first introduced to the PRINCE2 methodology.

Mark would spend his spare time outside of work and his holidays researching 'best practice' to look for ways to improve project delivery:

> *I spent the whole of Australia Day (public holiday) reading about best practice. I have discovered that unless you embed the whole structure Portfolio, Program and Project Management Office (P3O) in an organisation, it will not succeed. I have done this here in this organisation when I put in the project management framework (PRINCE2) but it does not work unless you have the whole P3O structure put in. (**Mark**, Post Training ++)*

Mark explained that unless the whole Portfolio, Program and Project Management Office (P3O) structure was embedded in an organisation, putting in a methodology such as PRINCE2 does not work.

Mark believed that project management 'best practice' was a skill that could be learned provided that the person had the desire to apply it to their projects:

> *Anyone can apply 'best practice' to their projects as long as a person had a modicum of skills and aptitude and the desire to apply 'best practice' to their projects. (**Mark**, Post Training ++)*

DPMs do not conduct research into 'best practice'

In contrast, **DPMs** would not have the desire to spend extra time and energy on researching 'best practice' for projects. This is illustrated by **Eagle-Eye** who stated that he did not have the desire to look into 'best practice' as he was time poor:

> *It (the lack of adoption of PRINCE2) exists everywhere. I do not have the desire to look into it ('best practice') as I am time poor.(Eagle Eye, Post Training ++)*

Similarly **Frank** mentioned that managing projects was just a job for him and he would switch-off when he left work. He did not want to think about work when he went home. He had no desire to research 'best practice' any further (**Frank**, Post Training ++)

In summary, **BPMs** would make time to conduct their own research into Best Practice to continually find ways to improve their project practice whereas **DPMs** did not conduct research into 'best practice' for their projects. The characteristics of the **PT** were displayed by the **BPMs** whilst the characteristics of **KT** were displayed by the **DPMs.**

Project Horizon

BPMs had the ability to see the perspective of the whole

BPMs could grasp the value of the methodology for the whole organisation.

Switched-On for example was able to explain how she saw the implementation of PRINCE2 at OABC. She described three stages which were required. First, PRINCE2 had to be tailored to OABC's requirements and immersed in its working practices. Second, there needed to be a dedicated Project Office to support projects. Third there needed to be the opportunity to reflect and learn from experience:

> *This would be to first roll out across the whole of OABC a project management methodology based on PRINCE2 but tailored to OABC's requirements and used by everyone and immersed in OABC's working practices. Second, to have a dedicated Project Office which would support projects across OABC. Third, there needs to be built into projects, the opportunity to reflect and learn from experience. Instead at the moment "as soon as we deliver or finish a project, we don't have the luxury of time to follow-up and learn" which must be built into every project. (**Switched-On**, Pre-Training)*

A **BPM** could see the perspective of the value of any initiative from the point of the whole organisation in addition to their personal perspective.

In addition, a **BPM** was able to see and think beyond what had been asked for of a project and was able to see the linkages that the project had with the rest of the environment. They had an ability to view the full project horizon and 'think outside the square' (**Sally**, Pre-Training).

The ability to see and 'think outside the square' is best described by **Martha** who stated that a project manager needed "peripheral vision of what is around it so as to anticipate roadblocks" (**Martha**, Pre-Training). She compared managing a successful project to driving a car:

> *It is a bit like driving from A to B, you may be heading to B but you have that peripheral vision of what else is on the road. That's how I see a project, there are so many things outside of one's control that can impact what you are doing. I would like to have the skills to see the collision before it happens – anticipate what is there beforehand.... you have to think of what will affect you. It is really important to think about what is around. (Martha, Pre-Training)*

Some DPMs see initiatives from a personal perspective

Some **DPMs** tended to see the introduction of PRINCE2 from their own personal perspective. For example **Viv** answered purely from the perspective of the value PRINCE2 would have to her own projects though she stated that the

methodology would possibly help standardise the way projects were managed in OABC. She said:

> Good for my job. Helps me to plan events. I have done my job for 17 years. I will learn something new... I am more interested in how it will help my position – my job basically. Not sure how it will help OABC. Possibly to help processes within the company; a more common sense approach, standardise the way things are done. (*Viv,* Pre-Training)

In summary, **BPMs** saw innovations like PRINCE2 from the perspective of the whole organisation whereas some **DPMs** saw it generally from their own personal perspective. No comment can be made about **DPMs** with respect to seeing the perspective of the whole as this was not mentioned specifically during the interviews. It is not possible to conclude characteristics about the **KT** other than stating that some **DPMs** see initiatives from their own personal perspectives.

Champions for PRINCE2

A **BPM** would encourage others to undertake training in PRINCE2. This was demonstrated by **Matthew** who as HR Director of OABC recommended that his Asia Pacific colleagues undertook the training. He also ensured that PRINCE2 training was part of the staff development plans for each senior manager:

> In fact the many leadership development plans that I have set for senior executives and there are many of them with high functional expertise but the main overarching skills that they are missing is in managing projects. I would always put them onto PRINCE2 to help them to put their ideas to market – to get them to bridge that skills gap. It is one of the biggest area of skills gap or capability gap in the business. (*Matthew,* Post Training ++)

Another example is supplied by **Mark** who left OABC and joined another organisation where he recommended PRINCE2 training for sixty people.

However, when **Mark** was promoted to the Head of the Planning and Portfolio Office, he reflected that it was not efficient to send sixty people on a PRINCE2 course without the structure in place to support them. In answer to the question "Sixty people went through it. Was training worthwhile at all?" He stated that training needed to be targeted to the professional project manager who worked closely with a Portfolio, Program and Project Office (P3O) structure rather than people who were working in the operational space. He considered that PRINCE2 Training was a 'waste of money' without the proper P3O structure in place:

> *I supported it in the early days but then I realised it was not efficient. It was a waste of money. Unless you have the structure (P3O) in place to support it, you end up going nowhere. You cannot have that many change agents in the business. You need to have the change capacity.* (**Mark**, *Post Training ++*)

> *Training needs to be role specific. If you are going to be a professional project manager and you need to work closely with the P3O type structure, then it is worth the money. How many people are going to be freed up and work in the change space as opposed to Business As Usual?* (**Mark**, *Post Training ++*)

Mark displayed a mature understanding of the value of PRINCE2 for the organisation. His experience and comments are discussed further in the Chapter Eight (Discussion).

DPMs did not mention championing PRINCE2 but this does not mean that they did not advocate for others to undertake PRINCE2 training.

In summary, **BPMs** would encourage others to undertake PRINCE2 training. The characteristics of the **PT** in championing PRINCE2 were displayed by the **BPMs**. Nothing can be concluded about the **KT** as this was not mentioned by the **DPM**s.

Planning

The very act of planning helped to 'mentally rehearse the project' which enabled omissions, duplication, threats and opportunities to be identified and managed (PRINCE2 2009, p. 61).

A **BPM** would plan work upfront. Being well planned enables the project manager to rehearse and anticipate problems before they arose and to steer the project to the finish line:

> *Thinking a step or two ahead to see if there may be any problems and risks and to steer the project to the finish line. (**Switched-On,** February 2013)*

Mark believed in planning his work upfront. "You plan it right, you do all the work upfront and the project goes well" (**Mark**, Pre-Training). He confessed to working very long hours to ensure projects were well planned. He described the project journey as being pleasant and delightful as a result of being well planned:

> *...incremental and consistent enjoyment out of it [the project]. I would like it to be a pleasant journey rather than the highs of enjoyment and the lows of despair. This is a rough ride through the project. It is not about control from a negative perspective because I don't think I do that but more of it being delightful. (**Mark**, Pre-Training)*

This research study was unable to determine if **DPMs** did spend time upfront planning. There was an indication that due to the chaotic nature of OABC, that it was difficult to plan to changeable dates. For example **Frank** described how implementation dates kept changing:

> *Implementation dates keep changing. There are various parts of the business that may have agreed to an implementation date of week 14 and we start planning for week 14, then all of a sudden it becomes week 6. How does it happen? Everyone is in agreement that we will deliver in week 14 and here is the formal document that requests implementation to be week 6. We have brought it forward by 2 months. How is that possible? (**Frank**, Post Training ++)*

In summary with respect to planning, **BPMs** invested a time upfront to undertake planning. However nothing can be concluded about **DPMs** as to whether they did do upfront planning or not in their projects. There is a suggestion by **DPM**s that possibly due to the chaotic nature of OABC, it would be difficult for the **DPM** to invest the time to properly plan projects. The characteristics of the **PT** were displayed by the **BPMs.** Nothing can be concluded about the **KT** with respect to planning.

An affinity for the PRINCE2 'manage by exception' principle

There are seven PRINCE2 Principles. One of these is the Principle of 'Manage by Exception'. This principle would enable appropriate governance for projects by defining distinct responsibilities for people on a project and allocated tolerances under which they could operate. The implementation of this principle provided for very efficient use of senior management time and is the opposite of micromanagement.

A **BPM** would have an affinity for the PRINCE2 Principle 'Manage by Exception'.

A **BPM's** natural approach to project management would be to use the 'manage by exception' principle. An example is shown by **Matthew** who stated that managing by exception suited his personality:

> *If you have a lot of things in the air and you set up a good plan – no news is good news. I love to manage by exception. It very much fits my own personality. That part of it I love. (*Matthew*, Post Training 5+)*

Other **BPM**s such as **Mark**, **Switched-On** and **Martha** mentioned that they liked this principle and would like to apply this to their projects.

In summary, **BPM's** liked to apply the Principle of 'Manage by Exception' to their work practice. There was no suggestion from the interviews that **DPMs** that they

had an affinity for this principle as this was not commented on by them. This does not mean that **DPM**s micromanaged their direct reports.

Conclusion - Summary of the Characteristics

In this Chapter, from the interviews conducted at OABC, the specific characteristics of these translations have been described. A summary of their characteristics against the nine aspects of the translation is shown in Table 6. These aspects have emerged from this study. These are standardised methodology, PRINCE2 materials, personal qualities, work environment, 'best practice', project horizon, champion for PRINCE2, planning and work style.

The Performing Translation (**PT**) is largely displayed by the **BPM** who adopts as much of the PRINCE2 methodology as they are able and actively seeks to improve practice. For those who adopt the **PT,** project management is always about continually improving practice. These people keep attempting to apply their learning and hence learn more.

The Knowing Translation (**KT**) is largely displayed by the **DPM** where the focus in on delivering results. For those who adopt the **KT**, the project manager has the knowledge of the Principles, Themes and Processes but considers the overhead in using it far outweighs the benefit derived from using it.

The **BPMs** who adopt the **PT** and **DPMs** which adopt the **KT** are not mutually exclusive. In some instances, a **DPM** may display some characteristics that are of the **PT**. Conversely, a **BPM** may display characteristics of a **KT**.

In the next Chapter, I will endeavour to describe the networks that support the translations of Performing (**PT**) and Knowing (**KT**). In addition, "four moments" (Callon, 1986) or phases of translation are discerned.

Table 6: Summary of Characteristics of Performing and Knowing translations

Aspects	Performing Translation (**PT**) as largely displayed by the **BPM***s*	Knowing Translation (**KT**) as largely displayed by the **DPMs**
Standardised methodology	Sees the need for a standardised methodology.	Does not see the need for a standard methodology.
	Uses the standardised methodology in work projects.	Does not use the standardised methodology. Focussed on results. Considers how the project was delivered was less important than what and when it was delivered.
PRINCE2 materials	Uses the PRINCE2 manual actively; Refers to the summary wallchart.	Does not use the PRINCE2 manual and other training materials.
Personal qualities	Selects values-laden qualities such as trust and integrity.	Selects determination to complete a project; Outwardly observable qualities.
Work environment	Seeks opportunities away from a difficult business culture – resigns or seeks deployment to another part of the organisation.	Provides a philosophical view to staying in a difficult business culture.
'Best practice'	Conducts their own research into 'best practice' outside of work hours.	Does not conduct research into 'best practice'.
Project Horizon	Ability to see the perspective of the whole; Sees and thinks outside of the project boundaries.	Sees initiatives generally from their own personal perspective.[4]
Champion for PRINCE2	Encourages others to undertake PRINCE2 training.	[5]
Planning	Well-planned	[6]
Work style	An affinity for the PRINCE2 'Manage by Exception' principle.	[7]

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[4] This does not mean that they did not see the perspective of the whole in addition to their own personal perspective but this was not mentioned by the **DPMs**.
[5] Not mentioned by the **DPMs** but this does not mean that they had not advocated for others to undertake best practice.
[6] Although the **BPMs** did discuss how they went about planning their projects, the **DPMs** did not. This does not mean that the DPMs did not do these things.
[7] Not mentioned by the **DPM**s but this does not mean that they micromanaged their direct reports.

CHAPTER SIX

The Networks that supported the Translations

Introduction

The aim of this chapter is to present the networks that supported the translations described in the previous chapter. These networks include the OABC Culture, the Senior Leadership Team, Training Delivery, Sales Team, Personal Qualities, the PMO, IT, the Business Analysts and two individuals known as Caesar and the HR Director. Specifically I will look at the **BPMs** and the **DPMs** and their interactions with actors that were associated with the translations of **Performing (PT)** and **Knowing (KT)**. In addition, "four moments" (Callon, 1986) or phases of translation are discerned.

How did the translations occur?

The adoption of PRINCE2 structured methodology was linked to events or episodes.

The first significant event was the delivery of the training to the participants. From the results of the interviews, there was an increase in adoption of the methodology after the course.

Up to the first five months after the course, there was no difference in the way in which the project managers used the PRINCE2 methodology. There was no difference between the **PT** and **KT**. However a key pivot point was at the five month mark after the training course. This was when the two business analysts, **Martha** and **Mary** resigned. The business analysts had the best view of the business processes across OABC. Their departure had a strong effect on the project managers that adopted the **KT**. For example **John** articulated the loss of

the Business analyst **Martha** from the organisation as she had the best understanding of the business processes across OABC:

> *It makes it hard to use PRINCE2. Each functional area is Siloed... [There is a] lack of understanding of how processes work. There was an exercise to map all the processes. Loss of Martha (Business analyst) leaving – she had the best understanding across the organisation.* (**John**, *Post Training 5+*)

After the resignation of the Business Analysts, the **BPMs** continued to use the methodology and adopt the **PT**. Whereas the **DPMs** fully adopted the **KT** by no longer using the methodology for their projects.

One year after the training course, all the **BPMs** had either resigned from OABC or moved outside the jurisdiction of OABC Australia. As discussed in the previous section, a characteristic of a **BPM** is that they seek opportunities away from a difficult business culture. The most significant departure was **Mark**, a **BPM** who was an exponent of the methodology. He was the most strident actor in support of the **PT.** It was noticed by other participants how **Mark** was an advocate for the methodology:

> *Mark is a good project manager and he is 'pushing the methodology'.* (**Caesar**, *Post Training 5+*)

The 'official' sponsor for the training was the head of Human Resources (HR), **Matthew**. He moved to another role to manage Asia Pacific projects for the parent arm of OABC and was not involved in the day to day management of OABC. He had handed over the human resources management to his direct report, **Advisor**, who attended the PRINCE2 training course.

The dismantling of the PMO one year after it was established did not affect the level of adoption since the **BPMs** had already left OABC and were using it in their respective business environments. The **DPMs** were no longer using the PRINCE2 methodology after the first five months after the training course.

Finally the appointment of **Caesar** as Managing Director caused the adoption of PRINCE2 methodology to be abandoned in OABC as he had adopted the **KT** and was not setting an example to others.

The description of the episodes provides an overall timeline linking adoption to specific events at OABC .The way to understand how **PT** and **KT** occur is to look at the actors and interactions that occur between the actors. The following sections identify important actors that have played a significant role in the adoption of the PRINCE2 methodology resulting in the translations of **PT** and **KT**.

Much of the material for this section is a result of the interviews conducted with the participants who undertook the PRINCE2 training, interviewing them prior to the training and then over a twenty one month period after the training.

Training Delivery

One important actor which is 'black-boxed' for this analysis was the Training Delivery. There are actors within the black-box such as the trainer, the participants, the accredited training organisation; AXELOS, the training materials (non-human actor) and the training timetable (non-human actor). The interactions are discussed in further detail in 'The Training Bubble' (Chapter Seven).

The format of the Training Delivery was an intense course over three days leading to an examination. Since OABC was an in-house course, it was mutually agreed (between OABC and the training provider) to give participants the opportunity to sit their exams on the morning of the fourth day when they would be more refreshed than sitting it at the end of an intense last day of the course.

However for four participants who attended the Public Course, they sat the exam at the end of the third day.

The interviews showed that the actor 'Training Delivery' had a strong influence on the way in which **BPMs** viewed the value of PRINCE2. It was found that those who interacted well with the training course were more likely to adopt as **PT**. This is discussed further in the 'The Training Bubble' (Chapter Seven).

There was an alternative interaction between 'Training Delivery' and the project managers. The nature of this alternative interaction is that the project manager focussed on the examination and the accreditation. The emphasis during the training course on the examination and little opportunity to discuss application of the methodology to real life projects supported the **KT**. For the **DPMs** who adopted **KT**, the focus was on passing examinations. It was secondary to seek to understand how to apply PRINCE2 to their real workplace projects. From the research interviews, it emerged that **DPMs** were not able to relate what had been learnt to their projects as their focus was to pass the examination, given the tight intense timetable for the course. For example, **Advisor** stated that the course was too fast paced to enable participants to feel comfortable implementing what had been learnt to their workplace projects:

> *I do believe that there was too much emphasis on the exam and the course itself was too fast paced for us to feel comfortable with the information given to implement fully. (**Advisor**, Post Training Imm.)*

To address this shortfall in the 'Training Delivery', further workshops were scheduled after the training course to assist project managers to apply what had been learnt to their workplace projects. This was communicated to all attendees during the training course. However after the training, the HR Director scrapped these workshops with no explanation. The cancellation signalled to the **KT** that

there was a lack of senior management support for PRINCE2. **Puffin**, the Software Development Manager stated that the cancellation of the workshops affected the momentum gathered so far to adopt PRINCE2 at OABC:

> *I am afraid that without strong executive management support and directive moving forward - that the business may fall back to the habits of the past. It is particularly important that the business takes up the framework early so that it becomes the norm for the running of business projects. I am very disappointed that the workshop has been cancelled and I believe that they need to seize the moment – and move forward effectively. To stop now is to lose momentum and to stumble and possibly fail in this critical endeavour. (**Puffin**, Post Training Imm.)*

The cancellation of the workshops was seen by managers to indicate a strong negative interaction between upper management and PRINCE2. Those who had adopted the **KT** would only apply what they had learned to the workplace if they perceived adoption across the organisation.

In conclusion, the actor Training Delivery had a strongly supportive interaction on both the **Knowing translation** (**KT**) and the **Performing translation** (**PT**).

OABC Culture

The OABC Culture was an important actor that can be 'black-boxed' (Latour 1996a) due to the network of actors and interactions within it which do not need to be considered at this time. The OABC Culture was one that could be described as an established organisation run along the lines of a family business. This is illustrated by **Caesar** who described his typical day as Managing Director. **Caesar** would meet staff in the warehouse each morning, work on the production line once a month and ensure that he meets the staff in the organisation every day:

> *It has been my leadership style since as long as I can remember. I get to the office at about 7:30am in the morning. The morning shift starts at the Warehouse starts*

> *at 7:30am. First thing I do is put my vest on and speak to every single person. I get them all together and give then a quick 2 minute update of what is happening in the organisation, what they can expect to see. They just love the fact that they are involved – that someone is keeping them informed and that they get to talk to the Managing Director in an informal sitting. Once a month, I make it a point and come in jeans and T-shirt and work with them and pack orders with them and do this for an hour, then move to other sections in the line. On the day I work through the whole assembly line and I get good suggestions from them on how to improve the way things are being done. Every day I walk through the entire building and talk to every single person – how is this project is going? How can I help? (Caesar, Post Training ++)*

The Managing Director made himself accessible to employees.

Strong supportive Interactions with the KT

There were strong supportive interactions of the OABC Culture on **KT**. The **DPMs** who adopted the **KT** were drawn to the Culture and were willing to overlook lack of structure as they liked the 'familial style' of the Culture. **Eagle Eye** described this as follows:

> *The people, the culture…Feels like the people are your family. Everyone you work alongside with at Head Office. I don't know how to describe the culture – it is a close-knit culture – everyone looks out for each other…Pros and Cons – the chaos is outweighed by the people. (Eagle-Eye Post Training ++)*

DPMs tolerated changes to their work at short notice for the sake of the Culture which they were attracted to. A constant theme of **DPMs** who stayed at OABC was that they liked the Culture even though there were aspects that they found unattractive:

> *Look the culture, the attitude, the way things are can be very attractive but they can be the same things that can also be unattractive about it. (Sally, Post Training ++)*

The Culture did not make long term plans, they focussed on the short term. Changes were made frequently without thinking things through which made it

difficult for staff. **Frank** described how a directive could be changed in half an hour and the approach taken to projects was to set the date and work towards it rather than look at the requirements and to set a date based on these requirements:

> *Forget what I told you half an hour ago and it will probably change in half an hour...The approach taken from all levels of business is to set the date and try to work towards it rather than have a look at the requirements and go the other way.(**Frank**, Post Training ++)*

The OABC Culture was not conducive to the delivery of projects, let alone the application of a project management methodology such as PRINCE2. The Culture was focussed on 'day to day' tasks and staff were "too busy" to focus on projects. **Caesar** alluded to this when he said that each year they would plan to do a piece of work. However by the end of the year, priorities got in the way and nothing happened:

> *I started in 2010, encouraging each department to document at least one processes with the view to at least know what our current state, our processes. ......However, in 2010 the year went by and **as is normal other priorities get in the way and nothing happened.** (Caesar, Pre-Training)*

Caesar's statement: "As is normal, other priorities get in the way and nothing happened" suggests that the Culture did not plan for changes to the business and did not allocate time to focus on projects.

The OABC Culture affected how **DPMs** would approach their projects. They would not put the extra time and effort to plan and comply with a methodology due to the fact that the projects would be interrupted and changed which would result in their efforts being wasted.

Poet lamented that OABC focussed on the immediate short term rather than looking beyond:

> *We are like the Australian Parliament. We focus on the short term. It would be fantastic to have a long term, medium term and short term approach in everything that we do here. So that we are all focussed and were going in one direction. (Poet, Pre-Training)*

Not only was the Culture very focussed on the short term but the Culture did not encourage people to take accountability for their projects. **John** described the Culture being "management by consensus" rather than one key person making decisions (**John**, Post Training 5+). **Sally** explained that when projects went 'pear-shaped' at OABC, it was often difficult to find someone who would take accountability for it (**Sally**, Post Training 5+).

According to **Mark**, the issue of poor project management at OABC was not the lack of personnel trained in project management but the Culture which was chaotic:

> *'Culture' is driven by the processes within the business'…The only thing that OABC could see was project management as an issue but actually it was the culture.(**Mark,** Post Training ++)*

Frank stated that the PRINCE2 methodology was "too hard to implement without control in the environment" (**Frank,** Pre-Training). **Frank** noted that PRINCE2 stands for 'Projects in Controlled Environments (Version 2)' and therefore the workplace environment had to be stable and controlled for the project methodology to be used (**Frank**, Post Training ++).

DPMs like **Frank** dispensed with using any project management methodology due to the chaotic culture at OABC which was not stable enough for the implementation of a methodology. There was a strong supportive interaction between the Culture and **DPMs** who adopted the **KT.**

Strong antagonistic interactions with the PT

Following the training course, **BPMs** that had adopted the **PT** such as **Mark** put in many hours above their working day to plan and deliver projects using the PRINCE2 methodology and other 'best practice' frameworks.

> *I have put a huge amount of my time reading about this. It is awesome and love it. So many intangible benefits and how you evaluate it (the project). (**Mark**, Post Training ++)*

Mark continued to put in the effort to plan and structure their projects, even in a chaotic working environment of the OABC Culture.

It was the Culture that resulted in **BPMs** eventually leaving the organisation through resignation or being assigned to another part of their organisation where the Culture was different. The project managers that adopted the **PT** had a strong negative antagonistic interaction with the Culture which resulted in them leaving the organisation. **Mark** described how the Cultural style was micromanagement and that the senior leadership team were vicious and jealous with archaic thought processes, so he gave a good presentation and then resigned:

> *The style is all micromanagement... They (senior leadership team) were vicious and jealous. I cannot break that mould – that Tina with archaic thought processes. Very aggressive situation. So I did a good presentation and then I left.(Mark, Post Training ++)*

The Culture had a strong negative interaction on **BPMs.** Initially, the **BPM** would discipline themselves to be focussed on projects no matter what the distractions, interruptions and changes were but eventually the Culture becomes untenable and they would leave (**Mark**, Post Training ++)

The departure of the **BPMs** is a negative aspect of the **PT** as the organisation loses valuable skills and knowledge. According to Mark, the Culture had a strong

negative unsupportive interaction on the **BPMs** who had adopted the **PT**. **Mark** articulated that the Culture did not provide structures in place to allow people the time to focus on projects. It was important for the Culture to make priorities clear on projects and to allocate time to manage projects properly rather than a Culture that responded to issues reactively (**Mark**, Post Training ++).

Yin and the Yang cultures: weak interaction with Being and Doing project managers

There appeared to be a divide in OABC between the outgoing departments of Sales, Promotions and Event management who were at the 'customer end' of the business and the 'back end' departments of Information technology, Logistics and Finance. **Caesar** was disparaging of the 'back end' of Information Technology and Logistics who could not deliver what the 'front end' (Sales) were requesting:

> *The 'back end' was not able to manage what the 'front end' was asking for. (**Caesar**, Pre-Training)*

A number of participants mentioned this divide in the organisation between the creative 'front end' and the administrative 'back end'. **Viv** who headed the Events Management for OABC, described the two different cultures: the Yin and the Yang. The Yin who were the administrators in the 'back end' such as Information Technology, Logistics and Finance. The Yang were those with the outgoing personalities found in the 'front end' such as Sales and Marketing Departments:

> *Half the staff here are admin – the Yin – do their job and work hard; the other half are outgoing – the Yang (**Viv**, Pre-Training)*

This divide between the Yang and the Yin was noticeable in the makeup of participants for each of the in-house courses.

There were 18 cases with 16 participants who undertook the training. Four participants attended the public course held in the Melbourne Central Business District. The remaining 12 participants self-selected to attend the two in-house training courses: AU02 and AU03 respectively. It was striking to see that all the males working in Information Technology, Logistics and Finance selected the group AU02 whilst all the females and the one male Sales Director selected AU03 to attend. There were four participants in AU02 and eight participants in AU03. All courses were delivered by the same trainer. **Eagle Eye** gave his rationale for selecting his group:

> *I had a choice as to which course I could attend. I chose*
> *AU02 as I work more closely with Frank and John than I*
> *do with others at OABC. (**Eagle-Eye**, Post Training Imm.)*

AU03 consisted of seven female participants and one male participant from Sales, Promotions, Event management, Learning and Development and Human Resources.

Analysis of the interviews found there were as many **BPMs** in the 'back end' Yin part of the organisation as there were in the 'front end' Yang parts of the organisation. The same was true for the **DPMs**. Therefore there were weak interactions between the Yin and Yang parts of the organisation and **BPMs** and **DPMs**.

In summary, the OABC Culture had strong supportive interactions with those who adopted the **KT** and strong antagonistic interactions with those who adopted the **PT.** The divide between the Yin and Yang parts of the organisation had weak interactions on the **KT** and the **PT**.

Sales team

Another significant actor was the Sales Team. They were made up of the Sales Director, Sales Manager and support staff whose function was on the sales targets for OABC. They had a style of leadership that had a strong support on the KT and a strong rejection of the PT.

According to Poet, the Sales Team were the 'big ideas' people who did not have any planning skills. The Sales Team were interested in looking at what was happening now whilst those in marketing, promotions and logistics were used to planning longer term (Poet, Post Training ++).

Poet mentioned broadly three groups of people in terms of how they planned and prepared their projects: those with a "good approach" like Information Technology, Promotions and Logistics. Then there were those with an "in-between" approach and then there was the Sales Team with "no approach" at all (Poet, Pre-Training).

John echoed a similar point stating that each person in OABC had their own different way of managing projects: with one extreme where there was no planning at all and on the other end of the scale, there were people planning to the minute details (John, Pre-Training).

Sally stated that the Sales Team were poor at planning and executing projects. They were apt to setting priorities with little upfront planning or notice to other project stakeholders and expect others to drop everything:

> Whilst others such as the Sales team think of it a week before it needs to happen and then it becomes a mad-rush to the end. It is a bit disrespectful of the other key stakeholders who have other priorities but have to drop everything because planning or researching is not their strength. (Sally, Pre-Training)

The Sales Team would "often jump into action without understanding the rationale behind it. We become reactive most of the time" (**Switched-On**, Post Training 5+). The Sales Team were in the habit of initiating projects which were to be delivered by other departments without proper consideration of the Business Case and a Project Brief. Projects were simply initiated without proper assessment of the business justification.

For example, five months after the PRINCE2 training course, **Bright** was using the PRINCE2 methodology with her suppliers. She was using PRINCE2 Workpackages with her suppliers as is recommended by PRINCE2. However **Bright** was disappointed that the Sales team that commissioned work from her were not using any formal documents such as a Project Brief or a Workpackage.

Bright's experience was typical of all the participants who had interactions with the Sales Team. The Sales Team would initiate projects with no formal documentation. The requirements would be described in a series of emails rather than in one formal document and would be commissioned vaguely such as "we need training events in all states at this time" (**Bright**, Post Training 5+). **Bright** described how she did not see the Principles being used in OABC and not even the term 'Workpackage':

> *You don't see it being used elsewhere in the company. I use the Principles and the processes Starting Up and Initiating a Project Process... The people who start the project don't follow the principles. Nothing has really changed. They don't appear to be using the Principles. They are not using the terms 'Workpackage'.* (***Bright***, *Post Training 5+*)

Bright had to piece together what was required for the project from the various emails and meetings and record this in in her notebook. If the Sales Team were complying with PRINCE2, then the project managers would have been given a clear project mandate, or a defined Project Brief or even a Workpackage to be

agreed to describe what they wanted to happen with the project. However this did not happen.

Similarly, the IT Department complained that the Sales team "did not have any concept of their input into the IT project" (**Puffin**, Pre-Training).

The head of the Sales team, **Caesar** was certified in PRINCE2 and so knew of the advantages of formal project documentation. However he had adopted the **KT** which explains why there was a lack of formal PRINCE2 documentation provided by the Sales team to other teams.

Caesar eventually became the Managing Director. **Caesar**'s style of management was of "throwing out projects" (**Switched-On**, Post Training 5+) which means that projects were initiated without following a process of business justification and having a business case associated with it which is recommended by PRINCE2:

> *Caesar who has done the course is main instigator of throwing projects. No prioritisation. No business justification. We end up doing them and taking short cuts.* (**Switched On**, *Post Training 5+*)

Those who adopted the PT 'pushed back' and used PRINCE2

However **Switched-On** who adopted the **PT** had the discipline and confidence in herself to "push-back" (Switched On, Post Training 5+) and question project requests from the Sales Team:

> *We always get new things, new priorities that get in the way. It is about having the discipline to say 'No', and to push back. This is one of the biggest pain point[s] that I face. What is really urgent?* (**Switched-On**, *Post Training 5+*)

There were strong negative interactions between the **BPMs** who adopted the **PT** and the Sales Team. **BPMs** would be determined to use PRINCE2 despite others not using PRINCE2. For example, **Mark** was using it for all his projects

though he commented that organisational adoption of PRINCE2 was hard as there was no critical mass adopting it:

> *Organisational adoption is really hard. There is lack of adoption by the Managing Director and the new IT Director shoots from the hip. There is no buy-in unless we get a 'critical mass' adopting this. It is tough. It is so disheartening. Still I am using PRINCE2 for the project 'Flexible delivery options'. (**Mark**, Post Training 5+)*

From the interviews, those who adopted the **PT** spent their time in proper definition of their projects before proceeding with delivering the project. Those who adopted the **PT** would put together the Project Brief and follow the processes of Starting Up and Initiating a Project Process as described by PRINCE2 in order to move their projects along.

Those who adopted the KT did not push-back

However, those who adopted the **KT** were strongly affected by the Sales team and would not have the confidence to "push-back" or question their requests. This was described by **Frank,** the Information Technology Manager who adopted the **KT:**

> *The approach taken from all levels of the business (referring to the Sales and Marketing) is to set the date and try to work towards it rather than have a look at the requirements and go the other way.(**Frank,** Post Training ++)*

Net Billing Project

A good example of the interactions between the Sales Team and those who adopted the **KT** is illustrated by the Net Billing Project. Five months after the training course, **Eagle Eye** was using the PRINCE2 methodology where he created the Project Product Description and the Business Case, two important PRINCE2 documents. **Eagle Eye** did not proceed with the project due to a lack of senior level support and a lack of clarity from the Sales Team.

Later, the Sales Team went to the Information Technology department to manage the same project even though Eagle Eye had already initiated it and it was a business project and not an Information Technology project. The Head of the Information Technology team was **Frank**, who had adopted the **KT** who did what was expected and not what was really required.

This may have explained why the Net Billing Project took two years to be delivered. **Eagle-Eye** explained how the project was stopped and then re-started with different project objectives where there was little planning involved:

> *Now two years later it [Net Billing Project] was starting up again. [It is] being led by IT dept. They are working very closely with finance and nothing gets implemented without getting our understanding. There was no formal brief. Since the project stopped, I have not had any involvement. Since the project stopped last year to tell you the truth no project planning is being followed. I only found out again that the project was happening was when IT approached us to get further information. Initially the project started out wanting to achieve one thing for Net Billing and now it is something else. That is how it changed. (**Eagle Eye**, Post Training ++)*

The Sales Team appeared to be 'spinning their wheels' by intermittently starting the same project which was not well defined in the first place. **John** described the culture as having lots of ideas but very few get seen to fruition (**John**, Post Training 5+).

The project managers who adopted the **KT** merely delivered projects as asked. They did not have the persistence to continue with the project due to the constant changes. They would do what was asked of them and would change or stop as required.

In summary, the Sales Team had a positive supportive interaction on the **KT** but a negative antagonistic interaction with the **PT**.

Personal Qualities

During the pre-training interviews with the participants, three questions were put to the participants. These questions were:

1. What does it mean to be a 'good' project manager?
2. What are the signs of a successful project manager? (in terms of both personal attributes and what the project achieved)
3. What is the most important Personal Quality of a project manager and why do you think this is so?

The third question is the subject of this section 'Personal Qualities'. The intrinsic qualities that the participant considers as most important for a project manager could be black-boxed under the heading 'Personal Qualities'.

The participants had the opportunity to 'warm up' to this question by the first two questions which encouraged the participants to think more deeply about the Personal Qualities that underpin the skills and the visible signs that a successful or 'good' project manager displayed.

Before the research commenced and prior to the training, I had made the assumption that the organisation would adopt the PRINCE2 methodology since all the indications were from the sponsor and the participants that they would. In addition, there appeared to be a high level of commitment for the methodology with the imminent establishment of the Project Management Office (PMO) and the agreement to hold workshops to assist the participants to apply the methodology to their projects. It was never anticipated that the organisation would be so chaotic and that the organisation would not adopt the methodology.

Therefore it was not anticipated that the answers to the pre-training interviews would result in a demarcation in the responses of those who adopted the **PT** and the **KT.** The researcher had no idea during the pre-training interviews if a participant would adopt the methodology to workplace projects or not. The results from the interviews showed a clear difference between those who adopted the **PT** and the **KT** with respect to Personal Qualities. **BPMs** who largely adopted the **PT** selected 'values-laden invisible' personal qualities such as Trust, and Integrity whereas the **DPMs** who largely adopted the **KT** selected observable 'outward' qualities like determination to complete a project, and being seen as a good communicator.

Strong support of the PT

For Mark, a **BPM** who adopted the **PT**, the most important Personal Qualities were 'integrity' and 'trust' as the project is about the people and the relationships that you have with them:

> *Integrity and trust. I actually think that you may have the methodology and the skills but it is all about the people and the relationships that you have with them.(**Mark,** Pre-Training)*

Bright answered 'trustworthiness' as her Personal Quality. Unlike **Mark** and **Martha,** who adopted PRINCE2 in a significant way and subsequently left OABC, **Bright** stayed at OABC. However two years after the course, **Bright** still followed the PRINCE2 processes of Starting Up and Initiating a Project Process in order to move her projects along:

> *I have used the A3 handout still up on my desk and I do look at this from time to time. It is probably more something I just draw on things that we learned. It helps me deal with situations. …. It has been helpful to know which stakeholders to include and which stakeholders not to bother with. (**Bright,** Post Training ++)*

She was not adopting it formally in terms of formal documents but in terms of the underlying principles:

> *We probably have not used it ridiculously in everyday life. I have used it just in principle thinking about what I have done in terms of PRINCE2.(**Bright**, Post Training ++)*

Bright adopted the **PT** in some instances as shown in the example. She had selected 'trustworthiness' as her personal quality.

Martha was a **BPM** who adopted the **PT.** Her most important Personal Quality was 'flexibility' which she considered was necessary to be a successful project manager as projects involved managing people and personalities that required this quality:

> *Flexibility because a project is an ebbing and flowing thing. When you are managing a project, you are managing people: their personalities, personal stuff and everything that influences a person's ability to perform. It is a skill that I have learned not a skill I was born with. Being baptised by fire of not being flexible. You have to think of what will affect you. It is really important to think about what is around. (**Martha**, Pre-Training)*

The Personal Quality of 'flexibility' is not an easily observable quality. An observer would see flexibility in comparison to something else that the observed was doing.

'Trust' and 'integrity' were also selected by **Sally**, the Communications Manager as her most important Personal Qualities as this resulted in project outcomes which were for the greater good of the company and not personal KPIs:

> *Trust and Integrity. There is no point having a project manager who is interested in ticking off their own individual KPIs at their end of the view so they get the accolades or the bonus. We are all here for the greater good of the company. Together we can achieve the greater goal. However, if there is one person in there who is just going let's do it this way as it satisfies their KPIs, then it is not going to work.(**Sally**, Pre-Training)*

Sally was an interesting Case. Although Sally selected 'trust' and 'integrity' which were the Personal Qualities associated with those who adopted the PT, Sally was found to have adopted the KT. She did not depart from OABC like the rest of those who adopted the PT during this research study. She stayed at her job despite the constant changes of her role (three times) at OABC in the last eighteen months. She told me that any 'trust' that she had of the business had been eroded away. The Personal Qualities that she selected were at odds with the Culture and she stayed for financial reasons:

> *I have had to say in some instances where Trust and Integrity isn't there "I know I don't trust you but I need money right now".*(**Sally***, Post Training ++)*

After the first five months, it was observed that Sally did not use the PRINCE2 methodology and can be said to have adopted the KT.

The reader is reminded that an individual project manager may temporarily adopt a translation and move to adopt another translation.

Strong support of the KT

Those who adopted the KT selected Personal Qualities which were observable and results focussed. For example, John selected determination to complete or 'cut-through':

> *Probably 'cut through' –There are two types of people - some people can get things done and other people cannot get things done. These are people who know what they have to do and then just do it. (***John,*** Pre-Training)*

John described that 'cut-through' was observable since onlookers could observe when a project manager was completing a task or project. A KT sees nothing in the formal structures of PRINCE2 that is so valuable that they would sacrifice early delivery by going through procedures stated in the methodology.

Frank had adopted the KT and was a DPM. He selected 'organisation' and 'administration' as his Personal Qualities, which were clearly observable and his strengths:

> *Organisation. Administration – this is my strength. If you are going to inform people, you have to be consistent. You have to have reporting. Have consistent meetings and don't let them slip. With any sort of project you have to juggle resources and you have to be organised to do that. (Frank, Pre-Training)*

Mary's most important personal quality was 'people skills' as this was necessary to manage a team of people:

> *People skills. If you cannot manage a team or get people on your side, you have to be able to motivate and encourage people. This is really important. You want to be someone who will listen to complaints and engage with people and keep up the relationship with everybody. (Mary, Pre-Training)*

Mary had adopted the KT and had selected outwardly observable 'people skills' as her personal quality. Caesar also selected 'people skills' as people work for other people not an organization:

> *People don't work for an organisation, people work for other people (Caesar, Pre-Training).*

In summary, there was a demarcation in the responses of those who adopted the PT and the KT. The actor 'Personal Qualities' had a strong interaction with the both the translations. It was clear that the black-box 'Personal Qualities' had strong interactions and did have an influence on the translations of PT and KT. This research did not unpack the layers of the black-box of 'Personal Qualities' any further into personality traits as this was outside of this research study.

Senior Leadership Team (SLT)

Another significant actor was the Senior Leadership Team (SLT). This consisted of the Managing Director with his direct reports: Chief Financial Officer, Sales

Director, Marketing Director, Human Resources (HR) Director and Information Technology (IT) Director. Half the members of the SLT had been trained in the PRINCE2 methodology: Sales Director, the HR Director and the IT Director.

The interactions of the SLT strongly supported the **KT** and strongly undermined the **PT**.

John, the Supply Chain Manager described the SLT as displaying an absent leadership with little vision from the top. According to John each functional area was siloed and there was an unwillingness to change:

> *It is very hard to see change taking place. There is not a lot of vision. I am not seeing vision from the top. We are spinning our wheels. There is no traction with ideas. There is a lack of corporate direction. There needs to be someone to say "This is where we want the business go." There is absent leadership. No clear direction. There is a goal of doubling business in five years but there is no strategy to get there. Each functional area is siloed. There is an unwillingness to change. Businesses out there are looking at different channels to market their products. Yet here, people are waiting around and not doing anything positive..... Change is not happening because some people – don't have competence to do this.(**John**, Post Training 5+)*

*Strong rejection of the **PT***

John described the SLT as "spinning their wheels" (**John**, Post Training 5+). In addition, the SLT did not appear to have an objective way of setting priorities for the pipe-line of projects that they had. The SLT were changing their priorities frequently. For example, **Poet** explained how low priority projects usurped higher priority projects when it was requested by a member of the SLT:

> *I had a recent experience of scoping a project out. Then someone goofed up and my project got pushed back because of something of low priority getting to the front of the queue. That annoys me. This got priority because the person wanting the project was at a higher level in OABC. (**Poet**, Post Training 5+)*

In another example, three months after the PRINCE2 training, the business analysts had put together a list of projects and their associated Project Briefs and provided these to the SLT to make decisions on in terms of priorities. However the SLT made decisions subjectively and reactively and not in accordance with PRINCE2 methodology (**Mary** and **Martha**, Post Training 5+). According to **Switched-On** there was a "need to centralise the process and make sure that everyone was clear on how a project should run" (**Switched-On**, Pre-Training).

According to **Mark**, the SLT were too focussed on reacting to immediate priorities that they did not have enough capacity to focus on projects properly and to plan a proper pipeline of project priorities (**Mark**, Post Training ++). The lack of structure and the chaotic nature of the SLT eventually resulted in the **BPMs** resigning or departing from OABC (**Mark**, Post Training ++). In this way, the SLT had a strong rejection of the **PT** and the **BPMs**.

Strong support of the KT

In addition to not setting priorities on projects, the SLT displayed an absent leadership in conforming to the PRINCE2 methodology. Their actions had a strong support on the **KT.** Despite half the SLT having a PRINCE2 qualification, the SLT showed little support to project managers in adopting the PRINCE2 methodology. There was no overall methodology that was implemented or "right method to follow to achieve the change" (**John,** Post Training 5+).

Switched-On commented that the leadership team did not set any example to the rest of the organisation with respect to applying the methodology to projects. "I do not see any rays of Light in the organisation" (**Switched On**, Post Training ++) referring to the absence of any champion for the PRINCE2 methodology.

During the course of this research study, it was difficult to identify the accountable person for the projects that were being managed at OABC. According to the PRINCE2 methodology, the sponsor (or PRINCE2 Executive) would be part of a Project Board and would have a focus on the Business case and the justification of the project. They would also be the accountable person for the project. Only one member of the SLT attended the Executive Briefing of how to direct a project and be accountable as a member of a Project Board whilst the other members of the SLT such as the Marketing Director and the former Managing Director did not know anything about the PRINCE2 methodology. Yet, the SLT were the sponsors for projects and did not understand what was expected of the accountable sponsor. The SLT were making decisions by consensus (John, Post Training 5+) and it was difficult to pin-point the accountable person. Sally admitted that when projects went 'pear-shaped' at OABC, it was often difficult to find someone who would take accountability for it (Sally, Post Training ++).

There was also an absence of a champion for the PRINCE2 methodology. The HR Director who was the sponsor for the PRINCE2 methodology had moved to a new role in the Asia Pacific region and was rarely involved with projects in the Australian jurisdiction. With the absence of the sponsor for the training and the lack of interest shown by the rest of the SLT, there was no champion for the methodology in OABC. The only strong advocate for the methodology, the Business Development Manager, Mark left OABC one year after the training.

Kerri, the Personal Assistant to the Managing Director who attended the SLT monthly Management meetings observed that the SLT were quite chaotic in their management style. She was used to a more structured environment in her previous roles. She despaired at how the SLT were not consistent in its

management actions (Kerri, Post Training 5+). This resulted in OABC being too busy to implement a structured methodology:

> OABC have been so crazy and busy and is the reason why it [PRINCE2] has not been implemented so far. (*Kerri*, Post Training 5+)

Two years after the training course, there were two re-structures, a change in the Managing Director and a change in the overall OABC strategy.

The SLT exerted a strong support of the **KT** by not leading by example in complying with the PRINCE2 methodology. For example, five months after the training course, **John** remarked that the methodology was completely ignored due to the sponsor and other key members of the SLT not knowing PRINCE2:

> I am working on the Spare parts replacement project headed by Tina, the Marketing Director and Fix-It. Both of them do not know PRINCE2. There is no allocated project manager who knows PRINCE2. No regard of how to set up a project. Fix-It makes snap decisions. It makes it hard [to apply the methodology].(*John*, Post Training 5+)

DPMs had stated that they would only apply the methodology as long as others were also conforming and using it (**John**, Post Training 5+).

The reason why the SLT did not support the uptake of the methodology could be that they were managing reactively to the various drivers exerted on them and did not have a strategic plan to work to. In his last post training interview, **Mark** confirmed that OABC's profits "were in freefall" (**Mark**, Post Training ++) and although there was a high level strategy, there was no overall strategic plan to achieve their strategic objectives (**Mark**, Post Training ++).

In summary, the interactions between the SLT and **PT** was strongly antagonistic whilst there were strongly supportive interactions between SLT and the **KT**. The lack of leadership and sponsorship for the PRINCE2 methodology by the SLT supported the adoption of the **KT.**

Caesar

Another important actor was **Caesar**, the Sales Director who later became the Managing Director. **Caesar** had participated in the in-house training course and passed the PRINCE2 Foundation Exam.

During the training course, he was very positive about the PRINCE2 methodology. For example in answer to the question: How would you apply the Business Case Theme to your projects if given the opportunity? He replied:

> *[He would] make sure it is comprehensive and that we "tick all the boxes" before leaping into implementation. (Caesar, Questionnaire, During Training).*

In addition, he stated that the workplace would adopt PRINCE2 methodology "to avoid wastage and rework and to make sure that there was a definite measurable $ ROI (Return on investment) on every project that we invest in" (**Caesar**, Questionnaire, During Training).

However in practice, both as Sales Director and later as Managing Director, he was always initiating projects without producing business cases for these projects. According to **Switched-On**:

> *...the main instigator of throwing projects was Caesar with no prioritisation...we end-up doing them (high urgency projects) and taking short cuts. (Switched-On, Post Training ++)*

Switched-On described the culture at OABC as being constantly inundated with projects and work pressures. In reality, little methodology was used. Twenty one months after the training course and with the new Managing Director, the projects were different but the problem were still the same (**Switched-On**, Post Training ++).

In his pre-training interview, **Caesar**, stated that staff had been in OABC so long that they had not been exposed to 'best practices' outside. These skills needed to be 'imbibed' (**Caesar**, Pre-Training) and he endorsed the project management initiative of PRINCE2 training stating that these project management skills would make a difference to the organisation's ability to meet their strategy. For **Caesar**, since he came from the Sales Department, success boiled down to providing outstanding customer service and quality experience for the customers.

Although **Caesar** said the 'right things' to the researcher, in practice, according to **Mary** and **Martha**, he was still making 'knee-jerk' reactive decisions (**Mary** and **Martha**, Post Training Imm.). According to **Mary** and **Martha**, **Caesar's** view of projects was "somewhat superficial as what needs to be done" (**Mary** and **Martha**, Post Training Imm.). **Caesar** was not 'walking the talk' in that he was not displaying by his actions what he had said during the training course and interviews.

From the interviews with the other participants in relation to their interactions with Caesar, it was observed that **Caesar** was applying the methodology superficially and not adhering to the principles of PRINCE2. He showed little leadership as observed by other participants to support the implementation of PRINCE2 as a methodology despite what he said. **Caesar** had a strong influence on both **BPMs** and **DPMs** due to his position as Managing Director.

Strong support of the KT

In a telephone interview five months after the PRINCE2 training, **Caesar** stated that there had been slow progress in using the PRINCE2 methodology since the course (**Caesar**, Post Training 5+). He has been 'flat out' and given the day to day demands of business as usual, insufficient time was set aside for projects. So projects were running slowly. Nevertheless, he was the sponsor of the

'Flexible delivery option' project. This had a business case and received business approval. He was fortunate to have a strong project manager, the Business Development Manager, **Mark** who was a strong advocate for the PRINCE2 methodology.

However other projects in OABC had made no progress whatsoever. For example, the 'Centralised Warranty Claim Processing' project, being led by the Marketing Director was an example. There was no business case written for the project and the incumbent project manager was weak. The sponsor, the Marketing Director had not attended the PRINCE2 training.

Within the first month of becoming Managing Director in October 2014, **Caesar** changed the whole business model for OABC. **Caesar** described the new business model and showed the researcher. "We have changed our strategic focus... We are about the people" (**Caesar**, Post Training ++). He stated that the whole way OABC had operated for over half a century had become outdated.

I congratulated **Caesar** on the new vision but asked the question "how many projects can you push down a pipeline?" **Caesar** evaded the question. When I discussed the new business strategy with **Mark,** he commented that there had been no detailed analysis underpinning the new strategy at OABC and it was from the whiteboard:

> *It is from the whiteboard – there was no analysis done. He (Caesar) sells himself as strategic but his behaviour is all tactical. (**Mark**, Post Training ++)*

Mark stated that there was no detailed strategic plan (**Mark**, Post Training ++).

Caesar continued to manage OABC as if it was a small family business using excelsheets rather than investing in a proper information technology

development projects to provide the capability that the organisation needed (**Mark**, Post Training ++).

Caesar continued to manage reactively. "It has been very frustrating to be working under reactive management" (**Poet**, Post Training ++). **Caesar** was eventually replaced as Managing Director in December 2015.

There were strong interactions between **Caesar** and the **BPMs** and **DPMs**. Despite the platitudes that **Caesar** made about the PRINCE2 methodology, in practice he did not display the support for the methodology by the way he prioritised projects, nor how he approached projects and the project managers.

In his position, he could have ensured that each project had a detailed business case and that his direct reports and project managers had set aside adequate time to plan and to provide the appropriate documentation for the projects. He could have insisted that the SLT adhered to the PRINCE2 methodology of 'Directing a Project' process. If he had shown the example of adhering to the PRINCE2 methodology, then the **DPMs** would have followed suit. However this was not the case as expressed by **Frank** who stated that it was not possible to apply the PRINCE2 Principles in an uncontrolled environment where there was a change in business strategy:

> *We cannot apply those (PRINCE2) Principles in an uncontrolled environment. We are in complete Exception here. We are trying to ride the wave at the moment to support the business to go through this change. (Frank, Post Training ++)*

In summary, Caesar exerted strongly negative interactions on the **PT** and strongly supportive interactions on the **KT**.

Business Analyst Team (BAT)

One important actor to quickly emerge as an important influence on the nature of the adoption of the PRINCE2 methodology at OABC were the Business Analyst team (BAT), consisting of **Mary** and **Martha**. They reported to **Mark**, the Business Development Manager. Both analysts were contracted by OABC to be part of their Business Process Transformation initiative. Their job was to document all the business processes in OABC. According to **Caesar** in his pre-training interview, none of the processes had been documented at OABC and this posed the risk of loss of knowledge when someone leaves:

> Today, nothing is documented. When someone walks out, we lose the whole knowledge-base. I think having that discipline to put things in writing and follow a structured process and that we test each part of the process and hold a post implementation review where we document all the learnings from this which everyone can access.(*Caesar, Pre-Training)*

By the commencement of the PRINCE2 Training course, the BAT had largely completed mapping the current ('as-is') state of the business processes. They were keen to be involved in projects. So they self-funded their PRINCE2 training and attained the PRINCE2 Practitioner qualification, attending a public course in which I was the trainer. Rather than subjecting themselves to undertaking a gruelling five day training course to attain the Practitioner, the BAT split up their training into the Foundation and Practitioner components allowing a month's break in-between. The BAT were very supportive of the PRINCE2 methodology and undertook to use an online Daily Log as a journal of daily events that affected their work at OABC. The BAT were virtually the only participants from the training course who used the online Daily Log which they used for a month after the training course. The online Daily Log was dispensed with as there was poor uptake by participants and this was discussed in 'Online Daily Log' (Chapter Three).

It quickly emerged that the BATs involvement in projects was more than mapping business processes. They were involved in producing Project Briefs which included the Business cases for all the projects being managed at OABC. The BAT complained that they were lacking a sense of direction since the SLT were too busy to provide input to them for what they needed to complete their tasks. They complained that there was much difficulty in finding time with the busy SLT to get direction on the future state which were the basis for the projects:

> *We are lacking a sense of direction. We have a suite of project briefs including that of IT software development and infrastructure projects. We have a change plan. They have come from the pain points and business strategy... we are determining the future state. The directors (SLT) are not always available to us to help us with the information that we need. Too busy. (Mary and Martha, Post Training Imm.)*

In addition, **Martha** explained that the SLT were not used to reading detailed documents, so she produced shorter documents and visuals to assist their presentation of projects to them:

> *I basically did the Project Brief and got the sign off. Then the detailed Business Case, Project Product Descriptions, Product Descriptions and Risk Register. Only did these four. The other things made it too big and cumbersome. OABC is such a visual company and if you give them a ten page document, they would not read it but if you give them a five page document then with pictures in Visio for the Project Product Description. It is a real change to the way I have presented projects. (Martha, Post Training Imm.)*

In summary, the BAT used the PRINCE2 methodology for the projects that they were overseeing.

The BAT were performing an important role that is performed by a Project Management Office (PMO) over and above the business analysis that they were

employed to do. However the BATs efforts in performing this important function were thwarted by the fact that portfolio prioritisation was not being done objectively based on the list of projects supplied to the SLT. As discussed earlier, decisions were being made by **Caesar** and the former Managing Director on project priorities without looking at the full portfolio of projects. "You still get the 'knee-jerk' practical reactivity you have to do this" (**Mary** and **Martha**, Post Training Imm.).

The BAT showed me the list of projects together with the inter dependencies between the projects which they had produced based on their mapping of the current ('as-is') state business processes and mapping to the future ('to-be') state processes. The BAT came up with this list of projects from interviews with all the key stakeholders which included the SLT. They claimed to be the only people at OABC who had a clear picture of all the processes across OABC.

> *What one person's views is not the same as our version (Mary and Martha) as we see the whole picture and we see what needs to be done.(**Mary** and **Martha**, Post Training Imm.)*

Their manager **Mark** approved of this work. However, it was incumbent on the SLT to provide input into the future state and to carefully select the priorities of each of the projects. One of the issues that they faced was the superficial understanding that the SLT had. An example of an interaction between the BAT and **Caesar,** where Caesar had a superficial understanding of a business function is explained by **Martha:**

> *They use this term 'Payment at Party'. So Mark asked us to map out the process ...I drew up this Payment at Party that took a five page document. Then when I showed Caesar, he said 'Why are you doing this? It has already been done'. For him Payment at Party meant you tell the demonstrator to collect the payment at party. You can see the huge variation in understanding of the problem. (**Martha**, Post Training Imm.)*

The SLT made 'knee-jerk' decisions and had a superficial understanding of projects. The BAT had strong negative interactions with the SLT and were affected by the decisions made by the SLT.

Strong negative interactions with Information Technology

The BAT had strong negative interactions with the Information Technology (IT) Department which eventually led to the resignation of both business analysts. Prior to the training, **Mary** had commented that IT was difficult to work with.

> *We cannot get into the IT projects and not getting information we get push-back all the time... (**Mary**, Pre-Training)*

Two months after the training course, a new IT Director, **Ho** was appointed. However, it came apparent that he had limitations:

> *Investing in taking Ho on a journey as he does need to improve his understanding of the business. Ho appears to have some limitations: he appears to be leaping ahead to the solution instead of looking at the whole business model.(**Caesar**, Post Training 5+)*

Both **Mary** and **Martha** found **Ho** difficult to work with. Five months after the training, both **Martha** and **Mary** tendered their resignations due to the interactions with IT. **Mary** explained:

> *Ho was an idiot. Not implementing the methodology in the right way and not strategically focussed. (**Mary**, Post Training 5 +)*

Strong supportive Influence on the KT and a weak influence on the PT

After their resignation five months after the training course, there was a noticeable lack of adoption of the PRINCE2 methodology by the **DPMs.** Their departure had a strong supportive interaction on the adoption of **KT.** For example **John** articulated how the loss of the business analysts affected him in

using PRINCE2 as the business analysts were the only staff with specific responsibility and understanding of the processes across the business:

> [m]akes it hard [to use PRINCE2]. Each functional area is Siloed... Lack of understanding of how processes work... Loss of Martha leaving – she had the best understanding across the organisation. (*John*, Post Training 5+)

Although when they left OABC all the business process mapping was completed, their loss was felt more so due to their support in overseeing projects across OABC.

The BAT had a weak interaction on the **PT** as their activities did not influence the adoption of the **PT** by the **BPMs.**

BAT: one adopted the PT and the other adopted the KT

The two members of the BAT adopted different translations of PRINCE2. **Mary** was an example of a **DPM** who adopted the **KT** whereas **Martha** was an example of a **BPM** who adopted the **PT.** Although **Mary** and **Martha** were both part of the same team, their adoptions were different.

Mary's most important Personal Qualities (the intrinsic qualities of the project manager) were observable "people skills" (**Mary**, Pre-Training). After **Mary's** resignation from OABC, she went on to other assignments where she undertook mostly business analysis work. She did not use PRINCE2 methodology at all in the few projects that she did manage (**Mary**, Post Training ++).

In contrast, **Martha's** most important Personal Qualities was "flexibility" (**Martha**, Pre-Training). In her pre-training interview, she stated how important it was to be structured and well-planned. After her resignation, **Martha** went on to work with two organisations where she applied PRINCE2 (**Martha**, Post Training ++).

Twenty one months after the initial training course, **Martha** was an advocate of PRINCE2 where she was performing once again a Centre of Excellence function in her new organisation and using her PRINCE2 manual extensively. She declared that PRINCE2 was the best study that she had ever done as it had enabled her to obtain better paying jobs as she had a structured approach to describing how projects should be managed:

> *PRINCE2 was the best study I have ever done – it was well worth the investment. Given me the opportunity to go to better paying jobs and being able to implement and adapt it. I always got the jobs at interviews because I had a structured approach to describing how projects should be managed. (**Martha**, Post Training ++)*

In summary, evidence from this research shows that the BAT had two different adoptions of PRINCE2: one adopted the **PT** and the other adopted the **KT**. They both left OABC five months after the training course. Their absence had a significant supportive interaction on those who adopted the **KT**.

Information Technology (IT) and the Project Management Office (PMO)

IT had strong interactions on the **KT** whilst it had weak interactions on the **PT**. The PMO which was situated in IT had weak interactions on both the **PT** and **KT**.

During the period of this study, IT was delivering between two to nine projects at any one time. There were four IT development resources reporting to the Software Development Manager and a further two IT resources reporting to the IT Operations Manager. During the period of this study, there were three changes to the position of IT Director. The Software Development Manager was sacked and a new IT Director appointed who then resigned a year later to be replaced by the Operations Manager.

The expectation was that IT would deliver all the projects in OABC, even if these were business projects. According to **Puffin,** the Software Development Manager there was little understanding of the role that business resources had in providing the business requirements to the project:

> *The problem is with the business resources – they don't have any concept of their input into the project. Business want to implement this and make a change but they throw it out there and even if projects are business projects, they still come to IT e.g. Net Billing. They look at us to deliver the project when it is they who own the business concepts. It has almost been by default that IT manages the projects whether it is a business project or an IT project. It is not supposed to be like that. (**Puffin**, Pre-Training)*

Frank, the IT Operations Manager affirmed the same point that the business did not understand what was involved in a project and handed it over to IT:

> *I don't think they understand what is involved. People start an initiative, then hand it over (to IT). There is no ownership. (**Frank,** Pre-Training)*

According to **Puffin,** the issues with projects came about due to business resources not being assigned to projects and that the project manager's time is not dedicated to delivering projects as they are focussed on business as usual tasks. There were no key performance indicator (KPI) established for a staff member's contribution to projects.

When a project was initiated, they had to squeeze this in to their 'day to day' tasks and the project work would get 'dropped' if there was insufficient time to allocate to projects (**Puffin**, Pre-Training).

In addition, the business resources did not appreciate the lead time required for IT to deliver projects. Frank illustrated this point with an example of how the Sales Team wanted to improve the band-width for a big Sales event and only gave IT, four days' notice for this when IT requested one month's notice:

> *We were preparing for a big Sales week. The Sales Director told me last Saturday to turn the band-width up. I said "it would take a month, don't give me four days' notice". Then if I tell them "it is not possible", then they get exasperated with IT and throw their arms in the air. It is just typical. They had not planned for it all. (**Frank**, Pre-Training)*

I was told by a number of participants to anticipate 'push-back' with regard to the PRINCE2 methodology from IT. However this did not happen and I found that IT were very positive about the use of the PRINCE2 methodology provided the rest of the business were using it.

Both the IT Operations Manager and the Software Development Manager were unanimous in agreeing that unless the PRINCE2 methodology was adopted 'top-down', then the adoption would not work:

> *If it is adopted from the top down, then I think it (PRINCE2 adoption) will work. I have concerns that people will find it too hard, too restrictive for them and by-pass it. It is just the nature and the culture of the place. (**Frank**, Pre-Training)*

IT had strong supportive interactions on the **KT.** This was due to IT dispensing with the PRINCE2 methodology as there was an absence of organisational adoption from senior management of the PRINCE2 methodology. IT had weak interactions on the **PT** as there was little evidence of their influence on those who adopted the **PT**.

Project Management Office (PMO)

Two months after the training course, the Project Management Office (PMO) was established in the IT area to be headed by the new IT Director, **Ho** who was a PRINCE2 Practitioner. As IT had been historically expected to deliver business related projects, the PMO was situated in IT. The establishment of the PMO was a joint initiative of **Ho** and **Matthew**, the HR Director who was the sponsor of the PRINCE2 methodology.

Frank was sent to complete a PRINCE2 Practitioner course and then allocated to be the Project Officer of the PMO at one third of his time to formalise all the documents needed to manage projects. However despite a focus on establishing the PMO, after one year the PMO was "virtually ineffectual" (Frank, Post Training ++). The PMO was virtually absent and had weak interactions with PT and KT. It was not effective in supporting the methodology across OABC.

A PMO oversees projects which are the means by which improvements can be made to the business. According to John, "people are pretty busy – day-to day stuff but not focussed on improvements to the business" (John, Post Training 5+).

The barriers to the implementation of the PMO were that the SLT were not supporting it (Frank, Post Training ++). According to Frank, the SLT did not want to know about process as their personalities did not want to go into detail:

> They (SLT) do not want to know the process. Their personalities are against the process. It was difficult getting people from the Leadership team on board. The SLT have a broad-brush approach and don't like to go into detail. (Frank, Post Training ++)

The SLT did not show leadership and visibility in advocating for the adoption of the PRINCE2 methodology. Furthermore Frank, the Project Officer did not use the methodology nor the templates for his own projects. Frank was a DPM who adopted the KT. Frank was not setting an example to the rest of OABC to use the methodology and templates. Frank stated that PRINCE2 was too hard to put into practice and that people would struggle with using it:

> Since the course, apart from everyone knowing what is expected from a project, it is difficult to put into practice. …People are struggling to adopt any of these practices because they find it just too hard.(Frank, Post Training ++)

The PMO was ineffectual in supporting the methodology as they were subject to the strong interactions from the SLT who did not provide the leadership that was necessary. Furthermore, staff were not provided with proper time allocation to projects and KPIs were not established for staff to measure their contribution to projects. In addition, there were no mechanisms for project prioritisation which should have been through the PMO.

In summary, the PMO had weak interactions on the KT and the PT.

HR Director

The HR Director, **Matthew** was the sponsor for the PRINCE2 training in OABC. He raised the Purchase Order for the training, which cost twenty six thousand Australian dollars (Codarra Advanced Systems, 2013). His rationale was that the investment in the training would improve project management outcomes for OABC.

In his pre-training interview, **Matthew** spoke about the advantages of PRINCE2 for himself, stating that "any job could be broken down into a project cut structure" (Matthew, Pre-Training). He was endorsing the use of PRINCE2 methodology as he saw the benefits of structured approach to delivering work:

> *I am a systems and structured person as it is. Having a really good workable understanding of a recognised methodology like PRINCE2 is important and improve how I deliver work. (**Matthew**, Pre-Training)*

In addition, he was interested in advancing his career to work in the Asia Pacific region. Five months after the training, he left the Australian jurisdiction of his work to work in the Asia Pacific region:

> *I guess opportunities have opened up for me because of the successful work that I have been involved with which has been project based work. If I want to be successful, I need to be successfully execute projects. There is always*

> *so much work to do in the region. If I am seen to be a good project manager, then I would see more opportunities would open up personally. (Matthew, Post Training Imm)*

Matthew spent very little time at the OABC office as he was working on Asia Pacific projects.

Switched-On mentioned that he was pursuing his new role and was no longer advocating the use of the PRINCE2 methodology at OABC:

> *Matthew has now taken on a new role as Head of HR for Asia Pacific. He rarely is involved with projects that we do. Advisor is now Head of HR here. Neither of them have taken any interest in following up the use of this methodology. (Switched-On, Post Training ++)*

Matthew's lack of visible leadership in ensuring that the PRINCE2 methodology was being used across OABC was noticeable amongst others who expected him to drive the use of the PRINCE2 methodology as the sponsor. His 'absence' supported the adoption of KT.

Matthew had failed his PRINCE2 Practitioner exam. Mary had attributed his failing this exam to his observable lack of support for the use of PRINCE2 in OABC:

> *Matthew appears only to pay 'lip-service' to PRINCE2 methodology perhaps because he failed the PRINCE2 Practitioner and was also too busy going around the region talking about it but not doing it.(Mary, Post Training 5+)*

After failing his exam, Matthew did not show any visible support for the methodology and cancelled the workshops that were originally agreed to assist project managers to apply the methodology to their projects. His rationale for cancelling them was that their schedules were too full to accommodate two full day workshops which would suit all participants. However there was suspicion by other participants that due to failing his exam, he did not want to support the use of the methodology.

Matthew had hired **Ho**, the IT Manager to lead the PMO office. He had 'handed over' the implementation for the PRINCE2 methodology to the PMO.

Although **Matthew** failed his PRINCE2 Practitioner exam, he was a strong proponent for PRINCE2 for his own work and was an example of a **BPM** who adopted the **PT**. **Matthew** was using the PRINCE2 Principles all the time, even twenty one months since the course:

> *Yes I am using it when I am involved in Asia Pacific projects. I always use the seven principles without necessarily using the full documentation per se. (Matthew, Post Training ++)*

In addition, he also ensured that PRINCE2 training was part of the staff development plans for each senior manager in the Asia Pacific region as he said this was the biggest area of skills or capability gap in the business:

> *In fact the many leadership development plans that I have set for senior executives and there are many of them with high functional expertise but the main overarching skills that they are missing is in managing projects. I would always put them onto PRINCE2 to help them to put their ideas to market – to get them to bridge that skills gap. It is one of the biggest area of skills gap or capability gap in the business.(Matthew, Post Training ++)*

Matthew was still using PRINCE2 twenty one months after the training course. However, he did not seek to re-sit the PRINCE2 Practitioner exam to give 'closure' and confidence in the use of the methodology.

Although Matthew himself had adopted the **PT,** his interactions with the **BPMs** were weak and had little effect on them since the **BPMs** continued to use the methodology in whichever organisation they found themselves in. There was therefore weak support for the adoption of the **PT**.

The 'absence' of the sponsor for the PRINCE2 training had a strong influence on the adoption of the **KT** in OABC. It is regrettable that **Matthew** did not ensure that the PMO was driving the use of the PRINCE2 methodology.

Summary

This case study clearly illustrates ten actors which were interacting with the two translations of **Performing (PT)** and **Knowing (KT).** These are displayed in Figure 12 below which illustrates the actor network and their relations to each other. The actors that had strong supportive interactions were denoted by 'strong +' and strong antagonistic interactions denoted by 'strong –'. There were also weak interactions.

The Sales Team, Caesar, HR Director, Senior Leadership Team, Information Technology IT and Business Analysts are human actors. However Training Delivery, Culture, and the PMO have been black-boxed and when opened contain both human and non-human actors. Personal qualities is a human actor.

Training Delivery and Personal Qualities were the only two actors that had strong interactions on both the **KT** and the **PT**. The influence of Training Delivery will be discussed further in 'The Training Bubble' (Chapter Seven). In the discussion on Personal Qualities, the research found that there were two distinctive groupings of Personal Qualities which were aligned with the specific translation **PT** and **KT**.

Apart from the PMO, all actors had a strong supportive interaction on the **KT**. The 'absence' or departure of the Business Analysts and the lack of visible presence of the HR Director, the original sponsor for the PRINCE2 training had strong influences particularly on the **DPMs** who had adopted the **KT**.

The Senior Leadership Team had strong antagonistic interactions with the Business analysts as well as the PMO. The Business Analysts had strong antagonistic interactions with the IT department which led to their resignation. The virtually absent and ineffectual PMO did not support staff in delivering projects. For this reason it had weak interactions with the **PT** and **KT**.

One individual, **Caesar** due to his position as Sales Director and later Managing Director had a strong supportive interaction on the **KT** and strong antagonistic interaction on the **PT. Caesar** did not show any leadership with regard to using the PRINCE2 methodology for projects. **Caesar** would say the right things but behaved otherwise.

IT had strong supportive interactions on the **KT** as IT had dispensed with the PRINCE2 methodology due to an absence of organisational adoption from senior management of the PRINCE2 methodology.

This study has shown that the OABC Culture, the conduct of the Senior Leadership Team, the Sales Team and **Caesar** in particular were not conducive to the delivery of projects, let alone the application of a project management methodology such as PRINCE2. The Culture was focussed on 'day to day' tasks and staff were "too busy" to focus on projects. This was illustrated clearly by the Net Billing Project which took two years to get any traction to be delivered. It was started and stopped several times during this research study. In addition there was a lack of KPIs for all staff for their contribution to projects.

The PMO had a weak interaction with both **PT** and **KT**.

In this next section, I will outline the phases of translation proposed by Callon (1986) which provides an analytical framework to study the interactions at OABC.

Figure 12: ANT actor interactions with Performing and Knowing translations
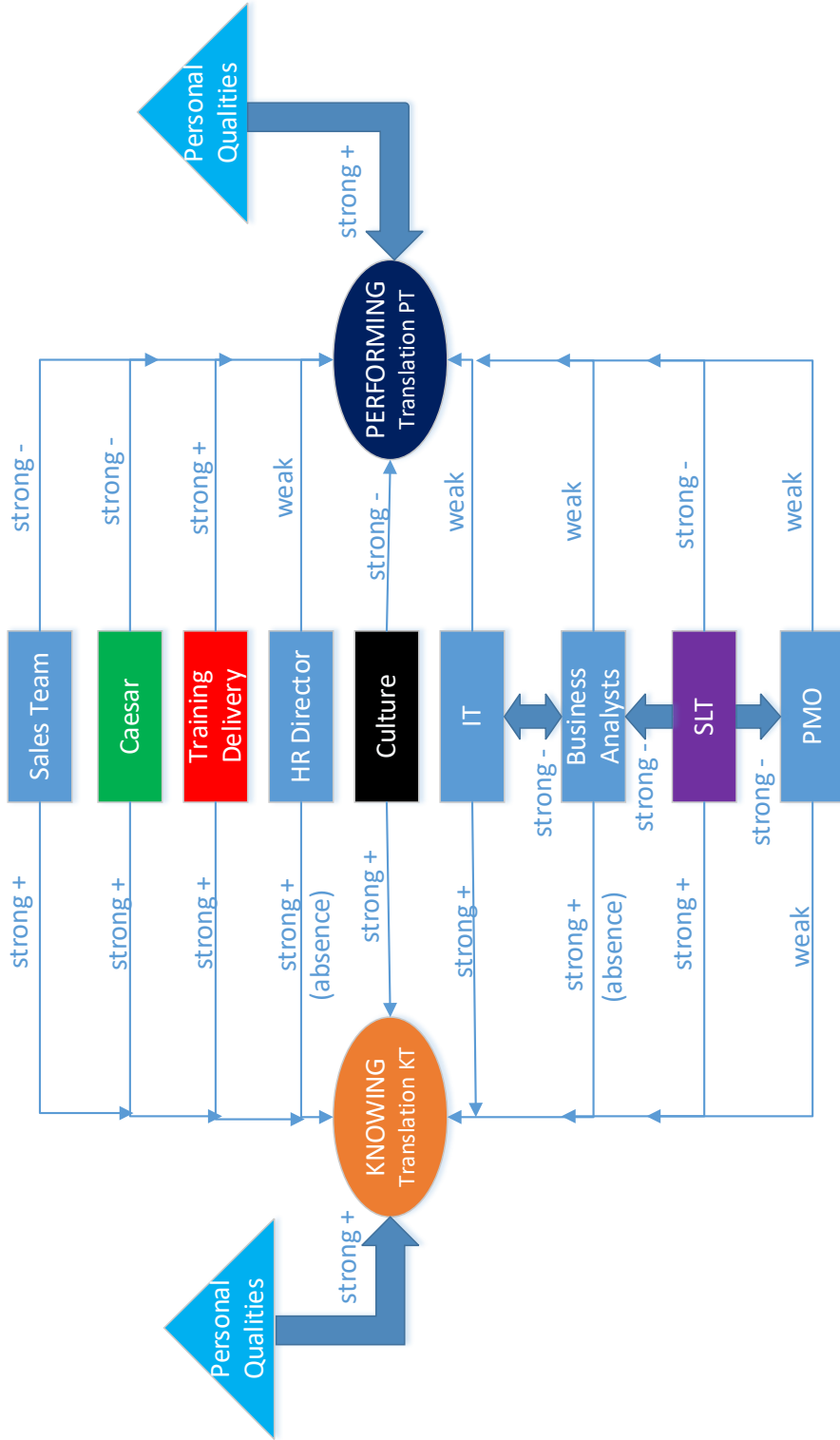
Four Moments of Translation

A key notion of ANT is associated with the translation of the innovation from a stage of non-adoption to one of adoption. Translation is the process of adopting an innovation. The innovation in this study is the PRINCE2 methodology. The **Being** project managers adopted PRINCE2 in a different way to the **Doing** project managers. There were then two different translations: one of them was **Being** and the other was **Doing.** There are four phases or moments of translation proposed by Callon (1986).

First phase: Problematisation

According to Callon (1986) the first phase is 'Problematisation' where key actors attempt to define the nature of the problem at hand and the roles of the other actors so that they are seen to have the answer and be indispensable to the solution of the problem. It is the phase where the innovation can be seen in the light of a problem that people will understand. Problematisation processes indicate movements and detours that must be accepted as well as the alliances that must be forged (Callon 1986).

The definition of the problem is "What is the benefit of doing the PRINCE2 training?" Each of the translations of **PT** and **KT** had their own possible answers to this question. For the **PT**, there was a need to improve practices and have an integrated standard and common platform in delivering projects. For the **KT,** there was a need to further their knowledge in project management and get qualified.

These are illustrated in the following quotes:

John who adopted the **KT** who stated that he was doing the course to further his knowledge in project management:

> *I am doing this course to further my knowledge in project management and PRINCE2 was not covered during the Masters course that I did. The PRINCE2 certification is attractive to me. (**John**, Pre-Training)*

Mark who adopted the **PT** who was doing the course to integrate a standard common platform in delivering projects:

> *I am doing this course primarily to combine projects that I am running with a standard. To integrate the standard so as to have common platform. (**Mark**, Pre-Training)*

The obligatory passage point (OPP) as described by Callon (1986) is passing the PRINCE2 examination.

Second phase: Interessement

The second phase 'Interessement' describe processes which attempt to impose the identities and roles defined in problematisation on other actors – to lock other actors into their proposed roles and replace existing networks with those created by the enrollers (Callon 1986). Interessement could be thought of as other people convincing the project manager that it is a good thing to adopt in that way. In other words how the allies are locked into place (Callon 1986).

For those who adopted the **PT**, the interest in 'best practice' is re-enforced by spending time (usually outside of work hours) reviewing Global Best Practice Products. Conversations about projects in a structured way re-enforces the use of the PRINCE2 methodology. In contrast, the adopters of **KT** are confident that the course has provided all they need at the 'Interessement' phase. They take no interest in furthering their knowledge.

For those who adopted the **KT**, the fact that the SLT did not adopt the methodology re-enforced the interessement for those who adopted the **KT**. Unless PRINCE2 is adopted from the top down in their organisation, they had reservations in using PRINCE2 for their work projects.

Several examples of interessement are supplied below:

Frank who adopted the **KT** who stated that others were not adopting the methodology:

> *If it is adopted from the top down, then I think it will work. I have concerns that people will find it too hard, too restrictive for them and by-pass it. It is just the nature and the culture of the place. (**Frank**, Post Training Imm.)*

Mark who adopted the **PT** who believed that how a project was delivered would be transformational. Mark meant by the term 'transformational' the experience of being transformed as a project manager and the way in which the wider organisation is transformed by 'best practice' (**Mark**, Post Training Imm.). His interest in 'best practice' was re-enforced by spending time outside of work hours researching into 'best practice':

> *I want to learn the PRINCE2 methodology because it is not what you deliver but how you deliver it that will make the difference and will be transformational. (**Mark**, Post Training Imm.)*

> *I spent the whole of Australia Day (public holiday) reading 'best practice'. (**Mark**, Post Training ++)*

Third phase: Enrolment

Enrolment occurs if interessement is successful. This leads to the establishment of a solid, reliable network of alliances, and does require roles to be adopted through coercion, seduction or consent (Callon 1986). In short, enrolment can be thought of as "Did I do it in the end?" For those who adopted the **PT**, they adopt PRINCE2 methodology for their projects, even if they left the organization to find other workplaces where they could use PRINCE2.

Mark described how it was difficult to work in an 'aggressive' environment at OABC that was not supportive of him using the methodology. So he gave his final presentation and then left the organisation (**Mark**, Post Training ++). Mark

described how he moved to another organisation which was supportive of a structured approach to managing projects:

> *I moved to a new role where the organisation welcomed a structured approach to delivering projects. I used PRINCE2 there.* (**Mark**, Post Training ++)

Another participant, **Switched-On,** left OABC for a number of reasons including the fact that the organisation was not supportive of PRINCE2:

> *If the company had only committed to it (PRINCE2)... The left hand was not talking to the right hand...It was a bitter sweet departure. (**Switched On**, Post Training ++)*

For those who adopted the **KT**, they adopted the ideas but consciously decided not to use the PRINCE2 methodology for their projects as there was no visible organisational adoption. For the **DPMs** who adopted the **KT,** it was hard to use PRINCE2 as there was no support from the Senior Leadership team:

> *...makes it hard [to use PRINCE2]. No one else is using it. Each functional area is Siloed... Lack of understanding of how processes work. (**John**, Post Training 5+)*

> *There is a bit of resistance against PRINCE2. We cannot apply the methodology without support from senior leadership team. They do not want to know the process. Their personalities are against process... The leadership team is broadbrush and don't like to go into the detail. (**Frank,** Post Training ++)*

KT consciously decided not to use PRINCE2 for their projects due to project managers viewing that the overhead involved in documentation outweighed the benefit derived from using it:

> *There is a lot of documentation in PRINCE2. The overhead involved in documentation outweighs the benefit derived from using it. (**Frank**, Post Training ++)*

There was no difference between **BPMs** and **DPMs** in the first five months after the training. At the five month mark, the Business Analysts resigned which resulted in a noticeable difference between the **BPM**s and **DPM**s in adopting

PRINCE2. Therefore it is possible that enrolment did not happen until the 'five month' mark.

Fourth phase: Mobilisation

This occurs as the proposed solution gains wider acceptance. All the actors are pushing in the same direction and therefore the innovation gets adopted. For those who adopt the **PT**, it was convincing others to get PRINCE2 certified so that they will use it for their projects. For those who adopted the **KT**, this involved convincing each other not to use PRINCE2 but being well aware of what could have been achieved using PRINCE2 methodology.

The quotes below describe this.

For **Frank** who adopted the **KT,** people were struggling to adopt PRINCE2:

> *Since the course, apart from everyone knowing what is expected from a project, it is difficult to put into practice. …People struggling to adopt any of these practices because they find it just too hard. (**Frank**, Post Training ++)*

For **Mark** who adopted the **PT,** he recommended that sixty people undertake the PRINCE2 course:

> *[I recommended] 60 people [to undertake a PRINCE2 course in this organisation]. Huge – I supported it in the early days (**Mark**, Post Training ++)*

A summary of the moments of translation is provided in Table 7.

Conclusion

In this Chapter, I have attempted to describe the networks that supported the translations **PT** and **KT**. The interactions of ten actors on these translations was presented. The interactions were presented in a graphical way as shown in Figure 12 which illustrates the actor network and their relations to each other. Nine out the ten actors had a supportive interaction on the **KT** whilst only two

actors had a supportive interaction on the **PT.** There were two actors that had a supportive interaction on both translations. These were Training Delivery and Personal Qualities. Training Delivery is discussed in more detail in 'The Training Bubble' (Chapter Seven). Personal Qualities was presented in this Chapter in relation to the different translations that they relate to.

I have also presented an analytical framework to view the translations using Callon (1986) Four Moments of Translation as provided in Table 7.

Table 7: Four Moments of Translation

	Moments	Performing **PT**	Knowing **KT**
1	Problematisation (possible problems that can be solved by the innovation): What is the benefit of doing PRINCE2 Training in the workplace?	Does the course, so as to improve practice and to integrate a standard, common platform in delivering projects.	Does the course to further their knowledge in project management.
	Obligatory Passage Point OPP	Passing the PRINCE2 exam	
2	Interessement: Actors (described in the Training Bubble and other chapters) convincing the project manager that it is a good thing to adopt in that way	The interest in PRINCE2 is re-enforced by spending time (outside of work hours) reviewing 'best practice'.	Other actors (e.g. Senior Management team) did not adopt the methodology.
3	Enrolment: Did they do it in the end? Occurred 5 months after training	They adopt PRINCE2 for their projects.	They adopted the ideas but consciously decided not to use PRINCE2 for their projects.
4	Mobilisation	Recommended that other people undertake PRINCE2 training.	Convincing each other not to use PRINCE2 methodology but aware of what could have been done.

CHAPTER SEVEN

The Training Bubble

Introduction

The aim of this chapter is to explore and explain the possible link that was observed between what happened during the 'Training Bubble' and the subsequent translations of **PT** and **KT**. In particular, it discusses the interactions between the various actors that support one or other of the possible adoptions of PRINCE2 in the workplace. For example, there may have been interactions that occurred during training that would be an early indicator of the adoption of the **PT** or the **KT**.

The 'Training Bubble' describes and includes all the things around what happens in the classroom as well as what happens during training. As shown in the previous chapter, the actor Training Delivery had a strongly supportive interaction on both the *Knowing* translation (**KT**) and the *Performing* translation (**PT**). This Chapter opens the black box of the actor 'Training Delivery' and describes the interactions within that influenced the **KT** and the **PT**.

There are two parts to the 'Training Bubble':

I. The Network of actors involved in assuring that the PRINCE2 training complies with AXELOS global standards.

II. The Network of actors involved in the strictly guided training courses: (i) Course code 'AU02F' (from Tue 12, 13 & 14 with exam on 15 March 2013), (ii) Course code 'AU03F' (from Mon 25, 26, 27 with exam on 28 March

2013) and (iii) MP147F (from the 11th, 12th,13th February

with exam on 13 February 2013).

The Chapter is presented in two sections aligned with the two parts of the 'Training Bubble'. Figure 13 shows the networks of actors of the two parts of the 'Training Bubble'.

Figure 13: Network that assures PRINCE2 Training to global standards and the network involved in the strictly guided Training sessions AU02F,AU03F, MP147F
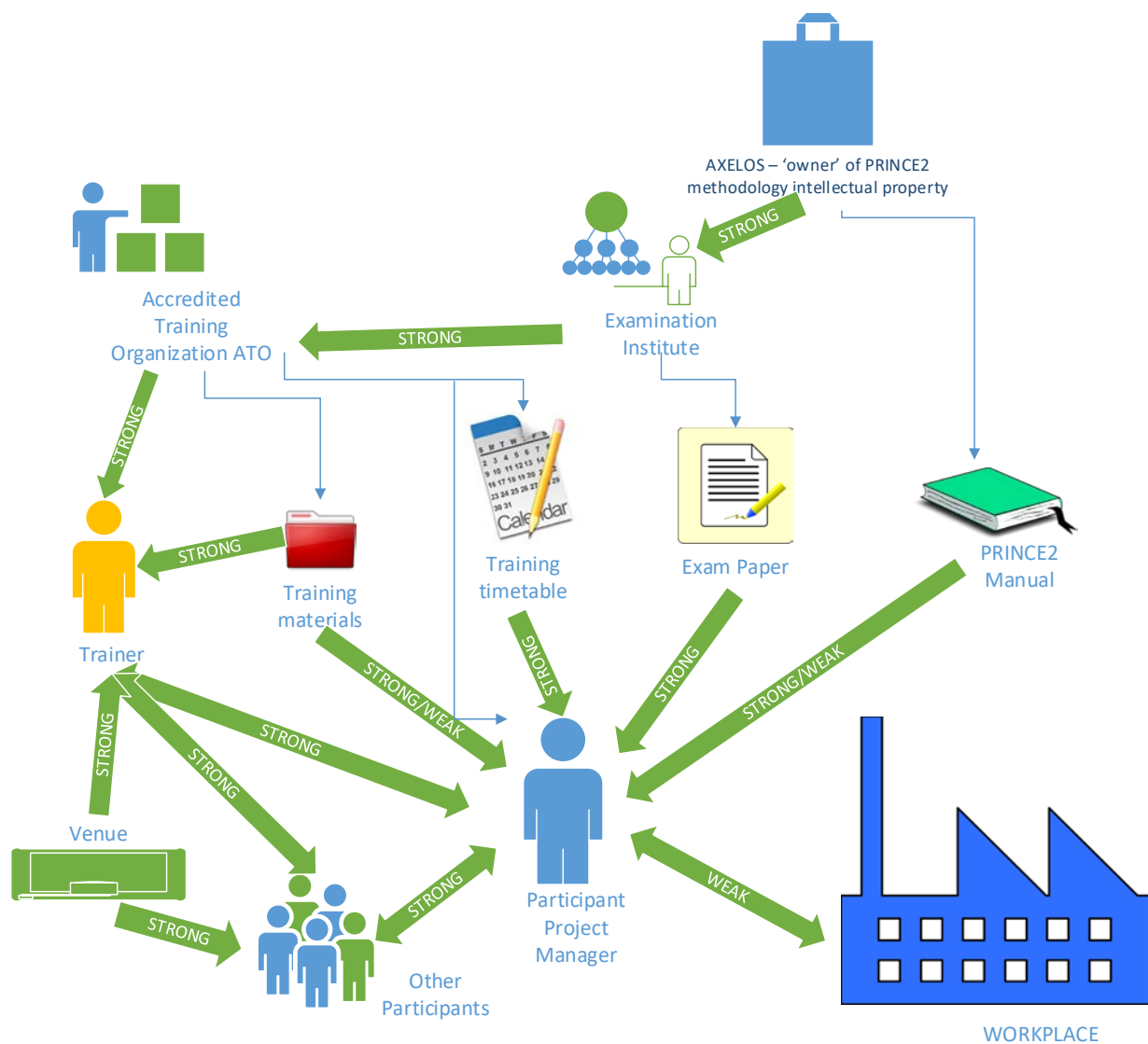
There are a number of actors involved. There are human actors who are the participants and the trainer. PRINCE2 training is a hybrid actor (Latour 2005) which includes the technical aspects of the PRINCE2 methodology and the

human aspects of the curriculum design and the trainer. In addition, there are hybrid actors consisting of a number of groups such as the Examination Institute and the Accredited Training Organisation which assure that the delivery of the PRINCE2 training course adheres to global AXELOS standards.

Actors 'outside' the training session

The following actors have an influence on the delivery of training but are not present during a training session.

The information about the actors described below has been obtained from AXELOS (AXELOS 2015), Examination Institutes (APMG-International 2015; PeopleCert 2016) and the Accredited Training Organisation (Codarra Advanced Systems 2013) directly.

AXELOS

AXELOS is the joint venture company who owns the intellectual property of PRINCE2. They were created in 2013, taking over from the former owners who were the Office of Government and Commerce (OGC) and later the Cabinet Office on behalf of Her Majesty's Government in the United Kingdom. AXELOS owns the intellectual property of the Global Best Practice portfolio of products such as PRINCE2®, MSP® and P3O®. They work with key partners known as Examination Institutes (EIs) to ensure training and professional development standards in conjunction with Accredited Training Organisations (ATOs).

Strong interactions of AXELOS on the Examination Institute

AXELOS does not get involved with the day to day management of training courses. This is the responsibility of the Examination Institutes (EI) and Accredited Training Organisations (ATO). There is a strong interaction of AXELOS on the EI. AXELOS receives an annual license fee from the ATO for the

privilege to deliver PRINCE2 training which is collected by the EI on behalf of AXELOS (PeopleCert 2016). In addition, AXELOS receives a fee for every PRINCE2 exam that is conducted globally. AXELOS publishes statistics on the number of examinations conducted globally by region.

Examination Institutes (EIs)

The EI has a strong interaction with the ATO

The oversight of how courses are conducted and the assurance that training is delivered to AXELOS standards is the responsibility of the Examination Institutes (EI). There are seven EIs that exist globally. The two that operate in Australia are APMG and PeopleCert. The EI has a strong interaction with the ATO and undertakes audits and spot checks of how the ATO conducts training courses.

Whenever a course is conducted, the ATO would book an examination via the EI, specifying the number of candidates that are sitting the exam. Separately the candidates would register themselves on the EI's student portal, so that the student 'belongs' to the EI.

The EI assures how the exam is conducted

The EI would produce and dispatch the exam papers to the address where the examination is held. There is a difference between the PRINCE2 Foundation and Practitioner exams. For the PRINCE2 Foundation exam, the EI would use their question bank to generate an objective multiple choice exam paper for all students globally sitting the particular exam that week. There are differences between EIs. For APMG, they ensure that the same exam paper is used by all candidates globally who sit the exam in a particular week. Whereas this is not the case for PeopleCert who generate an exam paper specifically for a particular exam.

For the PRINCE2 Practitioner exam, there are ten possible papers that could be dispatched. Both Foundation and Practitioner exams are delivered by paper or by e-delivery to the examination centre where the exam is being held. It is possible for participants to sit the exam online. However in the case of this study, the exam was paper based.

There are measures in place to ensure that the exam paper is only opened at most thirty minutes before the scheduled exam time. This minimises 'cheating' where the trainer by having access to the paper can prepare students for this paper beforehand. 'Spot checks' are conducted by the EI to ensure that exam papers are locked in a place inaccessible to students and that the exam paper is not opened until the specified examination time. I have only had one 'spot check' in the past five years in delivering courses where the EI's agent checked to see if the exam pack was sealed an hour before the exam, which may suggest that there is minimal effective control.

After the exam, the ATO 'uploads' the answer sheets to the EIs portal where it is marked electronically and the results sent to students with a breakdown of results relating to the different parts of the PRINCE2 methodology.

When a student passes an exam, e-certificates are dispatched by the EI and sent to students. There is an option for paper based certificates to be sent as well.

The EI oversees course delivery and trainer quality

It is the responsibility of the EI to ensure that the course materials and course delivery meet specific training and professional development standards. Before an ATO is given permission to deliver PRINCE2 courses, the ATO has to satisfy three conditions. First, the ATO needs to have in place a satisfactory Quality

Management System to manage student records. Second, that the courseware that is produced meets the stringent requirements set by the EI.

Third, that the trainer is accredited by the EI to the level expected and knows the PRINCE2 material and examination system. The trainer is required to be accredited to deliver PRINCE2 training by the EI. There are some pre-conditions in being a trainer. These are possessing experience in delivering projects, possessing the necessary certifications to deliver training courses and passing the PRINCE2 exam to at least at 66%. They also have to be observed in delivering a module of a PRINCE2 course under a lead trainer.

According to the requirements set by AXELOS, the ATO provides a fee to the EI for the trainer. In return for this fee, the AXELOS requirements state that the EI monitors the trainers by reviewing the examination results of students as well as a scheduled monitoring of the trainer 'in action' every two years. In addition, the trainer also has to sit re-registration exams and attend interviews to ensure that their knowledge of PRINCE2 was current.

Accredited Training Organisation (ATO)

The ATO collects the fee for delivering the training from the participant or the participants' organisation. In this case study, the participants' organisation OABC provided a list of participants and paid the fees to the ATO (Codarra Advanced Systems 2013).

The ATO provides the delivery of training by supplying the trainer, training materials, PRINCE2 manual and organising a venue for the training to the participants. The ATO also books the examination with the EI and ensures that the exam paper is dispatched on time for the exam.

The ATO has a strong interaction with the trainer

The trainer represents the ATO to the participants. Customer service and management of the delivery of the training is orchestrated by the trainer with some backup from administrative staff. The trainer is constrained to deliver the materials as approved by the EI and does not have the flexibility to alter the material as required for the audience in the training course (Codarra Advanced Systems 2013). Since trainers can be de-registered they generally do not alter the materials. The trainer is also constrained to the advertised timetable for the course. The ATO therefore has a strong interaction with the trainer.

Commercial considerations

There are commercial considerations with regard to the delivery of PRINCE2 Training courses. ATOs have been competing against each other for students, offering courses of shorter duration and lower price. In addition, there has been a shift to delivering e-learning (online) and blended learning (mixture of online and face-to-face) courses instead of face to face training as this is more economic, and profitable for the ATO. Face to face training costs more for the ATO as they have to pay for a trainer to deliver the course. In addition, the rationale for e-learning is that customers prefer this as it allows study in their own time. The argument is that prospective customers do not have the time to undertake face-to-face training. This is confirmed by the CEO of a Melbourne-based ATO, Aspire Learning:

> *The commoditisation of PRINCE2 training has seen the larger international ATOs applying their economies of scale to put significant downward pressure on price and duration for face-to-face training...There are time-poor people who cannot commit to a five or even three day courses, or who just prefer the freedom to choose where and when they study... Participants are offered blended learning options: an electronic e-Learning option for the knowledge acquisition part of the Foundation course, then a 'Consolidation Day' face-to-face before the Foundation exam occurs.(Rankin 2016)*

The significant competition between ATOs offering PRINCE2 training courses has led to ATOs diversifying and offering new training courses such as ITIL and Agile PRINCE2. According to the Managing Director (Asia Pacific) of ILX, the largest provider of PRINCE2 training globally:

> *PRINCE2 was a cash-cow for us. The increased throughput of students has now stabilized. ILX is now diversifying as we have been too heavily focussed on PRINCE2 training. The bottom may drop out of the market. Melbourne has the largest concentration of ATOs offering PRINCE2 in the world. (Ramsay 2014)*

The focus of the ATOs is on attracting prospective students by offering the PRINCE2 course at an attractive price in an optimal manner either by e-learning or short duration face to face courses. The focus is on passing the examination rather than application to the workplace.

In summary, these actors which are not involved directly in a training session have several impacts that reduce the effectiveness of the training and supports the adoption of the **KT**:

- they influence towards the view that PRINCE2 is just for exams and certification;
- they influence the trainer to produce good exam results as the principal aim of the sessions;
- their focus is on the numbers of participants who sit PRINCE2 exams rather than the learning experience of participants;
- their focus is on the exam rather than on the practical application to workplace projects.

Actors within the training session

The PRINCE2 training was held in condensed mode with students doing nothing else for three days. The delivery was adhered strictly to the ATO materials provided. The Foundation examination was held after the three day course.

The PRINCE2 methodology was conveyed through the training materials and the trainer. The PRINCE2 methodology was described in the PRINCE2 Manual, the Trainer slides, Student Notes and Wall Chart. The PRINCE2 Methodology consists of seven Principles, seven Themes and seven Processes. Figure 14 displays these elements of PRINCE2.

Figure 14: Elements of the PRINCE2 methodology as described in the PRINCE2 manual, Training Material and assessed by the Exam Paper
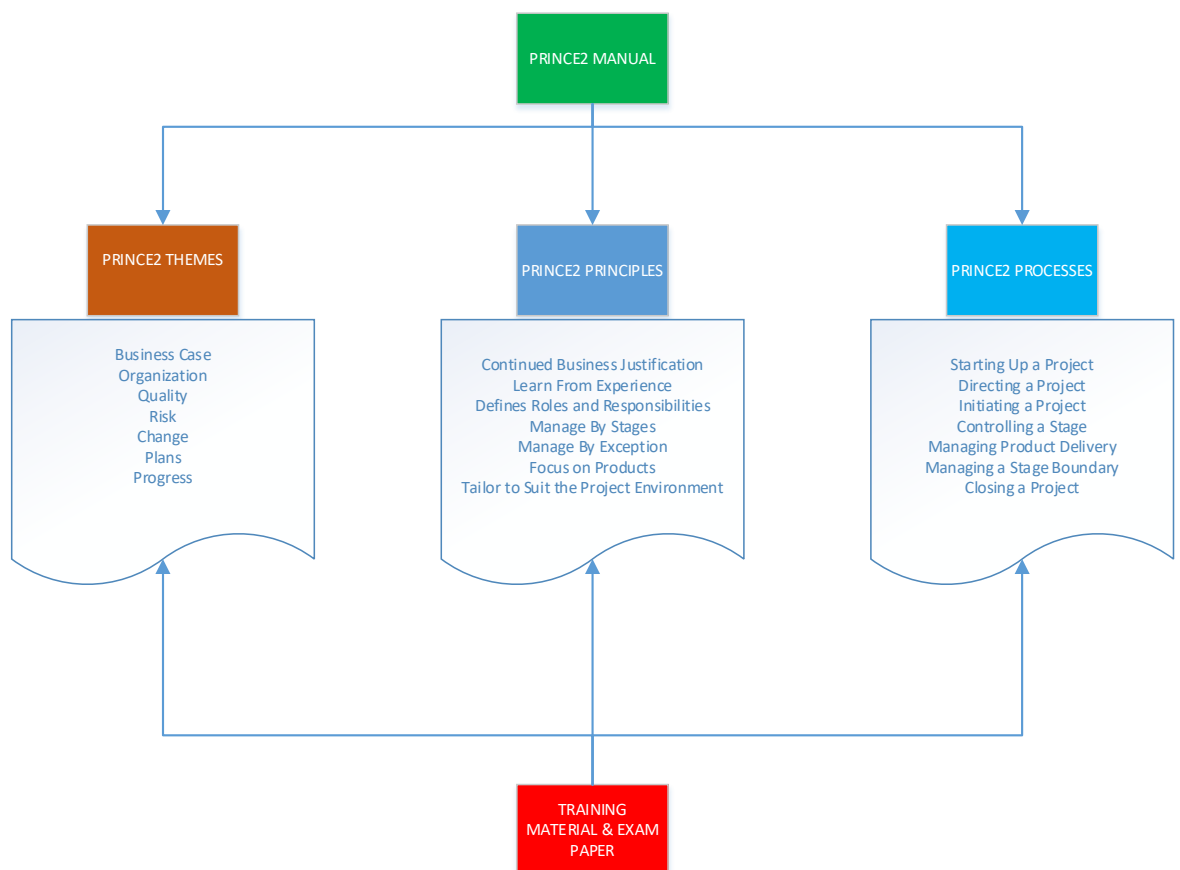
The format of the PRINCE2 course

The format of the PRINCE2 Foundation course as approved by the Examination institute is to cover each of the elements of the methodology systematically over the three days. The course covers Principles, each Theme and each Process in isolation. This made learning the PRINCE2 elements in 'silos'.

The schedule of topics is as follows:

- Day 1
    - Principles;
    - Themes: Organisation, Business Case, Plans and Progress Themes
    - Process: Starting Up a Project process
- Day 2
    - Themes: Risk, Quality and Change Themes
    - Processes: Initiating a Project, Directing a Project, Controlling a Stage and Managing Product Delivery
- Day 3
    - Processes: Managing a Stage Boundary, Closing a Project and Tailoring
    - Practice Exams.

The participant interacts with the learning materials. The interaction aims to develop an understanding of the Principles, Themes and Processes via the actors: Trainer, PRINCE2 Manual, Exam Paper and Training materials (consisting of the Trainer slides, Student Notes, Wall Chart, and Group Exercises). An understanding of PRINCE2 is developed through an assemblage of the actors orchestrated by the trainer within the published timetable.

Participants

There was a network of relations that was created at the start of the training course between the trainer, the participants and the non-human actors: PRINCE2 manual, exam paper and training materials.

The participant project managers had interactions with the

- PRINCE2 manual

- Exam paper

- Trainer, and

- Training Materials.

Participants: Interactions with the PRINCE2 Manual

The PRINCE2 manual formed part of the training materials. Most of the participants hardly referred to their PRINCE2 manual. However two participants **Mark** and **Matthew** marked up their manuals and discussed the contents with each other and the trainer during break times.

> *Most of the participants have shown little interest in the PRINCE2 manual. Mark and Matthew appear to have discussed the chapters of the manual with each other and have marked these up. (Trainer's* **Journal***, During Training)*

Both **Mark** and **Matthew** were later found to have adopted the **PT.** Possibly the early evidence of the **PT** is their interest in the manual during the course. There were strong interactions between the PRINCE2 manual and the adoption of the **PT.**

Participants: Interactions with the PRINCE2 Certification (Exam Paper)

The PRINCE2 Foundation exam paper was a multiple-choice objective test exam paper consisting of seventy five questions in one hour. The evidence for

'knowing' PRINCE2 was tested by passing the exam. From the first day of the course, participants were given trial questions to practice with.

The design of the training course was focussed on the trial questions rather than how to apply the PRINCE2 methodology to workplace projects.

> There was little opportunity to discuss workplace projects. We were focussed on learning how to pass the exam trial questions and exam technique. (Trainer's *Journal*, During Training)

The exam paper had a strong interaction on all participants throughout the course. Participants were focussed on exam technique and how the questions were phrased. There was little time in the intensive timetable to discuss how the questions related to workplace projects. The Exam Paper supported the adoption of the KT.

Participants: Interactions with the Trainer

The PRINCE2 methodology was conveyed through the training materials and the trainer. At course commencement, the trainer decided to spend some time on managing the expectations of how the course would be delivered.

> I explained to the students that there would be a lot of material but to trust the training process. (Trainer's *Journal*, During Training)

The course consisted of all the core elements of PRINCE2 which are the seven Themes, seven Processes and seven Principles, ending in a multiple-choice exam paper.

The trainer was not allowed to make changes to the training material once it was approved by the EI. The inability to change material for the course was a constraint on the trainer. It encouraged the trainer to adopt a focus purely on the examination which supported the adoption of KT for participants.

The course was designed to go through each Principle, Theme and Process, one at a time. This made learning about project management very difficult as concepts are covered in 'silos'. By the morning tea break of the first day, the participants started to acknowledge the enormous amount of information that they had to understand in such a short period. There was a 'hostile' point that emerged where participants were hostile towards the trainer due to the amount of information that the course had to cover and the terminology that was used:

> *The participants dislike the terminology 'products' (preferring the terms 'outputs' and 'deliverables'). A number of participants appear to be concerned about the language and the volume of material that is being presented. (Trainer's Journal, During Training)*

Despite the prescribed nature of the course, I discussed real life projects and showed them how each Principle, Theme and Process could properly be applied to real life examples of projects.

> *I used real life project examples such as Sea Sprite 3 and the Dinner Dance to show how the methodology could be applied. (Trainer's Journal, During Training)*

I decided to make use of whiteboards and flipcharts to assist in memory recall and solidify concepts. By the end of a three day course, the walls of the training room were covered in butcher's paper. Participants took photographs of what had been put up.

Martha stated in her feedback:

> *The best aspect of the course was the interaction between the lecturer and the students. (Martha, Post Training Imm.).*

Switched-On stated:

> *Angela was a great facilitator who "humanised" the whole process for us (Switched-On, Post Training Imm.).*

Frank stated:

> *The best aspect of the course was the trainer and the material. (Frank, Post Training Imm.).*

A small number of participants mentioned the personality of the trainer:

> *...much bigger and much more energy was required....Excellent course. Angela did a fantastic job keeping the information going and the class engaged as well as her self-giving! (**Matthew**, Post Training Imm.)*

This may indicate a strong interaction between some participants and the personal style of the trainer.

There is some evidence that the trainer had an effect on the group dynamics of the participants as a whole. For example: **Matthew** found the use of stories and analogies brought 'concepts to life':

> *...sharing of stories of past experience, the different analogies, the various Principles kept the energy and the focus of the group up and brought concepts to life. (**Matthew**, Post Training Imm.).*

The trainer made every effort to show the desirability of using PRINCE2 in the workplace. It was possible to illustrate how the PRINCE2 methodology could be made relevant to the workplace projects rather than knowing concepts 'by heart'. There were strong interactions between the participants and the trainer during training which could result in a project manager being 'transformed' during the training session to a person who would adopt the **PT**.

It is up to a skilled trainer to make the connections for the students between concepts and real life projects. Kalantzis and Cope (2005) discussed the use of the word 'bricoleur', a French term to describe the teacher's practice and how the teacher's personal characteristics are able to "draw on a variety of resources around them to create a meaningful assemblage of practice"(p. 219).

In the 'bricoleur' activities of the trainer, it was possible to orchestrate a unique dynamic that happens in the classroom between the participants and the non-

human actors of the training materials, which conveyed the Principles, Themes and Processes. There were strong interactions between these actors which can result in a project manager being 'transformed' during the training session. The transformation occurs from a passive recipient of knowledge to one who is actively engaged with the PRINCE2 methodology and wants to apply it to their projects. This occurred with a number of participants who actively applied PRINCE2 to their projects after the training course:

> *I want to apply the PRINCE2 to all my projects and I am convinced that how one delivers projects is transformational. (**Mark**, Post Training Imm.).*

The trainer who enabled participants to see the value of the methodology to their practice as project managers supported the PT for participants.

However, the trainer who was focussed on just delivering the course and adopting a focus on purely the examination supported the adoption of KT for participants.

Participants: Interactions with the themes in the training material

There are seven PRINCE2 themes and during training these were presented one at a time. Evaluation Forms (Appendix C) were used to capture participants' views about these themes. Participants were asked four questions about the usefulness of the theme and its potential application to the workplace. Evaluation Forms were completed at intervals throughout the training course.

Organisation Theme

The first PRINCE2 Theme covered was the Organisation Theme which defined and established the project's structure of accountability and responsibilities (PRINCE2, 2009). In relation to the Organisation Theme, most participants acknowledged that it was useful to understand the roles and responsibilities of

the project team. Some participants stated that they needed 'more time to reflect' on what had been covered in the course.

There were two common views of the theme: that it was difficult to adopt in the organisation; or that it was a necessary theme for running projects.

An example of seeing the theme as not workable in the organisation was given by **Sally**, the Communications Manager. She stated that if this Theme was implemented, then it would be difficult for OABC to agree roles and responsibilities on projects as OABC staff were attached to job titles:

> *People would have to step up to the plate – it also takes away from jobs and titles. This is something OABC is very hung up on. (Sally, During Training)*

Frank's response to the Organisation Theme was that it would not get adopted in OABC as there were too many projects. Priorities needed to be set for people to focus their time in managing their projects:

> *This theme would never get adopted here. There are too many projects and not enough resources – they need to prioritise. (Frank, During Training).*

The responses of **Frank** and **Sally** support the **KT** of seeing the obstacles for using the methodology.

The other predominant view was that the Organisation theme needed to be implemented for all projects. **Mark** stated that the workplace would adopt the Organisation Theme and stated that:

> *It helps explain some current issues. It is logical. I wouldn't accept a project that was not structured that way from now on. (Mark, During Training)*

The response supports the adoption of the **PT** which suggests a readiness to apply the methodology straight away.

Business Case Theme

There were two common views of the Business Case Theme: it would be useful for their projects or there was uncertainty about its usefulness for projects.

Examples of participants who had a positive view about this theme were **Switched-On** and **Sally**:

> *I will definitely apply this to an upcoming project (Switched-On, During Training).*
>
> *I will use it as it simplifies and helps to identify what really is a project versus an 'emotive' requirement (Sally, During Training)*

When asked if the Business Case Theme would be adopted at OABC, the participants that supported the **PT** said it would.

However, a number of participants stated they did not know whether this theme was useful to their projects. Those that supported the **KT** were non-committal about whether they would use what was covered in the Business Case Theme.

Plans Theme

There were two common views of the Plans Theme: that they would adopt it or they were unsure of its use in the workplace.

In answer to the question "Do you think your workplace might adopt this?", **Mark**, stated "For sure" (**Mark**, During Training).

The other common response was that they were unsure if the workplace would adopt the Plans theme:

> *The workplace was currently not used to this level of planning – getting people to buy into this will be a challenge.*(**Martha**, *During Training*)

The participants who were eager to apply what had been learnt immediately to their projects were the responses of those who were later seen to support the

PT. However the responses that were more sceptical as to whether their organisation would adopt the methodology in the workplace supported the KT. Those that supported the KT were not invested in applying it unless the workplace mandated it.

Progress and Risk Themes

Both the Progress and Risk Themes were covered on the second day of the course. Most participants were unsure if both Themes would be adopted in the workplace. The reason given was the perception of senior management as not being supportive. Mark stated that the OABC culture liked 'uncertainty' and the thought of proactively managing uncertainty would be judged as "dull" by some senior managers. Mark stated that the culture at OABC was not supportive of these themes:

> Some [in the workplace] like the uncertainty and find proactive outcomes [to be] dull (Mark, During Training).

Mary's comments were typical of the majority of the participants:

> I am not convinced that the Business would appreciate the concepts and be bothered with the extra work required (Mary, During Training).

In summary, in relation to the Risk and Progress Themes, most of the participants saw difficulty in applying these concepts to the workplace. These conclusions support the adoption of the KT.

Quality and Change Themes

The Quality and Change Themes were covered on the second day. There was a general view that these two themes would not be adopted by OABC.

> The class do not seem to be receptive or positive about the application of the Quality and Change Theme to their projects (Trainer's Journal, During Training)

Mary commented on the reticence of the Senior Leadership Team to adopt the PRINCE2 Principles:

> *I am not sure that they (the Senior Leadership Team) will enable enforcement of these Principles as they are known for 'knee-jerk' changes.(Mary, During Training)*

For **Puffin**, there needed to be enforcement from senior level as well as corporate and project quality standards in place in order for the organisation to adopt these Themes.

Mark who was later found to support the **PT** stated that he was unsure if the workplace would adopt the Quality and Change Themes but he personally would be focussed on it. He stated:

> *[I] Need to get a focus on Quality in the organisation and get away from speed and cost. (Mark, During Training)*

The majority of the participants appreciated the PRINCE2 Change theme which provided a mechanism to manage requests for change and reduce the number of changes that had not been 'thought through':

> *[We need] to stop "spinning the wheels" and reduce the number of frivolous requests for change. (**Frank**, During Training)*

In summary, participants appreciated what was learnt but were not certain if the PRINCE2 Quality and Change themes could be enforced at OABC. This stance supported the **KT**.

Processes

There are seven PRINCE2 Processes. Most of the participants were doubtful as to whether the workplace would adopt these Processes due to the volume of associated documentation involved.

The OABC workplace was seen as "fast pace, reactive environment (which would be difficult to) try and instil discipline" (**Matthew**, During Training).

Examples of responses are provided by Martha, Frank and **Mary**:

> Not sure if this sort of control is appreciated by the organisation. (**Martha**, During Training)
>
> May not adopt – They do not like Process. (**Frank**, During Training)
>
> The business is unaccustomed to following procedures and I do not know if they will accept the overheads required of the structure. (Mary, During Training)

Mark stated that in order to adhere to these Processes, participants needed to be assigned to the project as a dedicated project manager as opposed to 'juggling' projects and operational work at the same time:

> Unsure if the workplace will adopt this. It is starting to look like being difficult (to implement the processes) without a dedicated project manager role in the business. (**Mark**, During Training)

The overall view of participants was that it would be a challenge for their workplace to adopt these processes but "it's going to be tough and a major change in behaviour" (Mark, During Training).

Martha stated that if OABC were made aware of the benefits, then they would adopt these processes:

> If the importance and benefits of these processes can be made aware, I have no doubt that OABC will adopt this. (Martha, During Training)

It was important to understand the relevance of the processes to work:

> Been on too many projects that have not closed properly, so understanding the importance and relevance of both [Closing, Managing Stage Boundary] processes was important. (**Martha**, During Training)

In summary, the majority of participants could not see their workplace adopting the Processes. Those that had adopted the **PT** were just as sceptical as the **KT** about the level of control that was required to implement the PRINCE2 processes in OABC. However a small number of participants who were later found to have adopted the PT stated that they would apply the Processes to their own projects.

Information 'over-load'

There was an enormous amount of material delivered during the course. **Mark** stated:

> *I cannot recall answers to Process questions. I am overwhelmed and concerned that I will stuff up [the exam]. (**Mark**, During Training)*

By the end of the second day of the training course, participants were simply focussed on passing the examination.

> *By Day 2 of the course, participants are so overwhelmed with the amount of material and are simply focussed on passing the exam. (Trainer's **Journal**, During Training)*

The participants had a full practice exam paper to go through as homework on the night before and came into class feeling slightly more confident on the morning of the third day. After going through questions that were difficult, I completed the course by covering the last two Processes (Managing a Stage Boundary and Closing a Project). The ATO had included Tailoring as part of the training schedule even though Tailoring is not part of the Foundation syllabus. The concept of Tailoring PRINCE2 to projects was not covered as there was insufficient time to discuss this and it was not tested by the exam.

Matthew summed up the experience:

> *Full on. Experienced information overload. I thought that the first trial exam was an excellent opportunity to gauge*

> *level of competence. I would have preferred to go straight into the actual exam first thing. It really started to come together in the end, just as you suggested it would. (Matthew, During Training)*

Reflection

From the feedback forms, participants described the course as being 'very stressful', and that they felt 'overwhelmed', 'drained' and 'daunted'.

As the trainer, I found course delivery to be exacting. No matter how many of these courses I have delivered, I have found that the PRINCE2 Foundation courses to be demanding. I have tried as the trainer to 'reshape' the learners' attitude towards the PRINCE2 methodology. However it is negatively affected by the amount of information that needs to be delivered in a prescribed timeframe. There is little time to reflect and to discuss workplace projects in relation to the PRINCE2 concepts discussed.

Matthew noted as a suggestion for improvement, that the course be extended. However he did acknowledge that "this is not really viable from a business perspective" (**Matthew**, During Training).

Despite the limitations of time and prescribed syllabus, I have also sought to 'reshape' the way in which project managers see themselves in delivering projects. I have done this by empowering each participant to see themselves as a competent project manager.

> *My focus is on empowering each participant to act and see themselves as a competent project manager applying the methodology. I use real life examples and include well known project failures as examples. (Trainer's Journal, During Training)*

I elicit answers from them and empower them to have confidence in the skills and knowledge that they bring to the profession. I have sought to interject practical examples and concepts with real life examples of my own projects

where PRINCE2 had been used. I have included well known project failures as good examples of why the methodology is recommended. This makes the learning relevant and enables participants to identify themselves in the role of a project manager.

The trainer is the 'face' of the PRINCE2 methodology for the participant in the sense that the participant is introduced to the methodology and prepared for the examination via the trainer. It is the trainer who "draws on a variety of resources around them to create a meaningful assemblage of practice" (Kalantzis & Cope, 2005, p. 219). The trainer would use the Trainer slides, the Student Notes, the PRINCE2 manual and draw concepts on whiteboards and flipcharts to present PRINCE2 in an easily assimilated manner, so that the participants are empowered to apply what had been learnt to the workplace. This approach is focussed on achieving the adoption of the **PT**.

However for many trainers, the way in which the timetable restricts useful discussion, the focus for the training becomes the examination rather than application to the workplace. This approach supports the adoption of the **KT** where the focus is purely on the examination.

In support of the KT, **Matthew** summed up how a participant may know the answer to a question but not really understand its relevance or application to projects. The information is not tested through reflection on experience in delivering projects:

> *Information that is not tested is just information. It is not knowledge...The way the course is given, we are delivered 'untested' information. We only know it because we have read it, heard it or seen it. Just like kids that accept information on face-value, we do not know the frustration around the information and why it is there. It is academic information and not applied information. It is stimulus and we may know how to regurgitate for an exam. But we do*

*not know how to apply it. We don't know and have no
idea. A person may know the words but may not know
how to apply it to their projects. The grounding for an
experienced person is different from someone with no
grounding.(Matthew, Post Training Imm.)*

The Author's place in the study

Following on from the 'Disclosure' section in chapter Three, the extent to which
a researcher brings their own intellectual baggage to a study and how the
background of the researcher affects the research, are questions that cannot
readily be answered with certainty. By being the trainer, I must, inevitably, be
considered to become a part of the networks of association that I am describing.
As I cannot separate myself from this, I must declare them here.

The major difficulty that I faced during this study was my prior experience of
delivering PRINCE2 courses which could have led me to hold set views about
the outcomes of this study. Actor-network theory requires that the analyst
comes to a study having no such *a priori* assumptions about the actors and
networks. Knowing that my background could potentially influence what I was
studying and reporting, I have made every effort to ensure that any such
influence was reduced as much as possible. As I cannot separate myself from
my experience, I wish to declare this here. I have made every effort to deal with
the consequences.

In actor-network theory, the aim is not to get to a single truth but to move
towards an understanding of how negotiations led to the positions occupied by
each of the actors (Tatnall 2000). The important thing is to make sure that all
actors – human and non-human are 'consulted' and that their viewpoints are
represented faithfully.

Conclusion

In this chapter, I have endeavoured to show what happens during the strictly guided intensive training course. The PRINCE2 methodology was conveyed through the training materials and the trainer.

To explain the adoption of the KT, it is necessary to appreciate that the course was designed to go through each Principle, Theme and Process, one at a time. This made learning about project management very difficult as concepts are covered in 'silos'. It is possible for a participant to know the answer to a question but not really understand its relevance or application to their projects. The inability of the trainer to tailor the training materials for the class was a constraint on the trainer. It encouraged the trainer to adopt a focus purely on the examination. The intense nature of the training timetable supported the adoption of the KT which is a focus on the examination only. In addition, there was a strong rejection by most of the participants of the relevance of some of the PRINCE2 Principles, Themes and Processes to the workplace. Furthermore, the commercial pressures to stay competitive and the network of actors involved in assuring that the PRINCE2 training complies with global standards has also contributed to the KT adoption. It is for these reasons, the 'Training Delivery' supported the adoption of KT.

However to explain the adoption of the PT, it is necessary to understand what a skilled trainer can do in making connections for the participants between concepts and real life projects. There are strong interactions between actors during training which can result in a project manager being 'transformed' during the training session. The transformation occurs from being a passive recipient of knowledge to one who is actively engaged with the PRINCE2 methodology and

wants to apply it to their projects. There were strong interactions between trainer and the participants which supported the PT.

In summary of the 'Training Bubble', there were interactions that occurred that both supported the PT and the KT. The following chapter describes how the results answered the research problem and questions.

CHAPTER EIGHT

Discussion

Introduction

The aim of this chapter is to describe how the results addressed the research problem and answered the questions posed in Chapter One (Introduction) and Chapter Three (Methodology). The research contributions of this study, its limitations and potential further research is discussed in the last chapter, Chapter Nine.

In the last chapter, I presented the 'Training Bubble' where the aim was to examine the interactions between the actors and the subsequent translations of **PT** and **KT.** In Chapters Four, Five and Six, I presented the results of a study in innovation translation in which PRINCE2 is translated by participants[8] in OABC into two forms: the *Performing* translation (**PT**) and the *Knowing* translation (**KT**).

Addressing the Problem statement

At the heart of the challenges faced by the discourse on project management education and training, is the assumption that project management outcomes can successfully be predicted as a simple cause and effect relationship which imply a rigid utilisation of project management methodologies and a rigid control and measurement of outputs, and in effect an instrumental ideology (Ojiako et al., 2014).

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[8] There are non human actors involved but the principal activity involved the participants.

Ojiako et al. (2014) interrogated extant teaching and learning literature leading to the development of a proposition that current literature was yet to examine key dimensions of student experience of project management learning.

The problem statement posed in Chapter One was that "current (learning and teaching) imperatives will continue to produce project management practitioners who are unable to deal with the realities of complex and dynamic environments" (Ojiako et al. 2011b, p. 82).

There are two assumptions underpinning the problem statement. First, that the project management practitioners had undertaken a professional project management training course. Second, that practitioners would apply what had been learnt from the course to their work environment.

This research study sought to determine why there were individuals who had undertaken and passed rigorous project management examinations who did not apply what they had learned to their workplace. The aim was to understand how a project management training course offering a 'best practice' methodology such as PRINCE2 gets adopted by participants in a workplace. The research is about the application of training into practice and the stories of those involved. This was done through an intensive study of an attempt to enhance project management in a particular organisation OABC.

Main Research question:

How are practitioners influenced to apply project management 'best practice' in complex and dynamic environments?

Answering the main research question

This research is about what people do in practice rather than confirmation of 'best practice' models for project management. The PRINCE2 methodology in
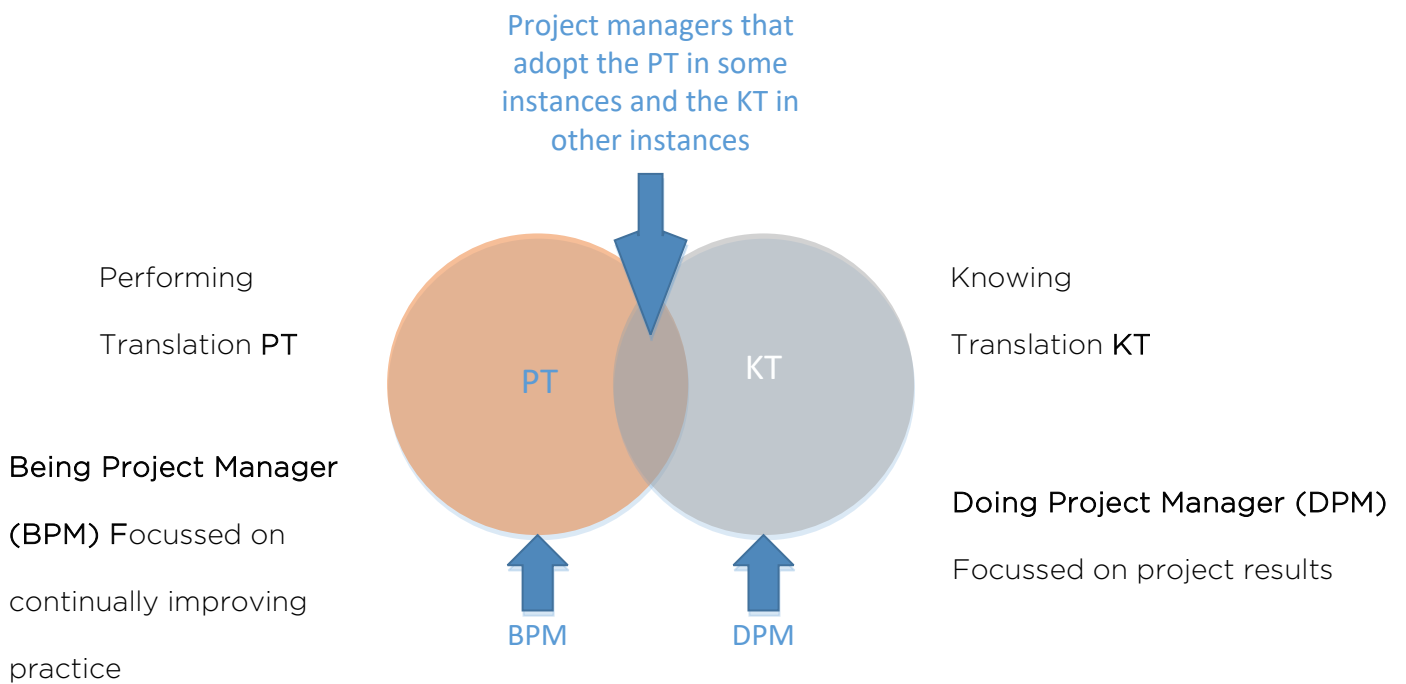
itself is not an innovation. However the uptake of the PRINCE2 methodology is an innovation. There were two extreme categories of people who emerged from the study: the Being Project Managers (**BPMs**) and the Doing Project Managers (**DPMs**). Both categories of people adopted the innovation, the PRINCE2 methodology in different ways in the workplace. The adoption of an innovation in different ways is known as a translation (Tatnall 2016). A translation is a general process "during which the identity of actors, the possibility of interaction and the margins of manoeuvre are negotiated and delimited"(Callon 1986, p. 6). In this study, two distinct translations were identified: the **Performing** Translation (**PT**) and the **Knowing** Translation (**KT**).

PT is an adoption where the project manager continues to attempt to apply the PRINCE2 Principles, Themes and Processes to their practice. The project manager's focus is on continually improving project management practice by adopting 'best practice' to how they deliver projects. Those who adopt the **PT** are people who keep attempting to apply their learning and hence learn more.

KT is an adoption where the project manager has the knowledge of the Principles, Themes and Processes but considers the overhead in using it far outweighs the benefit derived from using them. The focus is on project results. A **KT** sees nothing in the formal structures of PRINCE2 that is so valuable that they would sacrifice early delivery by going through procedures stated in the methodology.

The Being Project Managers **(BPMs)** largely adopted the **PT** and the Doing Project Managers **(DPMs)** largely adopted the **KT**. The **BPMs** who adopt the **PT** and **DPMs** which adopt the **KT** are not mutually exclusive. Some **BPMs** and **DPMs** adopted aspects of each translation. The relationship between the categories of project manager and translations is shown in Figure 15.

Figure 15 Relationship between Categories of Project Manager and Translations

Project managers that
adopt the PT in some
instances and the KT in
other instances

Performing

Translation **PT**

Being Project Manager

(BPM) Focussed on

continually improving

practice

PT

KT

Knowing

Translation **KT**

Doing Project Manager (DPM)

Focussed on project results

BPM   DPM

Interrogating the specific characteristics of the translations

The answer to the research question lies in interrogating the specific characteristics of the translations. The specific characteristics of the **PT** and **KT** have emerged from the data and summarised in Table 6 (Chapter Five). This shows all nine characteristics. However, to answer the main research question, it is useful to focus on the four main characteristics that distinguish the **PT** from the **KT**. A summary of these characteristics is shown in Table 8 Summary of characteristics.

Table 8 Summary of characteristics

Aspects of the Translation	Performing Translation (**PT**) as largely displayed by the **BPM***s*	Knowing Translation (**KT**) as largely displayed by the **DPMs**
a.Standardised methodology	Sees the need for a standardised methodology and uses the standardised methodology in work projects.	Only sees the need when others are using it. Focussed on results.
b.PRINCE2 materials & Desire to apply 'best practice'	Uses the PRINCE2 manual actively	Lack of use of the PRINCE2 manual and other training materials
	Conducts their own research into 'best practice' outside of work hours	Does not use time outside of work to improve work outcomes
c.Work environment	Seeks opportunities away from a difficult business culture – resigns or seeks deployment to another part of the organisation	Provides a philosophical view to staying in a difficult business culture
d.Personal qualities of a project manager	Selects values-laden qualities such as trust, integrity and respect	Results focussed or observable characteristics

a. Standardised methodology

It can be seen that the project managers that had adopted the **PT**, saw the need and used the artefacts associated with PRINCE2 in the workplace regardless of whether others were also using it. Whereas those who had adopted the **KT** considered that the overhead in using PRINCE2 outweighed the benefits from using it. Adopters of **KT** would apply PRINCE2 if there was an example set by senior management to use the methodology and if others were also using it. Adopters of **KT** focussed on results such as the timely completion of a project and considered how the project was delivered was less important than what and when it was delivered.

Those who adopted the **PT** considered that how the project was delivered would make the difference to the outcomes of the project. Mark who adopted the **PT** stated that it was not what a project delivered that was significant but how a

project was delivered which would make the difference and be 'transformational':

> *It is not what you deliver but how you deliver it that will make the difference and will be transformational. (Mark, Post Training Imm.)*

Mark meant by the term 'transformational' the experience of being transformed as a project manager and the way in which the wider organisation is transformed by 'best practice' (Mark, Post Training Imm.)

b. PRINCE2 materials and Desire to apply 'best practice'

Those who adopted the PT actively consulted their PRINCE2 manual and had the desire to conduct their own research into 'best practice' outside of work hours. This was in contrast to those who adopted the KT who did not consult their PRINCE2 training material after the training course nor did they have the desire to spend time outside of work to research 'best practice'.

c. Work environment

In complex and dynamic environments as was the case for organisation OABC, those who adopted KT would state that the work environment was not conducive to applying the methodology. Switched-On described OABC as having a poor internal working culture which was 'broken':

> *We are kind of a shiny toy that is fabulous and new on the outside– but on the inside the organisation and culture is broken and fragmented - deep down internally we need to have the similar love and attention given to our head office staff as we do to our directors and Salesforce [customers] on the outside.(Switched-On, Post Training ++)*

Frank who adopted the KT stated that the PRINCE2 methodology was flawed in that it was not appropriate to uncontrolled organisations. Frank pointed out that PRINCE2 stands for 'Projects in Controlled Environments (Version 2)' and

therefore the workplace environment had to be stable and controlled for the project methodology to be used (**Frank**, Post Training ++).

Those who adopted the **PT,** resigned or left the organisation from about five months after the training course and continued to use the PRINCE2 methodology in their new organisation. Those that left OABC included **Mark, Matthew, Mary, Martha** and **Switched-On,** all but **Mary** were Being Project Managers **(BPMs)** who had adopted the **PT**.

Adopters of **KT** described why they stayed in OABC which was a challenging business culture. Sally's response was typical in stating that the 'culture' as a whole was attractive due to the small family business 'feel' but it was the same type of culture that was chaotic and made it unattractive to structured delivery of projects. **Sally** stated:

> *Look the culture, the attitude, the way things are can be very attractive but they can be the same things that can also be unattractive about it due to the chaotic nature (**Sally**, Post Training ++)*

For the **KT,** the PRINCE2 methodology was adopted in so far as passing the exam and knowing what was expected in a work environment. Adopters of KT looked at the methodology in detail and dismissed it as inappropriate to the business. However they used some of the language that they learned from the training course about the composition of the Project Board if the others that they worked with had done the course. This is illustrated by Sally:

> *The four of us who work together and who did the course always discuss the composition and roles of the Project Board such as the Senior User when we meet to discuss our projects. (**Sally**, Post Training 5+)*

However they did not fully adopt PRINCE2 in applying the methodology to their projects.

d. Personal Qualities

In the pre-training interviews, participants were asked about the most important personal quality of a project manager. There was a clear demarcation between the answers of those that adopted the PT and KT. Those who had adopted the PT selected the personal qualities of trust and integrity. For those who had adopted the KT, personal qualities of determination and delivering results to time and budget were provided as answers.

'Project Manager's Personal Qualities' is an actor which is a 'blackbox' for the specific project manager personality traits or types. As shown in the literature review, there are relationships between the project manager's personality dimensions and traits on project success. In this research study, the 'black box' of the 'Project manager's Personal Qualities' was not opened. However 'Personal Qualities' is an actor that has a strong supportive interaction on both the PT and KT.

Interactions that supported the Knowing translation (KT)

Another way of answering the main research question is to consider the actor interactions that supported the translations as reported in Figure 12 'ANT actor interactions with **Performing** (PT) and **Knowing (KT)** translations' (Chapter Six).

All the actors examined in OABC had strong positive and supportive interactions on the adoption of KT except for the Project Management Office PMO which had a weak interaction. The reason for the PMO's weak interaction was that it was virtually absent in its exerting its influence in OABC.

As shown in Chapter Six, the following exerted a strong supportive interaction on the **KT**:

- The Senior Leadership Team (SLT)
- Business analysts
- Culture
- Information Technology (IT) Department
- HR Director
- Training Delivery
- **Caesar**
- the Sales Team, and
- Project manager's Personal Qualities.

As shown in Chapter Six, the 'absence' or departure of the Business Analysts and the lack of visible presence of the HR Director, the original sponsor for the PRINCE2 training had a strong influence on those who adopted the **KT**. In addition, the OABC Culture, the conduct of the Senior Leadership Team, the Sales Team and Caesar were actors whose interactions were not supportive of the adoption of PRINCE2 to projects.

The Information Technology (IT) Department which delivered projects to the rest of OABC did not adopt the PRINCE2 methodology for their projects. The results showed that this was due to the interactions from the Senior Leadership Team which was not supportive of organisational adoption of the PRINCE2 methodology. The example set by IT had strong supportive interactions on the **KT**.

The actor 'Personal Qualities' had a strong interaction with the **KT and included the qualities of** determination and delivering results to time and budget.

Interactions that support the Performing Translation [PT]

Two actors that had a strong positive and supportive interaction on the adoption of **PT** were:

- Training Delivery, and
- Project Manager's Personal Qualities.

Training Delivery played a significant part in the adoption of **PT** where the project manager emerged from the training focussed on adopting the PRINCE2 methodology to their projects. This is discussed later in this Chapter (Training Delivery and PT - Transformation possibilities in the classroom).

'Personal Qualities' associated with the **PT** were values-laden invisible qualities such as Trust, Integrity and Respect.

All the other actors had strong negative interactions with the **PT**. One actor the PMO had weak interactions with the PT.

Four Moments of Translation – Phases of innovation translation

In attempting to answer the main research question, it is useful to appreciate that something will get incorporated into people's lives as a translation when the actors that are involved in the translation of the innovation are all pushing in the same direction. This is described as being a stable network (Davey 2014). Therefore the innovation gets adopted. There are four phases of innovation translation to achieve a stable network. Using Callon (1986) four phases or moments of translation, this research presented the four moments for each of the translations **PT** and **KT**. The four moments was presented in Table 7.

For the first moment known as 'Problematisation', where the innovation can be seen as the answer to a problem that people will understand, the focus for the PT is how to integrate the PRINCE2 methodology to workplace projects. For the KT, the focus is on furthering their knowledge in project management.

For the second moment known as 'Interessement', which could be thought of as other people convincing the project manager that it is a good thing to adopt in that way, the adopters of PT, re-enforce their interest in PRINCE2 by conducting further research into 'best practice'. The 'Interessement' for the PT is supported by others who use Global Best Practice Products (the family of 'best practice' products that PRINCE2 belongs). In contrast, the adopters of KT are confident that the course has provided all they need at the 'Interessement' phase. They take no interest in furthering their knowledge. The lack of visible adoption by the Senior Leadership Team provide supportive interactions for the 'interessement' of the KT.

For the third moment known as 'Enrolment', which can be thought of as "Did I do it in the end?", the adopters of PT actively apply PRINCE2 methodology to their projects. The adopters of KT consciously decide not to use PRINCE2 for their projects as they consider the benefits achieved in using PRINCE2 is outweighed by the effort and overhead required to implement it.

For the moment known as 'Mobilisation', the actors are all pushing in the same direction and therefore the innovation gets adopted by the individual. For the PT, it was convincing others to get PRINCE2 certified so that they will use it for their projects. For the KT, this is 'convincing each other' not to use the PRINCE2 methodology but are aware of what could have been done.

Summary

In summary, there are three significant findings that answer the main research question: how practitioners are influenced to apply 'best practice' in complex and dynamic environments?

First, that there were two possible translations that could be adopted in complex and dynamic environments, each with associated characteristics as shown in Table 8.

Second, that there are actors and interactions that support the translations.

Third, there were four phases of innovation translation that were identified to arrive at a stable network of the innovation becoming adopted.

Subsidiary Research question 1:

What are the varying views of the value of a PRINCE2 project management course to professional practice?

Views of the PT

Emerging from this study, at one extreme, participants described how much they 'loved' PRINCE2 and stated it was the best study they had undertaken.

Martha for example became an advocate of PRINCE2 in her new organisation after leaving OABC. She declared it had enabled her to obtain better paying jobs as she had a structured approach to describing how projects should be managed at job interviews:

> *PRINCE2 was the best study I have ever done – it was well worth the investment. [It has] given me the opportunity to go to better paying jobs and being able to implement and adapt it. I always got the jobs at interviews because I had a structured approach to describing how projects should be managed. (**Martha**, Post Training ++)*

Mark found using PRINCE2 was valuable to his professional practice and became an advocate for PRINCE2 in the new organisation that he went to after leaving OABC. Mark described his strong interest for the method and his view of its benefits:

> *I put a huge amount of my time reading about this. It is awesome and love it. So many intangible benefits and how you evaluate it (the project). (Mark, Post Training ++)*

Need for support structures to implement PRINCE2 effectively

In his new organisation, **Mark** recommended that sixty people undertake PRINCE2 training. However he admitted that although in the early days he advocated PRINCE2 training for all staff, he "realised it was not efficient. It was a waste of money without the full P3O structure [PMO office] in place" (**Mark**, Post Training ++).

Mark who had adopted the **Performing** Translation **(PT)** explained why he later considered PRINCE2 training to be a 'waste of money'. To obtain the full benefits of PRINCE2 training, **Mark**'s view was that it had to be targeted to project managers who would be specifically allocated to manage projects. In addition, targeted staff had to be supported by a PMO:

> *Unless you have the structure in place to support it, you end up going nowhere. You cannot have that many change agents in the business. You need to have the change capacity...Training needs to be role specific. If you are going to be a professional project manager and you need to work closely with the PMO type structure, then it is worth the money. How many people are going to be freed up and work in the change space as opposed to BAU? (Mark, Post Training ++)*

According to **Mark** in his post training interviews, support for selected project managers needed to be provided in two forms:

First there needed to be structures in the workplace to support the use of the methodology such as an effective Project Management Office (PMO) that would provide the governance for projects. The PMO had to exert influence on the organisation in particular the Culture and the Senior Leadership Team to ensure that the governance that PRINCE2 required was supported.

Second, the project managers needed to be freed up from operational work and allocated the time to focus on projects. Simply providing PRINCE2 training without these structures in place to support project managers to use the methodology would be a 'waste of money'.

Mark had arrived at these observations from the experience of having overseen the training of sixty staff in PRINCE2. These observations were not articulated by those who had adopted the **KT**. For the **KT**, they perceived that it was just too onerous to comply with the PRINCE2 methodology when delivering projects and the overhead exceeded the benefits. The **KT** articulated the lack of support from Senior Leadership team but did not specifically mention support structures such as a PMO.

Lack of perceived value of some PRINCE2 Themes

As shown in Chapter Seven, the feedback collected from evaluation forms during training stated that there were some PRINCE2 Themes that the majority of participants stated would be difficult to adopt in their organisation. This included the PRINCE2 Risk, Quality, Change and Progress Themes. There was a lack of perceived value of these themes. **Mary**'s comments were typical of the majority of the participants:

> *I am not convinced that the Business would appreciate the concepts and be bothered with the extra work required (**Mary**, During Training).*

Mark stated that the culture at OABC was not supportive of these themes:

> *Some [in the workplace] like the uncertainty and find proactive outcomes [to be] dull (Mark, During Training).*

Excessive documentation and lack of knowledge in tailoring

As shown in Chapter Seven, the feedback collected from evaluation forms showed there was scepticism as to the extent to which their organisation would be bothered to use the perceived amount of documentation that was required to manage projects in line with the PRINCE2 Processes and Themes.

The perception of the amount of documentation was due in part to insufficient skills gained during the course on how to tailor projects appropriately. Tailoring is an important element in using PRINCE2 as the danger of not tailoring PRINCE2 is that it can lead to a view that PRINCE2 is a 'robotic' project management methodology where every process activity is followed and every document is produced without question (PRINCE2 2009). Due to the focus on the PRINCE2 Foundation exam, there was insufficient time spent on how to tailor PRINCE2 for projects. The Foundation Examination did not test for knowledge on tailoring.

The lack of coverage on tailoring during the intensive course contributed to the view that PRINCE2 was a documents heavy, templates-driven and process-driven methodology. The opposite is true as stated in the PRINCE2 manual that it is a principles-based methodology which can be applied to projects with "a lightness of touch" (PRINCE2 2009, p. 215).

Too hard to adopt in a work environment that is in a state of change

Another view of PRINCE2 was provided by those who had adopted the **Knowing** Translation (**KT**). **Frank** stated that he knew how to apply PRINCE2 to

a project but he was reticent to apply it as it would be "too hard" to adopt in a changing environment:

> Since the course, apart from everyone knowing what is expected from a project, it is difficult to put into practice The attitude is: I want change, so long as it does not affect me. People [are] struggling to adopt any of these practices because they find it just too hard in a changing environment. (*Frank*, Post Training ++)

One factor as to why participants found using PRINCE2 methodology as "too hard" was due to the organisation going through unprecedented change. Participants were focussed on maintaining their operational workload and had little capacity to properly apply the PRINCE2 methodology to their projects.

Summary

In summary, all participants found it was valuable to learn PRINCE2. However in terms of its value to professional practice, this depended on whether the professional had adopted the PT or the KT.

Those who adopted the PT applied PRINCE2 to their projects and were very positive about it. However there was the observation that there needed to be sufficient support structures in place like a strong Project Management Office (PMO) that could exert influence on the organisation in particular on the Culture and the Senior Leadership Team to ensure that the governance that PRINCE2 required was supported.

In addition, project managers needed to be freed up from operational work and allocated the time to focus on projects. Simply providing a PRINCE2 project management course without these structures in place to support project managers to use the methodology would reduce the chances of adoption of the methodology to projects.

Those that had adopted the **KT** did not apply what they had learnt to professional practice citing a number of factors. First, that the organisation was too chaotic and uncontrolled to apply a structured methodology. Second, there was excessive documentation involved which would outweigh the benefits in applying the methodology. Third, there were insufficient skills to tailor the methodology to their projects.

Subsidiary Research question 2:

Why do some practitioners not adopt the method taught during training despite successfully completing accredited project management training courses?

Interrogating the KT

This research found two possible translations of PRINCE2: Knowing Translation (**KT**) and Performing Translation (**PT**). As the **PT** can be seen as a full implementation of PRINCE2, this question interrogates the **KT** where adopters are seen not to implement PRINCE2.

A useful way to understand the **KT** is to refer to Callon (1986) four phases or moments of translation as summarised in Table 7: Four Moments of Translation. Referring to the 'Problematisation' moment (Table 7), practitioners who adopted the **KT** undertook the PRINCE2 course to further their knowledge in project management. Referring to the 'Interessement' moment (Table 7), those who adopted the **KT** were confident that the course had provided all they needed and were supported by interactions with the Senior Management Team who did not adopt the methodology.

Referring to the 'Enrolment' moment (Table 7), practitioners who adopted the **KT** consciously decided not to use PRINCE2 for their projects. An argument used

by practitioners who adopted the KT was that the overhead involved in documentation outweighed the benefit derived from using it.

Referring to the 'Mobilisation' moment (Table 7), practitioners convinced others not to use the PRINCE2 methodology but were aware of what could have been done.

To answer the question 'Why those that had adopted the KT did so?' it is necessary to understand the networks that supported the translations as described in Chapter Six and summarised in Figure 12: ANT actor interactions with Performing and Knowing translations.

OABC Culture

There were strong supportive interactions of the Culture on KT. The Culture was described as being like a family firm which was close knit but was chaotic:

> The people, the culture...Feels like the people are your family...it is a close-knit culture – everyone looks out for each other...Pros and Cons – the chaos is outweighed by the people. (*Eagle-Eye* Post Training ++)

Compared with the standard definitions for Organisational Culture, this appears to be a fragmented culture where there are fast changes within the organisation to meet the growing demands of a global environment in which organisations face (Law 2009). Changes were made frequently without thinking things through which made it difficult for staff:

> Forget what I told you half an hour ago and it will probably change in half an hour...The approach taken from all levels of business is to set the date and try to work towards it rather than have a look at the requirements and go the other way.(*Frank*, Post Training ++)

The Culture was clearly antithetical to the idea of pre-planning inherent in the PRINCE2 philosophy. Not only was the Culture chaotic, the Culture did not encourage people to take accountability for their projects. Sally explained that

when projects went 'pear-shaped' at OABC, it was often difficult to find someone who would take accountability for it (**Sally**, Post Training 5+). The Culture did not have a method of process improvement that learnt from past mistakes.

Those that adopted the **KT** were of the view that the PRINCE2 methodology could not be applied to such a changeable business environment. This research study found that those that had adopted the **KT** would not put the extra time and effort to plan and comply with a methodology as inevitably the goal posts or project objectives would change and their efforts would be wasted. **Doing Project Managers (DPMs)** dispensed with using any methodology but focussed on delivering results. There was a strong supportive interaction between the Culture and those who adopted the **KT.**

Lack of visible support provided by the Senior Leadership Team and HR Director

The Senior Leadership team did not appear to use and support the PRINCE2 methodology in the direction, management and execution of projects. This led to those who adopted the **KT** to be 'justified' in not applying the methodology to their projects. The lack of visible support from the HR Director, who was the original sponsor for the PRINCE2 training, had a strong supportive interaction on those who adopted the **KT.** This confirms outcomes often reported in the literature that strong leadership gives meaning to change initiatives such as the implementation of project management methodology, without which, initial enthusiasm and energy quickly dis-solves (Oakland & Tanner 2007).

Departure of Business Analysts

Five months after the training, the two Business Analysts resigned from OABC. Both business analysts were heavily involved in documenting Project Briefs and were the only staff who had specific responsibility for OABC business processes.

As shown in Chapter Six, their departure impacted the morale of staff and had a strong supportive interaction on the adoption of **KT.**

For example **John** articulated the loss of the Business analyst Martha from the organisation stating that it was hard to use PRINCE2 due to functional areas being siloed and Martha had the best understanding of how business processes worked across OABC:

> *It makes it hard to use PRINCE2. Each functional area is Siloed... [There is a] lack of understanding of how processes work. There was an exercise to map all the processes. Loss of Martha (Business analyst) leaving – she had the best understanding across the organisation. (*John*, Post Training 5+)*

There was a turning point in this study five months after the delivery of the training when it became apparent that those who had adopted the **KT** were no longer using PRINCE2 methodology for their projects.

The adoption of the **KT** as distinct from the adoption of the **PT** became evident from the 'five month mark' which could have been linked to the departure of the business analysts who left at this time but also to the planning horizon at OABC which was usually six months.

The moment of 'enrolment' (Table 7) based on Callon (1986) Four Moments of Translation could be said to occur at the 'five month mark'. In 'enrolment', those who had adopted the **KT** made the conscious decision that the overhead of PRINCE2 is too great for the value that could be derived.

Training Delivery and PRINCE2 Themes

There were strong supportive interactions of the Training Delivery on **KT**. The intense nature of the training timetable and delivery style supported the adoption of the **KT** which is a focus on the examination only. As shown from the results in Chapter Seven 'Training Bubble' (Participants: Interactions with the

themes in the training material), there was a strong rejection during training by most of the participants of the relevance of some of the PRINCE2 Principles, Themes and Processes to the workplace.

In particular, there was little value attributed to the PRINCE2 Progress, Risk, Quality and Change Themes. The Doing Project Managers (**DPMs**) who adopted the **KT** were sceptical as to whether OABC would adopt the methodology as they questioned the value of some of the PRINCE2 Themes in the workplace. Mary's comments were typical of those who had adopted the **KT** stating that the organisation would not support the extra work in terms of documentation that was required:

> *I am not convinced that the Business would appreciate the concepts and be bothered with the extra work required* (**Mary**, *During Training).*

Those that supported the **KT** were not invested in applying PRINCE2 methodology. Their argument used was their perceived view of the lack of relevance of some of the PRINCE2 themes to their workplace and the level of documentation required to implement these themes to projects.

Personal Qualities

During pre-training interviews, participants described the most important Personal Qualities of a successful project manager. Those that adopted the **KT** stated that the most important personal qualities was being focussed on project results and delivering to time and cost, rather than being focussed on how the project was delivered and whether it adhered to a specific methodology.

There was a demarcation in the responses of those who adopted the **PT** and the **KT.** Personal Qualities had a strong interaction with the eventual translation. It was shown that the black box 'Personal Qualities' had strong interactions and

did have an influence on the translations of **PT** and **KT**. This research did not unpack the layers of the black box of 'Personal Qualities' any further into personality traits.

Caesar

One individual, **Caesar** had strong supportive interactions on those who adopted the **KT**. **Caesar** was PRINCE2 certified and was the Managing Director for half of the duration of this research study. He was part of the Senior Leadership team. He had adopted the **KT** and did not use the PRINCE2 methodology as executive sponsor for projects. His lack of leadership in using PRINCE2 further strengthened the support of others at OABC for the adoption of **KT**.

Project Management Office (PMO)

The Project Management Office (PMO) was only in existence for one year during this study. **Frank** was appointed to the PMO and made the custodian for the PRINCE2 methodology at OABC. **Frank** was sent on a PRINCE2 Practitioner course to assist with this and was allocated at one third of his time to formalise all the documents needed to manage projects. **Frank** was responsible to ensure projects in OABC adhered to the methodology.

However this study found that **Frank** had adopted the **KT** and was not interested in ensuring projects adhered to the methodology. **Frank** described the PMO as being "virtually ineffectual" (**Frank**, Post Training ++). His reason for this was that he perceived barriers to the implementation of the PMO as the Senior Leadership Team were not supporting it as they did not want to know about process and did not like to go into detail (**Frank**, Post Training ++). **Frank** described:

> *They (SLT) do not want to know the process. Their personalities are against the process. It was difficult getting people from the Leadership team on board. The SLT have a broad-brush approach and don't like to go into detail. (**Frank**, Post Training ++)*

Frank did not set an example to the rest of OABC in using the methodology as he stated that it was too hard to adopt in a changing environment (**Frank**, Post Training ++).

This research found that having a **PT** in this position as custodian for the methodology in the organisation may have changed the extent of adoption of the PRINCE2 methodology.

Summary

The form of adoption of the innovation is influenced by several interactions. When the outcomes of a training course is perceived as not being relevant to an organisation, its culture and its business needs, then the participants will know the material and not use it in the workplace. This is the adoption of the KT.

The delivery of training needs to focus more on the tailoring of the methodology to workplace projects. There is a perceived view of the lack of relevance of some of the PRINCE2 themes to the workplace and the level of documentation required to implement these themes to projects.

Unless the whole organisation adopts the methodology from the top down commencing with the Senior Leadership team and the original sponsor of the methodology, then the KT would be adopted. In addition, the existence of an effective PMO supporting practitioners to apply the methodology and the existence of business processes that are fully documented across the organisation would support the practitioners to apply the methodology to

projects. In addition, a business culture that was more stable would support the adoption of the methodology taught during training.

In relation to the question: 'Why do some practitioners not adopt the method taught during training despite successfully completing accredited project management training courses?', the nature of the adoption of the KT and the interaction with actors provides the answers to the question.

Interventions and improvements to facilitate adoption of 'best practice' in the workplace

An ancillary question that this research seeks to explore is what interventions and improvements are required to facilitate adoption of 'best practice' in the workplace. Fernandes, Ward, and Araujo (2014) presented a conceptual framework to illustrate the project management improvement initiatives and key factors for embedding for an organisation. The provision of project management training was just one out of a possible twenty five improvement initiatives. The framework offers a useful analytical tool and lists a number of facilitating factors that can lead to embedding of project management improvement initiatives. I have attempted to use this framework to present the improvements suggested below.

First however, I need to present some of the commercial considerations of publically procured PRINCE2 training courses which has a bearing on this discussion. Later in the final chapter, I will present recommended improvements to project management training offerings and structures to be established in the workplace to facilitate adoption of 'best practice'.

Commercial considerations of PRINCE2 Training

PRINCE2 Project Management training courses are delivered as online courses or as an intensive training mode delivered face to face for three to five days duration.

Until very recently, PRINCE2 training was a 'cash-cow' for ATOs who offered these courses. According to Leanne Ramsay, the Managing Director of ILX, the worlds' largest PRINCE2 training provider, the sales of PRINCE2 training courses has stabilised and there is a need to diversify to other courses to stay competitive. Melbourne had the largest concentration of ATOs in the world offering PRINCE2:

> PRINCE2 was a cash-cow for us. The increased throughput of students has now stabilized. ILX is now diversifying as we have been too heavily focussed on PRINCE2 training. The bottom may drop out of the market. Melbourne has the largest concentration of ATOs offering PRINCE2 in the world (Ramsay 2014).

Rankin (2016) points to the commoditisation of PRINCE2 training which exerts a downward pressure on price and duration:

> *The commoditisation of PRINCE2 training has seen the larger international ATOs applying their economies of scale to put significant downward pressure on price and duration for face-to-face training...There are also time-poor people who cannot commit to a five or even three day course (Rankin 2016).*

The PRINCE2 market is extremely competitive where training providers are competing with each other to attract potential students on price and duration. To use a Biology analogy, there are too many fishermen competing over too few fish.

The commercial considerations of ATOs could be seen as reducing PRINCE2 to a commodity with a focus on profit rather than a focus on real improvements to project management capability of individuals in the workplace.

Training

Figures of training transfer rates for a typical training program not specifically related to project management state that 70 per cent falter in transfer one year after the program (Burke & Hutchins, 2007). For transfer to occur "learned behaviour must be generalized to the job context and maintained over a period of time on the job" (Burke & Hutchins, 2007; Hutchins, Nimon, Bates, & Holton, 2013).

In this research study, there was no follow-up nor support conducted by the organisation OABC nor the ATO to ensure what had been learned was applied consistently and correctly to projects. Supporting learning in the workplace was one of the factors to embed project management training (Fernandes, Ward & Araujo 2014). Another important embedding factor is making the new project management practice mandatory to use rather than optional (Fernandes, Ward & Araujo 2014).

In this research study, it was found that the actor 'Training Delivery' had a positive supportive interaction on both the **PT** and the **KT** adoption. Here there is one actor working strongly for two different translations. This 'double' interaction is explained below.

Training Delivery and KT

'Training Delivery' involved a network of actors in assuring the quality of delivery of PRINCE2 training. This network of actors included the Examination Institute, the Accredited Training Organisation and AXELOS. The focus of these actors is

on the examination rather than the application to workplace projects. The focus on examination marks is further indicated by metrics released by AXELOS which provides percentage pass marks per geographical region (AXELOS 2016).

The PRINCE2 Foundation syllabus does not cover tailoring of PRINCE2 to workplace projects. The trainer is given little flexibility to deliver the Training material outside of what had been quality reviewed by the Examination Institute involved. However within these constraints, the trainer has some opportunities to energise the students with examples of real projects to illustrate why the PRINCE2 methodology can address project failures. This is discussed in the next section 'Training Delivery and PT'.

However the trainer has a difficult task in doing this due to the lack of attention in the syllabus given to tailoring. 'Training Delivery' with its focus on the examination and the lack of attention to tailoring leads to the adoption outcome of knowing what to do but choosing not to apply it. There are a number of possible factors which would influence a person who adopted the KT to choose not to apply the methodology. These could be that they did not see the value of the methodology to their workplace projects since the training did not focus on tailoring the methodology to their projects. The other factor could be that although they could see the value of the methodology, they perceived that the overhead in terms of documentation involved in using the methodology far outweighed the benefit in using the methodology.

Training Delivery and PT - Transformation possibilities in the classroom

'Training Delivery' also had a positive supportive interactions on the PT. It is possible despite the prescribed nature of the training material for a trainer to bring the methodology 'to life', making them real and relevant. For example Matthew found that the trainer brought 'concepts to life':

> *...sharing of stories of past experience, the different analogies, the various Principles kept the energy and the focus of the group up and brought concepts to life. (Matthew, Post Training Imm.).*

It was evident that something happened in the classroom for some of the participants. For example, Mark and Matthew were actively discussing how the methodology could be applied to their projects during the breaks of the training course:

> *Most of the participants have shown little interest in the PRINCE2 manual. Mark and Matthew appear to have discussed the chapters of the manual with each other during the breaks and have marked these up. (Trainer's Journal, During Training)*

It was later found that Mark and Matthew had adopted the **PT**. In general, it was not evident during the training course as to which participants would later have adopted the **PT.**

However, there is something that happens during the training course known as the 'bricoleur' activities of the trainer. It is possible to orchestrate a unique dynamic that happens in the classroom between the participants and the non-human actors which can result in a project manager being 'transformed' during the training session. Interactions occur between the human actors and the non-human actors of the PRINCE2 concepts conveyed via the training materials. There are also interactions of the personal qualities of the learners which exert an influence in the classroom as much as the 'technical' aspects covered by the course. For some participants, a 'transformation' occurs from a passive recipient of knowledge to one who is actively engaged with the PRINCE2 methodology and wants to apply it to their projects.

For example **Mark** was determined to apply the methodology to his projects and stated that how projects were delivered was 'transformational'. **Mark** meant

'transformational' to mean both the experience of being transformed and the way in which the wider organisation is transformed.

> *I want to apply the PRINCE2 to all my projects and I am convinced that how one delivers projects is transformational. (**Mark**, Post Training Imm.).*

Consistent with both transformational and social learning theories, educators need to facilitate students studying project management to become creators of knowledge rather than simple knowledge recipients (Ojiako et al., 2011a).

'Training Delivery' can support participants to become advocates for 'best practice'. This research study provided results that showed that 'Training Delivery' had a supportive interaction on the PT adoption for some participants.

Recommended Improvements

In focussing on adoption of the methodology to the workplace, there appear from the literature to be five main barriers (Terlizzi, Meirelles & Moraes 2016). These barriers include very tight project deadlines; working on operational (business as usual) tasks as well as projects; working simultaneously on several projects; difficulty using the project management software; and a lack of knowledge of the project management methodology (Terlizzi, Meirelles & Moraes 2016). I have suggested below some improvements that could be made to PRINCE2 training and the establishment of structures to facilitate adoption to the workplace.

Improvement One – PRINCE2 focus on application to workplace projects

According to the Product Development Director of AXELOS Best Practice Products, Frances Scarff, the focus of AXELOS had been until recently on developing the PRINCE2 methodology rather than on how to apply the methodology to workplace projects (AXELOS, 2014). AXELOS recognises the

need to shift the focus of project management training from that of the examination to that of application to workplace projects (AXELOS, 2014).

Improvement Two – PRINCE2 Light

Second, in his research Oellgaard (2013) showed that a dogmatic and inflexible application of a methodology was not feasible in practice. Applying a methodology was not about force-fitting methods, templates, project roles into a pre-defined structure (Oellgaard 2013). Applying a methodology required fitting to the specific projects appropriate to the environment in which the project was operating (Oellgaard 2013). Instead of delivering the conventional syllabus of the PRINCE2 Foundation course resulting in complying with standards by following a project lifecycle methodology to the letter (Oellgaard 2013, p. 81), there could be a new qualification known as 'PRINCE2 Light' that is offered which is much more flexible in its application to projects.

To use an analogy, instead of showing all the tools in a tool-box to an inexperienced mechanic, the approach would be to show the mechanic how to use some of the tools well and give them the experience of using the tools. In this way the 'Light' approach would support the application of the tools to practical situations.

Similarly, instead of learning the full PRINCE2 methodology consisting of twenty two syllabus areas and twenty six separate documents, the 'Light' course would cover what would be required for a simple project. The benefit of this would be to avoid the methodology being dispensed with by managers who considered that the methodology was an unnecessary overhead for the smaller projects that they were delivering (Oellgaard 2013, p. 74). The 'Light' course would be designed for smaller projects and would use a simple case study and introduce participants to possibly ten documents (as opposed to the full twenty six

documents) that potentially could be used. The course could be delivered in the same duration and yet have the time to focus on real-time projects. At a later date, there could be a further course to cover the remaining elements of the methodology and prepare for the PRINCE2 Foundation examination. However given the commercial considerations discussed earlier, it would be unlikely that there would be 'take up' of these courses due to the competitiveness of ATOs offering courses that offer the full accreditation over the same duration.

Improvement Three – Implementing an effective P3O

Third, according to the Project Management Institute (2015) report, the establishment of a well-aligned and effective PMO (project management office) was fundamental for project management effectiveness (Project Management Institute 2015).

According to the study by Hobbs, Aubry and Thuillier (2008), the introduction of PMOs as an organisational innovation, showed that PMOs were part of a political system that played an important role in organisations (Hobbs, Aubry & Thuillier 2008). An effective P3O (Portfolio, Program and Project Management Office) was necessary to ensure that project participants were provided with the necessary supports to apply the methodology to projects properly (AXELOS 2013). In addition, participants needed to be supported with ample time and opportunities to use what they have learned to workplace projects (Salas et al. 2012).

Mark identified this need in his role as Head of Planning and Portfolio office. He explained that unless the whole P3O structure was embedded in an organisation, putting in a methodology such as PRINCE2 does not work:

> *I spent the whole of Australia Day reading about 'best practice'. I have discovered that unless you embed the whole structure Portfolio, Program and Project*

*Management Office (P3O) in an organisation, it (PRINCE2) will not succeed. I have done this here in this organisation when I put in the project management framework (PRINCE2) but it does not work unless you have the whole P3O structure put in. (**Mark**, Post Training ++)*

A P3O could monitor opportunities for project managers to use what has been learnt to their projects. Another role for the P3O is to ensure that the methodology is routinely used in the workplace and the adoption process made mandatory in the organisation (Fernandes, Ward & Araujo 2014).

Improvement Four – Communities of practice

Fourth, establishing communities of practice where employees can use each other as learning resources are ways in which continuous learning can be promoted (Salas et al. 2012). Jugdev and Wishart (2014) undertook a qualitative research study looking at how project managers learned as communities of practice. Their research into communities of practice showed that project management was learned experientially rather than codified in structured methods (Jugdev & Wishart 2014).

Establishing communities of practice would provide ongoing support and advice for continuous learning in the workplace. This approach could support those who had adopted the **KT** to use the methodology for projects since this research found **that** practitioners would use PRINCE2 if others are seen to be using it.

Improvement Five – Designing a training course with participant KPIs

Fifth, the finding that the transfer of knowledge and skills from work to a training course has a stronger effect on competence than it does from the training course to work (Prince et al. 2015) has implications on how a training program could be designed. The findings suggests that performance goals may be better achieved when they are also instrumental for the achievement of learning goals. In other words, designing a training course in conjunction with participants KPIs

provides a possible approach that an organisation could undertake to improve participants' competence (Prince et al. 2015). Therefore a project management training course could be designed in conjunction with participants KPIs at the outset as this could improve participants' competence.

Improvement Six – Broaden the project management syllabus

Sixth, Ojiako et al. (2011b) asserted that the education of project managers should not be grounded in technical instrumentality and "training" them in emerging methodologies but rather to locate the discipline of project management within student-oriented learning programs that emphasize independence, self-motivation and the acquisition of transferable skills (Ojiako et al. 2011b, p. 77).

There is a call for professionals not only to be taught how to use tools and processes but to be exposed to broader social issues of trust, cultural sensitivity, transparency, blame, ownership and accountability in delivering projects (Ojiako et al. 2015).

Summary

In summary, in this section, I have suggested a number of interventions and improvements that could be made to facilitate adoption of the method to the workplace. This does not directly address the Culture of the organisation per se which according to Fernandes, Ward and Araujo (2014) is implicit in all improving initiatives and factors involved. Nevertheless, these recommended improvements represent the approaches that could be taken by an organisation to support practitioners to embed 'best practice' project management methods and frameworks.

How do participants who attend a PRINCE2 course, reshape their identity as project managers? What is their journey in managing projects over some years?

This research found two possible translations of PRINCE2: **KT** and **PT**. Project managers adopted one of these translations during the study with some project managers who crafted an identity from aspects of the two translations. Emerging from my data was the identification of participants belonging to either a Being Project Manager (**BPM**) group or a Doing Project Manager (**DPM**) group. There may be an existential dimension in which project managers state that it is not simply a matter of *doing* what project managers do but it is also a matter of *being* a project manager. The results in this study can be compared with Sandberg (2000) findings that competence lies in the lived experience. According to Sandberg (2000), human competence is not primarily a specific set of attributes. Instead, workers' knowledge, skills, and other attributes used in accomplishing work are preceded by and based upon their conceptions of work (Sandberg 2000, p. 20) Accordingly, competence is not seen as consisting of two separate entities; instead, worker and work form one entity through the lived experience of work (Sandberg, 2000). Sandberg (2000) demonstrated that competence is the "meaning work takes on for those who experience it rather than a set of attributes" (Sandberg, 2000, p. 9).

Although I can present two translations as potential adoption outcomes, real people have stories. Whereas a person can become a Doing Project Manager (**DPM**) or Being Project Manager (**BPM**), each training participant is an individual. Reshaping the project manager's project story is about reshaping a project manager's understanding of themselves as project managers through their interactions with the actors involved. This builds on the project manager's

understanding of themselves in their roles as ways of being (Sandberg & Pinnington 2009).

I will use as an example the 'stories' of a **Mark**, **Frank** and **Martha**.

Mark

I first met **Mark** during the pre-training interviews. He was the Business Development Manager for OABC and had not heard of PRINCE2 until the course. He was keen to study PRINCE2 as it was promoted as providing benefits such as a standard platform for delivering his projects. He was managing a number of projects including leading a project which documented all the business processes at OABC.

During the training course, **Mark** engaged positively with the trainer and the materials. In his feedback during the training, he stated he would use the particular PRINCE2 theme or process for his projects, although he recognised that there would be difficulties applying it to the workplace. He marked up his manual and would discuss the contents with his colleague **Matthew** (the HR Director) who was also on the course. Break times during the course was filled with discussion on how to apply what had been learnt to workplace projects. He attended the five day intensive Foundation and Practitioner course and was totally exhausted at the end of the course. **Mark** told me that he would have liked a course that was more relevant to his workplace projects. I explained that I was duty-bound to cover what was in the syllabus. He passed his exams.

The personal qualities that **Mark** selected during his pre-training interview with me were value laden descriptors of integrity, honesty and transparency. **Mark** believed in planning his work upfront. This would result in 'balanced control' which he described as making the delivery of the project more 'delightful':

> *...a pleasant journey rather than ...a rough ride through the project. It is not about control from a negative perspective because I don't think I do that but more of it being delightful (Mark, Pre-Training).*

Following the training course, **Mark** was using PRINCE2 for all his projects. He said that he "liked the mindset" and found the PRINCE2 methodology to be invaluable to use for his projects (**Mark**, Post Training 5+). Throughout the course of this research study, **Mark** sought to apply the methodology to every project that he managed in OABC. Despite others not using PRINCE2 in OABC, he was using it for all his projects, spending considerable time planning upfront, even if this meant spending very long hours at work.

Mark's interest in managing projects resulted in him conducting his own research into 'best practice' over and above what was covered in the PRINCE2 training course. He would spend his spare time outside work and his holidays reading 'best practice' such as Steve Jenner's 'Managing Benefits' (Jenner 2012) and looked for ways to include this into his projects.

Mark, resigned from OABC one year after the training course as he was frustrated with the senior leadership and the culture as they appeared to pay 'lip-service' to the methodology. He was the most strident actor in support of the **PT.** It was noticed by other participants how **Mark** was an advocate for the methodology:

> *Mark is a good project manager and he is 'pushing the methodology'. (Caesar, Post Training 5+)*

Mark moved to another organisation taking on the role of Supply Chain Manager. He applied PRINCE2 to his projects in this new organisation. In his new role, **Mark** influenced his manager to introduce PRINCE2 to the new organisation. **Mark** was an advocate for PRINCE2 project management. Following his recommendations, sixty staff were trained in-house in PRINCE2 whilst **Mark** went on to seek two

further AXELOS based qualifications in Managing Successful Programmes (MSP®) and the management of Portfolio, Programme and Project Offices (P3O®).

Mark was subsequently promoted to a new role which he established as Head of the Planning and Portfolio office. His mandate was to introduce change and innovation to the organisation. He achieved this in January 2015, some twenty one months after he was first introduced to the PRINCE2 methodology.

Mark was someone who reshaped his identity as a project manager from the time that he undertook the training. Something happened to him during training delivery that 'switched on' his interest in 'best practice' and how he saw himself as a project manager (rather than just being the Business Development Manager). Twenty one months later, he 'invented' a new role as the Head of the Planning and Portfolio office leading the implementation of 'best practice' in the new organisation that he joined. Mark stated that project management was a skill that could be learned provided that the person had the desire to apply 'best practice' to their projects.

> *Anyone can apply 'best practice' to their projects as long as a person had a modicum of skills and aptitude and the desire to apply 'best practice' to their projects. (Mark, Post Training ++)*

At every step of the way, he boldly pursued the application of the methodology to his projects, programs and portfolios under his control.

Mark had reshaped his identity due to the interactions that he had on the journey over twenty three months. Mark was an example of a Being Project Manager (BPM) who adopted the PT.

Frank

Frank had been at OABC for fifteen years and had a good understanding of the culture of OABC. In **Frank**'s first interview as Operations Manager he stated that "unless the rest of the business was on the same page 'you kill yourself for nothing'" (**Frank**, Pre-Training). He was doing the PRINCE2 course as he was asked to do so but he was very sceptical as to how it would be implemented. His view was that unless the whole organisation adopted the methodology from the top down, then it would not work. He had concerns that the methodology would be by-passed due to the culture of OABC:

> *It may be too hard and restrictive for them (OABC) and it would be by-passed. It is the nature and the culture of the place. (Frank, Pre-Training)*

During the training course, **Frank** stated in his feedback forms that he had learnt how to use most elements of the PRINCE2 syllabus. However he stated that it would be difficult for OABC to adopt the methodology as the argument presented by OABC is that "they don't like process" (**Frank**, Post Training Imm.).

Frank was appointed to be the custodian of the project management methodology and templates as the Project Officer for the newly founded Project Management Office (PMO). He was sent to further his training and passed the PRINCE2 Practitioner course.

Five months after the training, **Frank** was not using PRINCE2 despite being the custodian for OABC's project management framework and PRINCE2-based document templates. He commented that he had not seen any PRINCE2 based project documents being used in the organisation and that anyone wishing to implement PRINCE2 methodology to their projects "would struggle with it" (**Frank**, Post Training 5+).

When I asked **Frank** about the PMO and whether there were any templates or methodology, **Frank** replied that "[w]e never implemented a PMO – it was all in discussion when he [the IT Manager] left" (**Frank**, Post Training 5+).

Frank had a view of the culture and the senior leadership team at OABC. According to him, the application of PRINCE2 principles and methodology amidst the changes happening at OABC was "out of the window – it does not even exist" (**Frank**, Post Training ++). He clearly stressed that it was impossible to apply these principles in an uncontrolled environment. He was the most strident actor in support of the **KT.**

He did not invest the time needed to plan the projects using PRINCE2. His reason was that the business culture was not conducive to implementing PRINCE2.

For **Frank**, the most important personal quality was having good organisation and administrative skills which were his strengths. **Frank** did not work more than his standard hours of work of 9am to 5pm and did not take any work home. As soon as he left the organisation at 5pm, he would 'switch off'.

Frank was an example of a participant who despite passing the PRINCE2 Practitioner, did not do any extra work or have any desire to apply PRINCE2 to workplace projects citing that the business culture was not conducive to its implementation. This is even more surprising since he was appointed as the custodian and 'lead' for the PRINCE2 methodology in OABC. In practice he had no desire to apply it to his projects.

During this research study, **Frank** was appointed to IT Manager and was managing between three and eight projects at any one time. He would not spend the time upfront planning to produce the required PRINCE2 documents such as the Project Brief and Business case.

Since becoming IT Manager, he was still trying to understand the leadership dynamics at OABC which he described as an uncontrolled environment not conducive to the adoption of PRINCE2:

> *Still trying to find my feet so far as understanding the dynamics of the senior management team. I think I understand the landscape now. It is a challenge. We are going through business challenge. We cannot apply those (PRINCE2) principles in an uncontrolled environment. (**Frank,** Post Training ++)*

Frank was shaped by the culture that he found himself to be in. Although he became qualified in the methodology, he believed that the culture and the Senior Leadership Team would not be supportive of the methodology. His adoption of the **KT** translation and his identity as a project manager was re-enforced by the actors in OABC, namely the Senior Leadership team, the Culture and Caesar. During the research study, **Frank** had a strong belief that the culture at OABC was not conducive to the application of any 'best practice' methodology.

Frank had reshaped his identity due to the interactions that he had on the journey over twenty one months from being Operations Manager, through to being PMO Manager and finally being the IT Manager reporting to the Senior Leadership team. He faced the business challenges in each of his roles rather than being critical of the environment or seeking to leave. He negotiated the business challenges in each of his roles and consistently stated that the business environment was too challenging to apply any methodology. Frank's story was more than the rejection of training. **Frank** had reshaped his identity and was an example of a Doing Project Manager (**DPM**) who adopted the **KT**.

Comparing the stories of Mark and Frank

Both Mark and Frank were qualified as PRINCE2 Practitioners but displayed completely different adoptions of the PRINCE2 methodology. Both reported to

Caesar and were exposed to the same chaotic leadership that was prevalent in OABC. **Frank** however had been working for fifteen years at OABC and understood the cultural dynamics unlike **Mark** who had only been there for two years. Their Personal Qualities were different. Frank was focussed on project outputs, whereas Mark was interested in how projects were delivered and continuous improvement.

Twenty one months after the training course, **Mark** was Head of the Planning and Portfolio projects in another organisation whilst **Frank** was the IT Manager at OABC. The significance of the difference between these two roles is that Mark's role involves a focus on continuous improvement in project management methodology whereas Frank's role was more operational without a focus on improving how projects were being delivered. Both had reshaped their identities as project managers over the period of this study.

Martha

Martha was a business analyst on contract at OABC and had been there for a year. She financed the PRINCE2 Training course herself as she was a contractor.

During the training, **Martha** commented that "her eyes were opened" after studying PRINCE2 (**Martha**, Post Training Imm.). **Martha** was an example of a person who was not initially a project manager but the training course triggered her viewing herself in the role of a project manager.

In her feedback forms, she repeatedly stressed that if the significance and relevance of the PRINCE2 themes and processes were understood by the organisation, it would be easy to push for the adoption of these themes. She also repeatedly stated that she was "not sure if this sort of control would be appreciated by the organisation" (**Martha**, Post Training Imm.).

Martha completed and passed the full PRINCE2 Practitioner course. Although she was not officially a 'project manager', she was tasked to write the Business cases for all the initiated projects at OABC. She also tailored the PRINCE2 methodology appropriately for projects by simplifying the documentation. She wanted to have the role of Project Officer and custodian of the PRINCE2 methodology at OABC but her negative interactions with the IT Manager led to her resignation. She was frustrated by Caesar and the IT Manager who made 'knee-jerk' superficial decisions as to what needed to be done on projects.

Martha was well respected by all the project managers. Her resignation occurred five months after the training course. It was at the 'five month mark' when there was a noticeable difference between those that had adopted the PT and the KT. Certainly her departure was keenly felt by the DPMs who had adopted the KT.

After her resignation, Martha went on to work with two organisations where she applied PRINCE2 to the projects she was managing. Twenty one months after the initial training course, Martha was an advocate of PRINCE2 where she was performing a Project Officer function in her new organisation and was promoting PRINCE2 for projects extensively.

Something happened during the Training Delivery where her identity was reshaped. Twenty one months after the training course, she was a strong advocate of PRINCE2. Martha is an example of a BPM who adopted the PT, despite commencing the journey as a business analyst. This is in sharp contrast to the other business analyst who also self-financed her course, Mary. For Mary, despite passing the Practitioner examination continued to be a business analyst twenty one months after the training. Mary was an example of a person who initially appeared to adopt the PT as she was working closely with Martha to create the business cases for the projects. At the 'five month mark', she resigned

together with **Martha** but did not use the methodology from that point onwards unlike **Martha** who did.

Conclusion

This research is about what people do in practice rather than confirmation of 'best practice' models for project management. In this chapter I have answered the main research question together with the three subsidiary research questions.

Each participant brings to a training course their own 'world view' and conception of being on a project. This 'personal story' affects how they see themselves in the role through the interactions they experience during the training course and in the workplace. These interactions 'reshape their project story' and ultimately affects their adoption of 'best practice'.

The stories of **Mark** and **Martha** who adopted the methodology as a **Performing Translation** and that of **Frank** who adopted the **Knowing Translation** illustrates the different adoption outcomes. There is "a need for the discipline to begin exploring the question of self-identity; in effect, the question of how project managers not only understand themselves as individuals, but also how they perceive their roles"(Ojiako et al., 2011b, p. 84).

'Training Delivery' and 'Personal Qualities' were actors who had a role in both adoption outcomes. Both actors worked strongly for both translations **KT** and **PT**. This 'double' interaction is new to describing actors in ANT.

I have shown that participants do 'reshape their own identity' as project managers: some becoming more confident in applying 'best practice' to their projects and becoming advocates for 'best practice' whilst others adopt the stance that it cannot be applied to workplace projects in environments that are

chaotic where little leadership is displayed for its adoption. Indeed 'transformation' (or 'magic') did occur in the training room for some participants such that they could see their roles as project managers differently.

Project management courses should be focussed not on simply knowing what to do but on the conception of being a project manager. Ultimately, for project managers, their competence lies in what the manager "does and is" rather than what they have covered in a training session.

CHAPTER NINE

Conclusion

Introduction

The aim of this chapter is to conclude the thesis by addressing the contributions of this study, its limitations and potential further research that is required. In Chapter Eight, it was shown how the results addressed the research problem and answered questions posed in this study. This chapter begins with a brief summary of the answers to the research questions.

Summarised answers to research questions

1. **Subsidiary research question 1**: What are the varying views of the value of a PRINCE2 project management course to professional practice?

   All participants found it was valuable to learn PRINCE2. However in terms of its value to professional practice, this depended on whether the participant had adopted the **PT** or the **KT**. Those who adopted the **PT** applied PRINCE2 to their projects and were very positive about it. The value of PRINCE2 for professional practice was strengthened if it was supported by an effective PMO to ensure that the governance that PRINCE2 required was supported. For those who adopted the KT, there was seen to be excessive documentation and lack of knowledge in tailoring. There was a lack of perceived value of some of the PRINCE2 Themes to professional practice. In addition, PRINCE2 was seen too hard to adopt in a work environment in a state of change.

2. **Subsidiary research question 2**: Why do some practitioners not adopt the method taught during training despite successfully completing accredited project management training courses?

This question interrogates the **KT** where adopters are seen not to implement what has been taught during training. The nature of the Training Delivery with the focus on the examination together with the perceived lack of relevance of some of the PRINCE2 Themes to the workplace, supported the **KT**. The Personal Qualities of adopters of **KT** was an important influence. Adopters of **KT** were focussed on project results and delivering to time and cost, rather than being focussed on how the project was delivered and whether it adhered to a specific methodology. The lack of support from the top down commencing with the Senior Leadership team (including the Managing Director) and the original sponsor of the methodology had a strong influence on the **KT**.

3. **Subsidiary research question 3**: How do participants who attend a PRINCE2 course, reshape their identity as project managers? What is their journey in managing projects over some years?

Each participant brings to a training course their own 'world view' and conception of being on a project. This 'personal story' affects how they see themselves in the role through the interactions they experience during the training course and in the workplace. These interactions 'reshape their project story' and ultimately affects their adoption of 'best practice'.

4. **Main research question**: How are practitioners influenced to apply project management 'best practice' in complex and dynamic environments?

There were two possible translations that could be adopted in complex and dynamic environments, each with associated characteristics as shown in Table 8. There are actors and interactions that support these translations. Finally, there were four phases of innovation translation that were identified to arrive at a stable network of the innovation becoming adopted.

Contributions of this study

Project Management is a profession where the majority of practitioners are untrained. Of those who undertake project management training courses, these courses would be much more effective if they had practical application to workplace projects (Bredillet, Tywoniak & Dwivedula 2015; Morris 2013).

The research results have significant value in two dimensions: as a contribution to research and as a contribution to practice. The value of describing the journey of project management professionals from training to practice can allow both training professionals and company management to get more value out of training. In addition, future researchers and company management can gain valuable understanding of the application of what had been learnt to workplace projects.

Contribution to research

As outlined in the second chapter, there is a considerable gap in the literature when it comes to research on the adoption of an innovation such as a project

management methodology. It is to this gap that my research has been directed. There are five key contributions to research of this study.

First this research is a case study which is practice-based. It offers a practical insight into what actually gets applied to the workplace following a training course. It studies project managers from when they attended a project management training course over a two and a half year duration following the course. As well as being exploratory, the case study has been explanatory in contributing to further understanding of how and why practitioners apply what has been learnt to the workplace.

Second, there were two startling outcomes of the research. People doing the same course can behave in two distinctly different ways in the workplace. Using Actor Network Theory (ANT) as a lens, this research found two possible types of adoption of the innovation: Performing Translation (PT) and Knowing Translation (KT). Typically in adoption studies, there is only one translation. The characteristics of PT and KT were described by this study. Those who adopt the PT will continue to apply 'best practice' such as PRINCE2 to their projects and will look for networks that will support the PT including leaving the organisation to find networks that support their interest in 'best practice'. Those who adopt the KT will cease using 'best practice' such as PRINCE2 when the interactions of actors surrounding them support only the KT.

The importance of identifying these two translations assists organisations in their strategies to support embedding of learning outcomes following project management training. An organisation should be aware of the various actors interacting with the participants and ensure that they are supporting both the PT and KT to use 'best practice' throughout the organisation.

Third, this research was a longitudinal study of project management practice following a training course in an organisation over a period of two years. The duration of the study allowed sufficient time to observe translations and to obtain valuable insights into the characteristics of the translations, the nature of the interactions and the four moments of translation for both **PT** and **KT**. There was no discernible difference between those who eventually adopted the **PT** and the **KT** in the first five months after the training course. However after the 'five month' mark, behaviours diverged which demonstrated that participants were adopting the **PT** and the **KT.** The 'five month mark' can be seen as related to the 'Enrolment' stage of the four moments of translation as proposed by Callon (1986). It was then possible from this point in time, to observe the differences in adoption of the translations and to distinguish characteristics between BPMs and DPMs. Due to the length of the study, it was possible to observe the changes to the business and its effects on the network that supported the translations.

Fourth, there were a new way of ANT reporting. A graphical diagram was developed to show interactions which is a new way of representing diagrams used in ANT. This is depicted by Figure 12 (ANT actor interactions with Performing and Knowing translations, p. 251). In addition I have found actors that work strongly for two translations. For example the actor 'Training Delivery' had a 'double' interaction. This 'double' interaction is new to describing actors in ANT.

Fifth, the research confirmed that transformation did occur for some participants during training which motivated them to adopt the **PT**. There were only two interactions with actors that strongly supported the **PT**. The actors were 'Training Delivery' and the participants' 'Personal Qualities'. This study

gives some insight into the interactions with these actors that supported the **PT** which was adopted by the **Being** Project Managers **(BPM)**.

Contribution to practice

There were two main contributions to practice: (i) design of a training curriculum and (ii) policy and practice of project management initiatives in an organisation.

Design of a training curriculum

The research provided insights as to the how to make improvements to a PRINCE2 course such that there are valuable learning outcomes. This research found that the training was of little value to OABC from about five months after the training was conducted. It was at the 'five month' mark that those who had adopted the **KT** ceased using PRINCE2. This research pointed to some recommendations that should be considered when developing a training course. These recommendations emerged from discussions of the research outcomes from Chapter Seven 'The Training Bubble' and Chapter Eight 'Discussion':

1. The strictly guided intensive approach was described by participants as being 'very stressful' and that they felt 'overwhelmed', 'drained' and 'daunted'. Therefore a curriculum that overcame these reactions would be taught at intervals over several weeks rather than an intensive approach.

2. A curriculum that was less abstract and departs from learning concepts in 'silos'. As presented by this research, some participants found some elements of the training course as irrelevant and these aspects need to be anticipated when drawing up a new curriculum. In addition learning PRINCE2 Themes in more integrated manner and aligned to the project

lifecycle rather than in sequential order as is the case of the current PRINCE2 training course[9].

AXELOS accepts the problems identified. This has been shown by their acceptance of a training curriculum developed by the researcher to accommodate the outcomes of this research. The course is nine weeks in duration at one and half hours per week covering PRINCE2 concepts in an integrated manner which allowed participants to assimilate the information. A trial of this course has been delivered to participants from a government department and there is some anecdotal evidence that the features described here were seen as positive by participants.

Policy and practice of project management initiatives

The research led to results which would inform the policy and practice of project management initiatives within organisations. The following initiatives would be recommended:

1. Endorsement and use of the methodology from the top down commencing with the Senior Leadership team and the original sponsor of the methodology. There needs to be visible consistent support from the highest level in an organisation for the use of the methodology. The senior members of the organisation need to know how the methodology works and support its use across the organisation. A short abridged course on PRINCE2 is recommended for senior members of the organisation.

   This would discourage participants just knowing the material and not using it in the workplace, which is the adoption of the KT. This would also

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[9] The PRINCE2 course as part of this research study delivered each theme and process in sequential order, rather than being aligned to the project lifecycle.

support those who had adopted the PT to stay in the organisation rather than seeking another organisation which would support their adoption.

2. An effective Project Management Office would need to be in place to support practitioners to apply the methodology to their projects. This would support both the PT and the KT.

3. Stability of the business culture would support the adoption of the methodology. A stable culture was one that was not chaotic and that the business environment was 'controlled'. Such a culture would dissuade those who may adopt the stance of not applying the methodology because the business environment was too difficult or complex.

Limitations of this research

The limitations of this research was that it was confined to the case study of eighteen participants (cases) in one organisation where qualitative data was collected. This was limited to one trainer delivering one project management methodology. Any of those factors may produce a unique and unrepresented outcome.

Case study research using ANT as conducted in this study provided valuable descriptive, in-depth and explanatory insights in a real-world context which can inform practice. However, one difficulty faced in reporting findings, was how to give an appropriate voice to the non-human actors. Ensuring that the viewpoints of these actors were faithfully represented proved to be quite difficult. Impartiality was attempted towards the non-humans by asking humans about them and by having other actors speak on their behalf, but finding the language to express this did present problems.

Despite these difficulties, the use of ANT has allowed the series of negotiations and compromises between all the human and non-human actors involved to be made apparent, signalling the strength of ANT.

The arguments put forward by Yin (2014) in defence of case studies apply. The results of this research are generalizable to theoretical propositions and not to populations or universes. The theoretical proposition of the existence of at least two translations **PT** and **KT** can be confirmed by further research.

In Chapter Three 'Disclosure' of this thesis, it was disclosed that the researcher and the trainer were the same person. In Chapter Three under the heading "Ensuring 'goodness' of data", the researcher endeavoured to demonstrate how bias could be mitigated to ensure 'goodness' of data. The tactics described in Chapter Three "Ensuring 'goodness' of data" were employed. This included (i) objectivity/confirmability of qualitative work, (ii) reliability/dependability/auditability, (iii) internal validity /credibility / authenticity, and (iv) external validity/transferability/fittingness of the conclusions of the study. From an ANT perspective, the trainer must inevitably, be considered to become a part of the networks of association that are being described. This inevitably introduces some bias which the researcher has endeavoured to minimise.

Potential for Future research

Further work could involve testing the framework proposed by Fernandes, Ward and Araujo (2014) through case studies to explore the varying interactions that influence project management training. In addition, future research in observing and confirming the **PT** and **KT** translations in different organisations (by industry, size, geographical location, project types) and contexts would be of value in informing organisations of what interventions might be carried out to

support staff who had adopted the **PT** and the **KT** to apply the project management methodology for their projects. The characteristics and related interactions of the **PT** and **KT** translations would inform those tasked in planning project management improvement initiatives in their organisation.

There have been a number of organisations in Australia that have undertaken in-house PRINCE2 training for their employees. It may be that multiple translations may be relevant to other industrial training situations which are not confined to delivering a PRINCE2 course.

Further longitudinal studies are encouraged to be conducted to observe the 'five month mark' which was the point in time five months after the training where it was discerned that there were two translations that had emerged. There was a discernible difference between the translations from this point and it would be useful to trace the moments of translation in the adoption of an innovation.

Conclusion

The title of this thesis is 'Reshaping the project manager's project story'. Two translations (the **PT** and **KT**) have been presented as potential adoption outcomes. However, real people have stories. Whereas a person can become a Doing Project Manager (**DPM**) or Being Project Manager (**BPM**), each training participant is an individual. Reshaping the project manager's project story is about reshaping a project manager's understanding of themselves as project managers and their conception of being a project manager through their interactions with the actors involved. This builds on the project manager's understanding of themselves in their roles as ways of being.

The outcomes of this research has been to propose how organisational project management initiatives could be improved by understanding the interactions

between the outcomes of project management training and workplace factors. The outcomes of this study would lead to significant contributions to the policy and the practice of project management improvement initiatives within organisations as well as project management training. The research would inform the design of different curricula and publications in project management training that go beyond the current instructive approaches used.

Before the research commenced and prior to the training, the researcher was puzzled as to why not all participants on a training course would adopt the PRINCE2 methodology as a **Performing Translation**. As a trainer and researcher, and as an actor in the research study, the research study has 'shaped' the researcher to become more accepting of those who adopted the **Knowing Translation**. It has allowed the researcher to understand why practitioners who pass exams do not apply what they have learned to their workplace. The research study has 'shaped' the researcher as a professional training consultant to be more accepting of the outcomes of training and to understand that these are a result of the interactions of a number of factors. It has taken 'the pressure off the researcher' in terms of training delivery where previously the trainer was motivated to ensure that participants used the methodology for their workplace projects. Ultimately, competence of a project manager lies in what the manager "does and is" in the workplace rather than what they have covered in a training session.

Note: This is the consent form obtained from participants when the researcher commenced her studies at Victoria University. When the researcher moved to RMIT University, the permissions and ethical forms were accepted by RMIT University.

CONSENT FORM FOR PARTICIPANTS

INVOLVED IN RESEARCH

INFORMATION TO PARTICIPANTS:

We would like to invite you to be a part of a study into project management training and its effectiveness in the workplace. Consent has been given by your organisation as well as the training organisation for this research.

This research aims to improve project management training outcomes. The study will focus on the participant experience of specific project management methodologies such as PRINCE2 (Projects in Controlled Environments version 2). It will examine participants' perception of themselves as project managers and the challenges that they face in being able to apply the methodology to their projects in the workplace. Ultimately, this will provide valuable insights into how to improve workplace outcomes when participants are trained in project management methodologies and practices.

Participants will be asked to complete a brief questionnaire, attend an interview which will be audio recorded prior to training and keep a journal. The format for the journal can be either soft-copy or hard-copy depending on which is more suitable for the participant. In addition, participants will be invited to participate in a collaborative online blog over the months following the training up to a period of nine months. In addition, there will be a requirement to attend two interviews which will be conducted in groups over the same period of nine months. These interviews will be audio recorded. In addition, colleagues of participants will be asked to complete a brief questionnaire about the participant's performance in the workplace or/and attend a focus group interview about the participant's performance. This also will be audio recorded.

Note that audio recorded sessions will be matched to the participant. The participants will not be identifiable and the organisations in which the participants work for will not have access to the data. Summary findings may be released to the organisation on their request. Therefore, the risks are negligible to the participant.

CERTIFICATION BY SUBJECT

I, "[Click here & type participant's name]" of "[Click here & type participant's suburb]"

certify that I am at least 18 years old* and that I am voluntarily giving my consent to participate in the study:"Social Construction of Project Management: how can this be facilitated in a training environment?"

being conducted at Victoria University by: Associate Professor Arthur Tatnall (Chief Investigator), School of Management and Information Systems and Dr Eva Dakich (Associate Investigator), School of Education.

I certify that the objectives of the study, together with any risks and safeguards associated with the procedures listed hereunder to be carried out in the research, have been fully explained to me by:

Angela Lecomber (Student Researcher) and that I freely consent to participation involving the below mentioned procedures:

- Completion of Brief Questionnaires
- Attendance at Interviews (pre and post training) – both types: one-to-one and focus group interviews
- Keeping a journal during the training and the period after the training
- Participation in an online collaborative blog
- The assessment of my interaction in the workplace by colleagues who I work with.

I certify that I have had the opportunity to have any questions answered and that I understand that I can withdraw from this study at any time and that this withdrawal will not jeopardise me in any way.

I have been informed that the information I provide will be kept confidential.

Signed:

Date:

Any queries about your participation in this project may be directed to the researcher

Associate Professor Arthur Tatnall
School of Management and Information Systems
Victoria University
Wk: 03 9919 1034.

If you have any queries or complaints about the way you have been treated, you may contact the Research Ethics and Biosafety Manager, Victoria University Human Research Ethics Committee, Victoria University, PO Box 14428, Melbourne, VIC, 8001 or phone (03) 9919 4148.

Appendix B

Interview Instrument (semi-structured interview guide) for Pre-training Interviews

1. Why are you undertaking the course?
2. Are the qualifications attractive to you?
3. Why do you think [Organisation OABC] is recommending the course?
4. How do you think it will improve the performance of [Organisation OABC]?
5. What does it mean to be a good project manager?
6. What are the signs of a successful project manager? (i)   Personal attributes and (ii)   What the project achieved
7. What is the most important personal quality and why?

Appendix C

Evaluation Forms used during the training session which were given to the Participants to complete after each element of the training course.

Organisation Theme:	Business Case Theme:
How was this useful to you?	How was this useful to you?
How would you apply this in your project if given the opportunity?	How would you apply this in your project if given the opportunity?
Why do you think your workplace might adopt this?	Why do you think your workplace might adopt this?

Starting Up a Project Process:	Plans Theme:
How was this useful to you?	How was this useful to you?
How would you apply this in your project if given the opportunity?	How would you apply this in your project if given the opportunity?
Why do you think your workplace might adopt this?	Why do you think your workplace might adopt this?
How many quiz questions did you get right?	How many quiz questions did you get right?

Initiating a Project Process & Directing a Project Process:	Controlling a Stage Process and Managing Product Delivery Process::
How was this useful to you?	How was this useful to you?
How would you apply this in your project if given the opportunity?	How would you apply this in your project if given the opportunity?
Why do you think your workplace might adopt or not adopt this?	Why do you think your workplace might adopt or not adopt this?
Progress Theme:	Risk Theme:
How was this useful to you?	How was this useful to you?
How would you apply this in your project if given the opportunity?	How would you apply this in your project if given the opportunity?
Why do you think your workplace might adopt this?	Why do you think your workplace might adopt this?
How many quiz questions did you get right?	How many quiz questions did you get right?

Managing Stage Boundary Process and Closing a Project Process	Tailoring:
How was this useful to you?	**How was this useful to you?**
How would you apply this in your project if given the opportunity?	**How would you apply this in your project if given the opportunity?**
Why do you think your workplace might adopt or not adopt this?	**Why do you think your workplace might adopt or not adopt this?**
How many quiz questions did you get right?	**How many quiz questions did you get right?**

This was completed after the participants completed their Foundation exam. Participants had ample time to respond to these questions as they were given several days to reflect and provide feedback.

Comment on your experience of the course:	
How did your experience during the course affect your understanding of what is involved in managing projects?	**How do you think your workplace might adopt this approach to managing projects?**
How would you apply this methodology if given the opportunity?	**How do you think the approach taken in delivering training was appropriate or not appropriate to the way that you learn?**

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