Engineering Management
Field Project

Study on the Use of Situational Leadership on Project Management

By

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EXECUTIVE SUMMARY

This field project gathers, analyzing, and interprets data obtained via interviews, surveys, and academic research regarding project managers and situational management, and highlights project managers vital role in company success. Project managers must possess extraordinary leadership and management qualities to help companies grow, profit, and compete in today's market. No one trait or set of traits determines a good leader; instead, effective leaders require basic people skills in addition to an earnest desire to focus on the betterment of the whole organization. The report identifies common leadership types and reveals that there exists no one size fits all approach to leadership. Instead, effective leaders must be capable of analyzing each situation and, then, making leadership decisions, accordingly. Situational leadership, while the most difficult to learn and implement, is very effective because it takes into account individuality and group standing. This style of leadership is completely dependent on the group's readiness level. The research also provides suggestions for dealing, appropriately, with workplace challenges through situational leadership. It outlines the four types of workers – unable/unwilling, unable/willing, able/unwilling, and able/willing – and then offers appropriate methods of helping them to reach their greatest potential. Finally, the report isolates features employers look for in their leaders, such as previous successes, unique knowledge bases, and particular leadership skills. The data identifies that most companies place a great deal of emphasis on developing great management and leadership skills in their employees.

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CHAPTER 1: INTRODUCTION

The level of an organization's projects' successes or failures has served as the standard measuring stick for indicating an organization's health, capabilities, and productivity. Project-oriented organizations, throughout the world, look at their individual and collective projects as indicators of their overall progress and ability to meet the needs and demands of an ever-changing marketplace. Even organizations which were typically considered to be non-project-oriented are increasingly recognizing the benefits of using projects in their daily work routines to achieve their short-term and long-term goals. As a result of this steady increase in project-centered business models, there is a growing need for project management and, specifically, project managers to study and analyze critical success/failure factors and, subsequently, find methods and techniques to decrease the probability of having projects fail or produce sub-standard results.

The dilemma facing most organizations is to find an agreed upon and adequate definition for the concept of project success from the business and project management perspectives. The definition of project success has changed a great deal over the last several decades. In the early days of project management, the word "success" was limited to technical terms since project objectives were defined exclusively in technical terms. During the renaissance period of project management, two terms appeared simultaneously – "budget" and "time." These concepts eventually became as essential to project management as technical proficiency. Projects at that period in project management history were determined to be successful if they met three criterion: were completed with a specific time frame; did not exceed the allotted budget; and reached a pre-determined suitable technology level to achieve their goals.

As project management continued to grow, the term "customer acceptance" was eventually introduced to perfect the definition of project success since managers finally recognized that quality should not be defined by the organization; rather, it should be established by the customer (Kerzner, 2004).

During the development of project management, there has been agreement on the major role that a project manager plays in the creation of a successful project. This role is very taxing and requires project managers to possess impeccable and extraordinary managerial, technological, and people skills to be able to manage team members and utilize technology necessary for projects to be completed to standard. During any project, a project manager has two main responsibilities: managing technical components, such as planning, scheduling, and controlling, and managing project team members to successfully accomplish the tasks required in an orderly, cost-efficient, and timely manner. Most experts agree that the most important and difficult part of a project manager's job is to manage a team of people. Team members have different capabilities and skills, different approaches towards achieving ultimate goals, and different personalities and worldviews. Leadership is one of the most important standards for project success; unfortunately, most organizations focus on management and leave little time, resources, and attention to dedicate to leadership. This research paper is focused on the study of project managers and professional engineers on the use of situational leadership on project management.

CHAPTER 2: LITERATURE REVIEW

2.1 NATURE OF PROJECTS

Projects are now considered a key factor for all companies, if they want to grow, profit, and gain competitive advantages among rivals regardless. This holds true regardless of an organization's activities and nature of work (Davies & Hobday, 2005). For all firms, managing repetitive activities is very doable and easily accomplished because they are typically based on historical standards and methods. By and large, team members working on routine projects face little to no difficulties. This is because these types of projects only require individuals to perform repetitive and familiar tasks. The real challenge presents itself whenever leaders are required to manage activities that have never been accomplished before and might not be repeated again (Kerzner, 2004). Every project is unique, and that differentiates projects from routine processes used to produce standardized products. Routine projects can mostly be managed by functional management and do not require managers to possess the same level of skill as project managers. The tasks involved in the completion of projects might be repetitive, completely foreign and new, or a combination of both. That is how unique project are distinguished from repetitive and routine projects. Even though the activities that must be accomplished to achieve the ultimate goals of projects could be repetitive, the end results of these projects are unique (Davies & Hobday, 2005). There is a rising need for project managers to have innovative project management skills in order to create and carry out a successful project. Anyway, mastering project management skills is certainly up to project tasks, and there is much beyond management skills when it comes to project team members. Since every project is described as unique, the Situational Leadership Model should be adopted to help the manager to acquire the ability to view each member of the team, as well as each project, individually and then, based on their

assessment, determine the best course of action to take given the available team members and the nature of the project.

2.2 PROJECT MANAGEMENT

There have been many attempts to define the very complex and multi-faceted concept of project management. One of the early attempts to define project management is by Oisen, who referenced views from the 1950's, which states that

> Project Management is the application of a collection of tools and techniques (such as the CPM and matrix organization) to direct the use of diverse resources toward the accomplishment of a unique, complex, one-time task within time, cost and quality constraints. Each task requires a particular mix of these tools and techniques structured to fit the task environment and life cycle (from conception to completion) of the task (as cited in Atkinson , 1999).

Later in the 1990's, The British Standard for project management BS6079 defined project management as "The planning, monitoring and control of all aspects of a project and the motivation of all those involved in it to achieve the project objectives on time and to the specified cost, quality and performance." (Atkinson , 1999). Today, project management has been defined as "The planning, organizing, directing, and controlling of company resources for a relatively short-term objective that has been established to complete specific goals and objectives" (Kerzner, 2013, p.4).

As mentioned earlier, the skills required by project managers have changed over the course of time. As projects become more complex and technology-focused, project managers have to have

the knowledge necessary to accomplish goals and meet new standards. In the modern project management period, knowledge of business, risk management, and integration skills are required for project managers since business objectives are now more important than technical objectives (Kerzner, 2004). Schwalbe (2011) notes that when two Chief Information Officers were interviewed, they both agreed that project managers should have skills sets that are directly relative to the uniqueness of the project and the project team members involved.

Irani (2010) approaches the topic of project management from a slightly different perspective. He specifically looks at project management from an information systems investment evaluator perspective and focuses on financial terms and obligations. He argues that project managers must possess a clear understanding of financial obligations and work to accomplish their tasks without exceeding budget allotments. In order to refrain from spending too much money, project managers must be prepared to appropriately evaluate the impact of their information systems before, during, and after investments are signed off on.

Interestingly, Lewis, Welsh, Dehler, and Green (2002) maintain that successful project development requires managing tense situations. They state that many different managerial approaches and styles can be useful and add that, at times, a paradoxical blend of styles can ultimately result in enhanced performance and leads to better project management-performance relationships. Burke (1999) stated that the successful project manager is expected to have project management skills, technical skills, and also general management skills. Figure 1 below shows the three different management skills required by project managers.

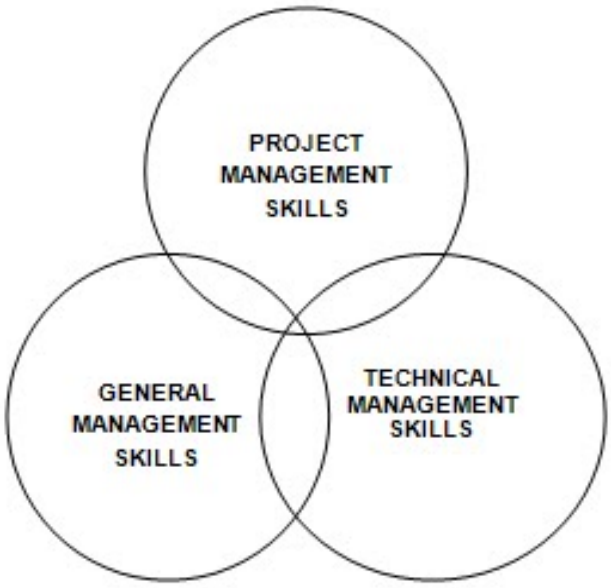

Figure 1 Intersecting Management Skills (Burke, 1999)

Burke (1999) listed various skills related to general management that project managers should possess, in addition to their project management and technical skills, such as leadership, communication, organizing, staffing, team building, planning, instructing, coordinating, implementing, monitoring, controlling.

2.3 LEADERSHIP

There is an ongoing misunderstanding between the terms management and leadership. They have been used interchangeably while in fact they are distinctive and complementary processes. Kerzner (2013) defined modern project management as "The planning, organizing, directing, and controlling of company resources for a relatively short-term objective that has been established to complete specific goals and objectives." Rost's definition of leadership is "Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purpose." Research has shown that leadership style is now considered as a critical factor

to project success. Many project managers try to attempt and adopt a leadership style that contributes to project goals (Yang, Huang, Wu, 2011).

2.3.1 Traits and Characteristics of Quality Leaders

Kirkpatrick (1991) analyzes key leadership traits and asks the poignant question "do leadership traits matter?" He determines that, contrary to popular opinion, the possession of key leadership traits alone is not a great indicator of a leader's level of success. He notes that key leadership traits include drive, leadership motivation, ambition, energy, tenacity, innovation, honesty, integrity, self-confidence, emotional stability, cognitive ability, and business savviness. While these traits, in and of themselves, are not indicative, necessarily, of a strong leader, they provide leaders with the building blocks necessary to formulate a vision and create effective plans for pursuing it.

Lowin, Hrapchak, and Kavanagh (1969) state that effective leadership requires an individual to be able to look past their own, personal self-interests and, instead, focus on the demands of the larger organization. Leaders must be able to motive their workers to do the right thing, even when no one is looking. They should instill a sense of pride and commitment to the larger organization in their subordinates and work hard to show them how each and every task is an essential building block in the company's overall goals and aims. Leaders must possess the skills necessary to work with a wide and diverse array of individuals and cultivate an open and accepting culture where everyone can work and thrive without fear of being looked down upon or stereotyped.

2.3.2 Types of Leadership

The types of leadership are numerous and, importantly, each style has its own merits and setbacks. Charismatic leadership tends to inspire passion and necessitates a personality type that can influence others through their energy and appeal. Innovative leadership requires leaders to be able to think outside of the box and bring new ideas into play. The leaders who choose this approach are oftentimes described as mavericks who have a broad, overarching vision for their organization and are not afraid to break traditional conventions and challenge the status quo. Command and control leadership is based on rules, regulations, and expectations. While this type of leadership can be stuffy and prohibitive at times, it is great for meeting non-negotiable deadlines. The leader must be willing to ensure that they are following the standards and providing a living example for their subordinates to follow. Servant leadership focuses on serving others and putting the needs of the team members first. This leadership style allows the team to have a substantial amount of say in the decision making process. It tends to build unit cohesiveness and create a loyal workforce. (Blanchard, 2013). These various types of leadership are employed by successful people throughout the globe and, depending on the particular situation, are all beneficial.

For my field project, however, I will rely on situational leadership. This type of leadership requires a leader to be direct and supportive while, at the same time, being empowering and serving as a coach to subordinates. According to Richmond (2008) situational leadership model is based on the notion that there is no "one size fits all" approach to leadership. Instead, leaders need to be adaptable and able to carefully assess a situation, identify the most important tasks

and priorities, consider the skills and personalities of their workers, and then apply the most appropriate leadership style for the given situation.

2.3.3 Situational Leadership Model

The Situational Leadership Theory (SLT) first appeared in an article as "Life Cycle Theory of Leadership" in 1969 by Paul Hersey and Ken Blanchard. At that time, Hersey and Blanchard had taken different stands on situational leadership. A few years later, the authors had made some editing to their original publish and began to use the term "Situational Leadership" rather than "Life Cycle Theory of Leadership." They also made some important changes to the theory related to "Leader Behavior Dimensions", and "Leadership Styles" (Hersey & Blanchard & Johnson, 2001).

Kerzner believes that Hersey and Blanchard developed the best model of leadership analyzing project management environment. Basically, the model has four different styles that should be used effectively to match the best leadership style to the readiness of the team members (Kerzner, 2013).

2.3.3.1 Readiness Levels

When the model was first evolved from "Life Cycle Theory of Leadership" to "Situational Leadership", the term "maturity" became no longer valid. It took Hersey and Blanchard a couple of years to replace the term "maturity" with a term that makes more sense, which is "readiness". Hersey defined readiness in the most general terms as "the amount of willingness and ability the follower demonstrates while performing a specific task." Ability represents the amount of knowledge, experience, and skills a follower has to perform a specific task. Willingness, as

defined by Heresy, is the combination of the varying degrees of confidence, commitment, and motivation (Hersey & Blanchard & Johnson, 2001).

Basically, the readiness level of a team member depends on his/her ability and willingness to do tasks assigned to him/her. Hersey and Blanchard stated that there are four readiness levels: R1, R2, R3, and R4 that followers would exhibit on a specific task. The readiness level of an individual during the project cycle might vary from R1 to R4 according to his/her ability and willingness of the task he is performing. Table 1 below shows the four possible readiness level of project team members.

Readiness Level	Ability	Willingness
R1	Unable	Unwilling or Insecure
R2	Unable	Willing or Confident
R3	Able	Unwilling or Insecure
R4	Able	Willing or Confident

Table 1 Readiness Levels of Team Members

2.3.3.2 Leadership Styles

It has already been mentioned that each project is unique, and circumstances would probably change during the project cycle. Thus, project managers are advised to innovate and adapt to the changing circumstances in order to keep control on their project (Lee-Kelley, Liz, 2002). Situational Model suggests that there is no best style of leadership, where the style should be used is completely dependent on the readiness level of the group members. As Situational

Leadership developed, Hersey and Blanchard classified leadership behaviors into two dimensions that is "Task Behavior," and "Relationship Behavior." Task behavior as defined by Ridden, in his 3D Management Style Theory, is "The extent to which the leader engages in spelling out the duties and responsibilities to an individual or group. This behavior includes telling people what to do, how to do it, when to do it, and where to do it," whereas Blake and Mouton defined as "The extent to which the leader engages in two-way or multiway communications. The behavior includes listening to, facilitating, and supportive behaviors" (Hersey & Blanchard & Johnson, 2001).

When a project manager identifies the readiness levels of team members, he/she should determine the best leadership style of the four: Telling (S1), Selling (S2), Participating (S3), and Delegating (S4). The four styles are identified according to the amount of task and relationship behavior. In telling style (S1), a project manager focuses highly on task rather than relationship behavior, which might not exist yet. The role of the leader in this style is to tell members what to do, when to do, and how to do their task. The focus in selling style (S2) is high on both task and relationship behaviors. The leader's role here is to still to tell members what to do, but they would suggest ideas on the tasks they are performing. It is clearly obvious that the communication type in telling style is one-way, whereas it is a two-way communication in the selling style. The third style, participation (S3), is a low task and high relationship behavior, which implies that the leader's role would be more focused on directing and motivating members rather than providing instructions on the how to do tasks. The delegating style (S4) is a low task and low relationship behavior. Figure 2 below shows the differences between the four leadership styles.

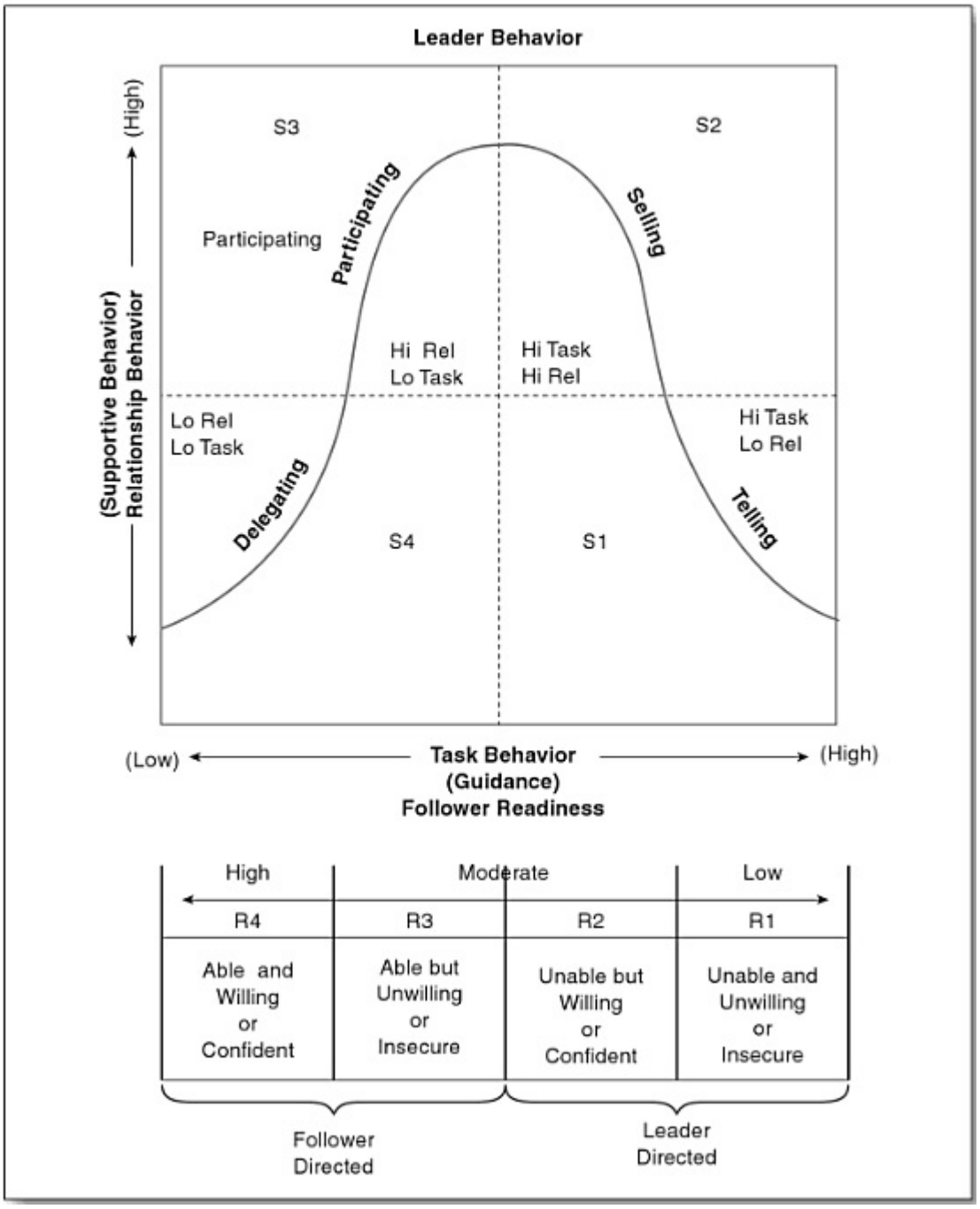

Figure 2 Leadership Styles (Hersey & Blanchard & Johnson, 2001)

2.3.3.3 Interaction

It has been mentioned that there is no best leadership style that fits all situations. It is the project manager's role to assess the situation and change his/her style according to the changing circumstances during the project life cycle. One of the significant circumstances involves the varying knowledge, experiences, abilities, and confidence of team members. Moreover, these variables may vary for an individual depending on the task. Thus, a good project manager would keep track of team members' attitudes towards their tasks.

For team members who seem to be unable and unwilling to do a specific task (R1), a project manager should use telling style (S1), which has the highest probability to effectively encourage those members to perform tasks towards completion. Unable and unwilling people need to be told who, when, where, what, and how to do tasks; it is a one-way communication. The style here is purely task-oriented where the main focus of the leader is to accomplish the project ultimate goals with a little concern of his/her employees' feelings (Kerzner, 2013).

R2 members, who do not have the ability but have the willingness to perform their tasks, should fall in the second quadrant that is selling (S2). The leader's relationship behavior here is much higher compared to the telling style while task behavior is still as high as telling style. The main role of the project manager here is to build a two-way communication by listening to the members' ideas and thoughts on how tasks should be accomplished. That will certainly increase the members' confidence and motivate them to improve their skills (Cohn, 2004).

Participating (S3) style is completely the opposite style of telling where the leader's task behavior is low and relationship behavior is high. Members who are highly skilled, but insecure

need that style which would let them admit that they are performing at sustainable and sufficient level. R3 members have the ability, but usually do not have the confidence in themselves and their abilities. Thus, it is so important for the leader to emphasize the relationship behavior between him/her and those members to enhance their confidence level. As a result, the followers will gain more confidence, and will not feel after all that their leader should be involved in the whole process (Kerzner, 2013).

As team members reach the R4 level of readiness, the style used should be shifted from participating to delegating (S4). R4 team members are highly tasked and motivated; thus, the leader should provide his/her members with the minimal guidance on how tasks should be done. Table 2 and shows the interaction between leadership styles and project members' readiness levels (Cohn, 2004).

Readiness Level	Leadership Style
R1 Unable and Unwilling	S1 Telling High Task/Low Relationship Behavior
R2 Unable but Willing	S2 Selling High Task/High Relationship Behavior
R3 Able but Unwilling	S3 Participating Low Task /High Relationship Behavior
R4 Able and Willing	S4 Delegating Low Task/Low Relationship Behavior

Table 2 Interaction between leadership styles and readiness levels

CHAPTER 3: RESEARCH PROCEDURE

3.1 INTRODUCTION

This section outlines the research procedures used to collect, analyze, interpret, and apply information and data gathered. It aims to provide a detailed explanation as to where the information came from, why it was included, and how it was evaluated for legitimacy and

accuracy. It also outlines the shortcomings and weaknesses of each area of research and provides an explanation as to what was done to remedy these shortcomings.

In order to obtain clear, concise, and useful data, special attention was given to the way in which all data was collected and the methods used to analyze and interpret it. It is essential to recognize that each and every researcher is plagued with their own, unique biases and see information from their specific worldview. To compensate for these realistic tendencies and hindrances, raw data was collected and special care was given to ensure that numbers, percentages, and supposed facts were checked and double checked for consistency. Outside agents were employed to look over the findings and denote, if applicable, any narrow-sightedness of misgivings regarding the interpretation of the information and data. Due diligence and ample time was awarded to collecting the data and interpreting the results.

3.2 METHODOLOGIES

Three primary methods were used to collect and interpret data and information – surveys, interviews, and scholarly articles, journals, and other academic resources. They were chosen based on the strengths. Combined, they provide a superior database of information from a wide range of sources.

3.2.1 Surveys

Kasunic (2005) notes, in his book *Designing an Effective Survey,* that surveys are very beneficial because they can and, when done properly, do characterize the knowledge, attitudes, and

behaviors of a large or small group of people. Depending on how they are conducted and their specific focus, they can provide a great deal of information on the general mindset of their targeted group. However, Kasunic (2005) also cautions that in order to protect the validity of the conclusion drawn from a survey, it is imperative that certain procedures are followed throughout the whole process of designing, developing, and distributing the questionnaire.

Kasunic (2005) insists that surveys should possess the following characteristics:

- Systematic: surveys must follow a specific set of rules and a former/logical order of operations;
- Impartial: surveys must select a unit of the population without prejudice or bias;
- Representative: surveys must units or samples of the population that, when combined, represent the problem or issue under study and the specific demographic affected by it
- Theory Based: surveys must ensure that their operations are guided by relevant and reasonable principles and concepts of human behavior – as well as sound mathematic laws of statistics and probability;
- Quantitative: surveys should assign numerical values to non-numerical characteristics in ways that allow for consistent and uniform interpretations of these characteristics; and
- Replicable: surveys should be designed so that other people can use the same methods in the same way and get similar results.

The survey used for this study carefully followed the specific steps and procedures set forth by Kasunic (2005) to ensure that conclusions were valid and not swayed by unintentional or intentional biases and misrepresentations of the facts. The surveys were evenly distributed to a

wide-range of participants and asked relevant and poignant questions written in a straightforward manner.

3.2.2 Interviews

Valenzuela and Shrivastava (2013) highlight the benefits and disadvantages of using interviews for research and provide an ample list of recommendations for avoiding common pitfalls. They note that interview bias has to be recognized and accounted for. Interview bias can be avoided by the interviewer recognizing the many ways that they, personally, can inadvertently manipulate and influence the results. Interviewers also need to be aware of slanting the results since this too might jeopardize the results or purpose of the study. Valenzuela and Shrivastava (2013) list eight qualifications that an interview must display in order to be effective. They are as follows:

- Knowledgeable: must be very familiar with the subject at hand;
- Structured: interview questions and procedures should be outlined in advance;
- Clear: questions should be short, simple, and relied in a clear and easily understood manner;
- Gentle: interviewers must be tolerant and sensitive; must be able to deal with provocative and or unconventional ideas and answers;
- Steering: the course of the interview should be directed in an appropriate manner to avoid digressions;
- Remembering: interviewers should remember the information from the interviewee; and
- Interpreting: interviewers must be able to adequately interpret what the interviewee said.

The interviewing norms and characteristics were kept in mind and followed for this study. Both project managers and project members were interviewed and asked a series of directed and specific questions. The interviewer remained unbiased and carefully recorded the information provided so as to not forget or misinterpret the interviewee's responses.

3.2.3 Scholarly Articles, Journals, and Other Academic Resources

Valid and substantial research requires the researcher to utilize the plethora of sources available in order to formulate a valid opinion and establish certain norms and standards. For this study, careful care was given to ensure that all sources used were scholarly and reputable. Websites, non-peer reviewed articles, news feeds, and other non-scholarly material were shunned and excluded altogether. Instead, specific sources were sought out based on their reputation and editing process.

Scholarly articles and journals were primarily used for this study. While most of the articles used were recent (within the past ten years), a few older ones were used. These slightly dated articles were only utilized whenever they were needed for historical reference or whenever the information provided is the most up-to-date available. By and large, precedence was given to newer articles. Also, all articles were peer reviewed to ensure that the scholarly community recognized their research techniques and found their results to be legitimate.

Books and other scholarly sources were utilized as well. Strict criteria were used to determine whether each source was acceptable and relevant. The credibility of the author(s) were taken into account. In general, if the author was not well-published and lauded for their academic excellence, then their works were not included in the study. Also, certain books tend to be sited

often by noteworthy researchers. These books were awarded preference over less well known and more obscure ones. Finally, like the articles, most of the books used were recent (within the past ten years); however, a few older ones were used, only whenever they were needed for historical reference or whenever the information provided is the most up-to-date available

3.3 RATIONALE

Cresswell (2003) notes that the best forms of research involve multiple different approaches to gathering information. Interviews and surveys add a human and personal element to the study. They allow a targeted audience to be represented and provide up to date and pertinent information. No other method of gathering and collecting information allows for such specific and current results. Even articles and books contain information that is already a couple months, or more, old.

On the other hand, Creswell (2003) accurately points out that scholarly articles and journals are peer reviewed and tend to encompass larger studies and surveys than an individual researcher can hope to conduct. The information provided is carefully scrutinized by the academic community to ensure that the most pertinent and relevant information is present. Cresswell (2003) adds that books provide yet another essential piece of information. Due to their size, they allow for more in depth analysis and allow authors to expand on their ideas and properly establish caveats.

CHAPTER 4: RESULTS

4.1 INTERVIEWS

The interview was conducted with a project manager and four of his project team members from a project-oriented company in Saudi Arabia. They have been working on a project in ABC Company. The project was in its final phase. Each staff member was interviewed individually; each interview lasted for about 30 minutes.

Project Manager. He has been working for ABC for 25 years; he held the position of a project manager during 23 years of this experience. He stated that there were similarities between projects related to the process, as they all are performed with regard to the stages, into which the overall activity is divided, to ensure high quality of results: “There are similarities between all projects regardless of being small or mega project. They all start with writing a project proposal, then engineering till construction, and end with mechanical completion certificate.” The project manager believes that he was chosen for this project due to his previous success in similar projects, knowledge related to current project, and leadership skills he has effectively demonstrated. Moreover, he believes that his involvement into the current project is the result of his yearly high rating on the Performance Management Program (PMP).

He stated that one of the most challenging parts he faces, as a project manager is associated with team leadership. The difficulties arise from the fact that the project manager deals with different individuals, which requires careful assessment to find the proper way to interact with each team member. He mentioned that the top management always emphasized the importance of leadership in projects’ successes. He was completely aware of the differences between his

managerial and leadership roles through the project life cycle. His department has adopted the Situational Leadership Model (SLM) and used it in all projects, in which the project manager was in charge. He said, “We work as a team, and I always work very close to the individual team members on a daily basis.”

The project manager admitted that he varied different leadership styles; the style depended on the knowledge, experience, and confidence of a team member. In other words, he adjusted his style to the readiness levels, ability, and willingness of his team members based on the characteristics displayed below.

Unable/Unwilling Member

Newly hired employees with no experience would receive recommended technical courses before the beginning of the project. New employees would be subjects to guidance and monitoring through their first two years. During this period, they are expected to gain the knowledge and confidence to do their tasks on their own.

Unable/Willing Member

Willingness would help both the project manager and the team member to succeed with assigned tasks. In this case, the company is interested the member to stay motivated, and enables him to work under monitoring and supervision of experienced employees that have the same technical background as he does, since he has the desire to learn quickly.

Able/Unwilling Member

In this case, the role of a project leader is to evaluate the causes of his unwillingness and then try to push him hard to gain confidence in his skills and his ability to accomplish tasks.

Able/Willing Member

Members that have ability and confidence usually know how to handle their tasks. The role of a project manager would require better focus on monitoring the overall work of team members and managing critical workloads to ensure they meet deadlines.

The project manager believed that the actual performance of the current project would go smoothly as it was planned and expected in its final phase. He thought that specifically this project would be one of the most successful in his 25 years' experience.

Team Member #1

The first team member has been working for the company for 4 years, with an overall experience of 10 years in companies specializing in oil and gas industries. The similarities of projects, on which he worked, resulted in his involvement into the current project. "All the companies I worked for are oil and gas companies, where my main job is to deal with platforms and pipelines fabrication and installation."

Readiness Level - Team member #1 had the needed readiness and ability level, as he has worked for oil and gas companies for 10 years. He stated that his job always involved working with platforms and pipelines fabrication and installation. His experience made it possible for him

to handle project tasks with different stakeholders. Team member #1 displayed the expected level of willingness. He showed high confidence in all tasks assigned to him due to his ability and previous accomplishments. He stated, "I always have the willingness to achieve success in any task I am involved in, not only tasks related to projects."

Project Leader's Behavior - The project leader showed low level of task behavior based on the team member's ability and experience. The team member did not ask for support or guidance regarding completion of his tasks. Management support was sought only before releasing action items with cost and schedule impact, or when any problem occurred. The leader's involvement was low; the project member was confident, and always willing to achieve success in all tasks assigned.

Team member #1 received the fourth level of readiness (R4), due to his ability and willingness to complete tasks. According to Hersey, Blanchard, and Johnson (2001), the leadership style that matches the member's readiness level is delegating S4, where the leader should show low level of task and relationship behaviors. The leader did not discuss technical issues with the member unless the member asked for consultation. He highly depended on the ability of this member and other experienced members to support and coach newly hired employees on how to accomplish tasks assigned. As the project was still within budget and schedule in its final phase, regular daily communication and follow-up activities were held with the team member to deliver ongoing status of activities. A two-way communication between the leader and the member was built, since the leader trusted the member's ability and confidence to perform at the expected level.

Team Member #2

The second team member has a total experience of 20 months; seven months were spent in ABC. As he worked on few projects, he could not list similarities related to projects, in which he was involved. The exception was similarities in the projects' phases. "The similarities I have noticed between projects I worked on include assigning tasks, scheduling, and monitoring activities."

Readiness Level - The project member was unable to perform all tasks assigned to him. He admitted that tasks were clearly defined by project manager at early stages of the project, but confusion appeared as every task started. "My supervisor defined my general tasks clearly. With time, he provided me with details on how to accomplish them." He added, "Some tasks created confusion and needed to be looked at from different angles. Communication with different people and groups working on different disciplines should be conducted to eliminate unclearness."

Although member #2 showed uncertainty on how some tasks should be carried out, he always took the initiative to present some ideas and thoughts to his manager. His willingness to accept challenges and then meet them required continuous and effective two-way communication between him and his manager.

Project Leader's Behavior - The leader displayed high level of task behavior: It was done in an indirect way, by assigning the member to work closely with experienced employees. He stated that it was not possible for him, as a project manager, to provide each member with technical support on how to perform every single task due to the variety of responsibilities and interactions

between project parties. Although, the project leader believed that his relationship behavior with the team member was high, the team member confirmed that the project leader's support and feedback was not received as often as needed.

Team member #2 was assigned the second level of readiness (R2), due to his inadequate ability and high willingness to complete tasks assigned. Hersey, Blanchard, and Johnson (2001), suggested that the leadership style that matches the member readiness level is selling S2, where the leader should show high level of task and relationship behavior. However, as the leader's relationship behavior was moderate, the leadership style adopted ranged from telling S1 to selling S2.

Team Member #3

The third project member was a newly hired employee. He spent six months in the company, and he was still under training. The member showed that he had a clear understanding of his tasks, and how they were related to achieving the project objectives. He had no chance to participate actively, as he was inexperienced; from the start to the end of the project, he was not assigned to deal with critical tasks. "I was not involved from the start to the end of the project. Only the project engineer and some experienced engineers should be."

Readiness Level - Team member #3 was unable to perform tasks independently due to the lack of experience. He faced difficulties with every task assigned to him. Anyway, he was working hard to apply what he had learned from the university and balance between theory and practice. "I faced some difficulties but that was normal because I am still learning how to do the job in the

most proper manner." He added, "With the hard work and general engineering knowledge, I was able to overcome my problems."

The member showed very high level of willingness. It was due to the confidence he had in his engineering knowledge and the desire to make a good first impression. "I had to prove myself as a new employee. Plus I had, and still have, the willingness to learn more about offshore projects."

Project Leader's Behavior - The project leader showed a high level of task behavior. He believed that newly hired employees needed close support and guidance, as they accomplish every task. The team member confirmed that the project manager was always available whenever he needed his advice with technical issues. He stated that the leader provided him with continuous and useful feedback. The project leader also showed high level of relationship behavior, as the member was always active and motivated. The knowledge and confidence the member had resulted in conducting a two-way communication style between him and his leader. The leader appreciated his knowledge, and always kept listening to his ideas and suggestions before telling him what to do.

The team member #3 was assigned the second level of readiness (R2). The project manager used the right leadership style, selling S2, by displaying high level of task and relationship behavior.

Team Member #4

The fourth team member had a total experience of 4.5 years. He joined the company 18 month before the start of the project, but he had the chance to work with the new company in his first three years since the old one was related to it. The member mentioned that most projects had similarities with regard to the activities assigned to him.

Readiness Level - Member #4 showed high level of ability due to his knowledge and experience gained from several projects, in which he participated. He had no difficulties with performing his tasks and handling issues whenever they arose. "I believe that I have the knowledge and experience to do my job as it is supposed to be done. Sometimes, some problems or unexpected issues appear but I know how to deal with them." The team member was a willing one. His high confidence and motivation were due to his capability and knowledge, which were the reasons for hiring him.

Project's Leader Behavior - The project leader showed low level of task behavior due to the member's knowledge and experience. The member did not require technical support from his manager on how to complete his tasks. Although the member displayed high level of confidence on his performance, the leader adopted selling style with him while delegating style should have been adopted.

4.2 SURVEY

4.2.1. Purpose

The survey was designed to examine the importance of leadership skills that managers should have in order to enhance the attainment of project objectives. It mainly focused on the implementation of situational leadership model and its impact on project management. Questions were mainly related to the role of top management in the pursuit of leadership styles and the role of project managers in implementation of those styles in their projects.

4.2.1 Data Collection and Analysis

The survey was conducted, applying responses from randomly selected engineers in different engineering firms in the United States. There were two types of questions: The first type was related to project managers, and the other type of questions was designed for project team members. Ten engineers participated in the survey. By coincidence, five engineers were responsible for managing projects and the other five were project team members. For all multiple-response questions, respondents were asked to choose one or more of the possible answers provided to the questions, and add any other information, as needed. This section of questions was designed for staff members responsible for project management.

Question 1: Why do you think you were chosen as a project manager for the recent project?

Figure 3 PMs Qualifications

All project managers agreed that they were chosen for their recent project due to the previous successes on the projects they managed before. They also confirmed that the leadership skills they possessed were one of the most important criteria qualifying them for managing the project. Since leadership skills depended on abilities of project managers, it is highly probable that it was one of the major reasons for selecting them on previous projects, which reflects the importance of leadership in project management. Three of the project managers also stated that their unique knowledge needed for that project was one of the reasons to assign them for the project. The uniqueness of knowledge varies in different projects, depending of the uniqueness of the project itself.

Question2: Does your department emphasize the importance of leadership on projects?

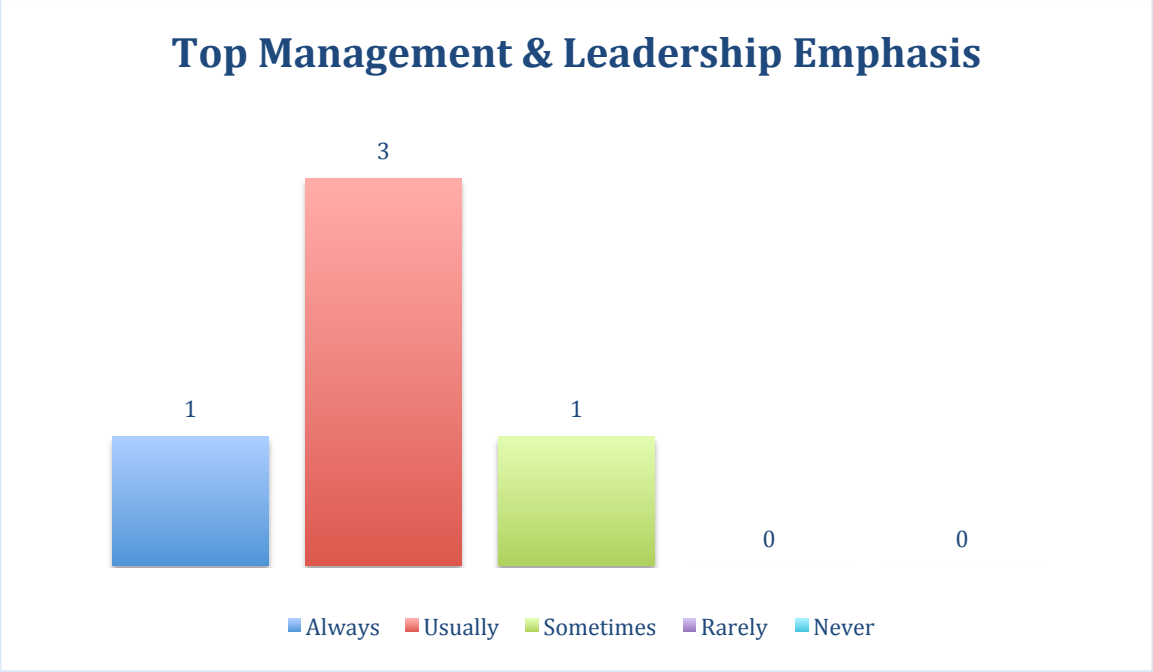

Figure 4 Top Management & Leadership Emphasis

One project manager stated that his department always emphasized the importance of leadership for project management, while three project managers mentioned that it was an ordinary issue for them to apply leadership skills when managing projects. Just one of the project manager surveyed indicated that leadership was sometimes emphasized, depending on the situation. Anyway, it appeared that top management in different organizations was aware of the importance of leadership and its influence on project success.

Question 3: Do you sometimes have confusion between the terms "Management" and "Leadership" or use them interchangeably?

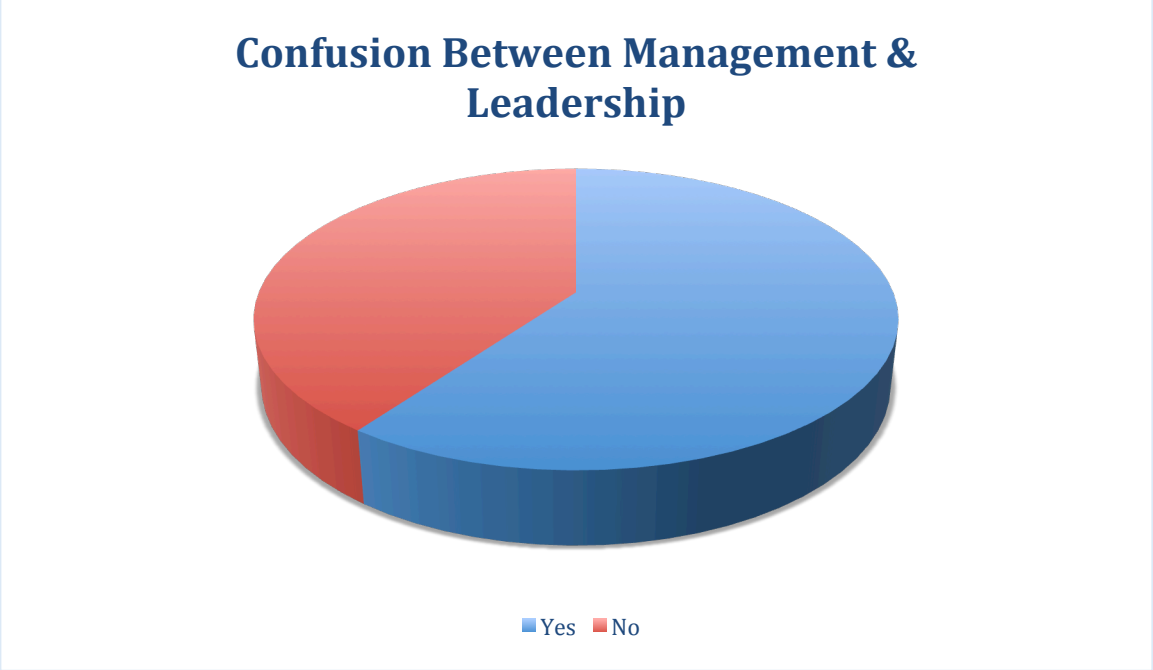

Figure 5 Confusion Between Management & Leadership

This question was directed to project managers in order to examine the debate as to whether differences between management and leadership should be addressed. According to the survey, it seems that lack of correct definition between the terms of management and leadership imposes difficulties for managers and project leaders. Two project managers out of five admitted that they still do not distinguish between the two concepts. Since top managers realized the importance of leadership in creating successful project, their first responsibility was to clarify the issue and ensure that project managers understand the two concepts distinctly.

Question 4: Are you familiar with Situational Leadership Model?

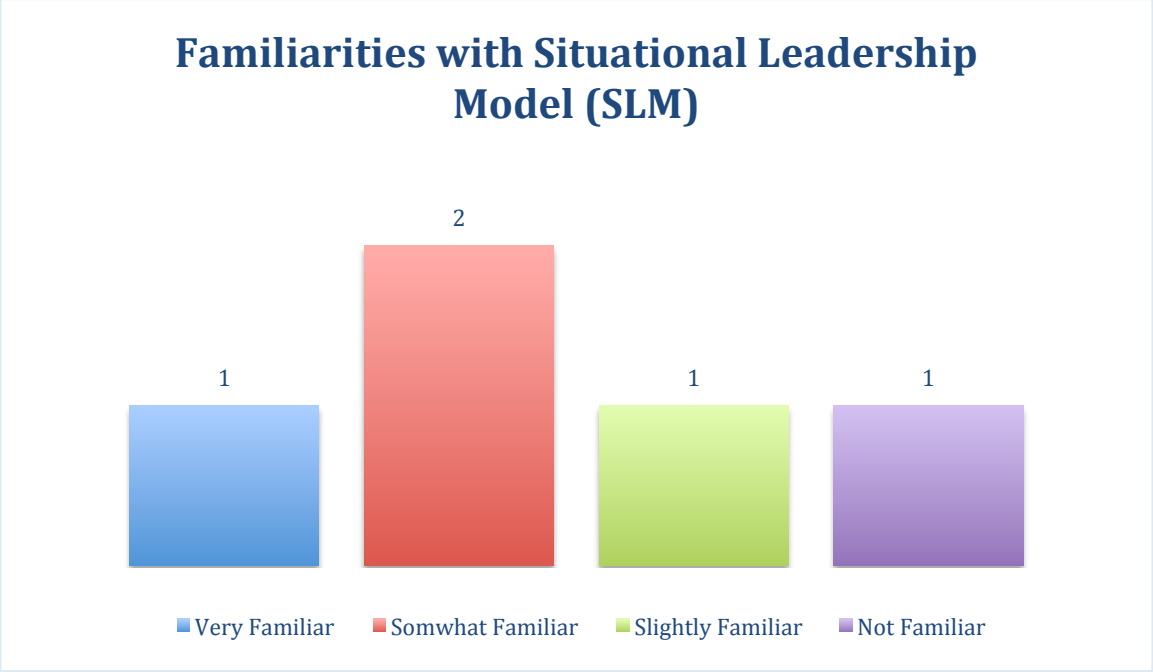

Figure 6 Familiarities with Situational Leadership Model (SLM)

The survey showed that familiarity with situational leadership model varied considerably from one project manager to another. Only one of them was familiar with the model while others had varied levels of understanding regarding this model.

Question 5: Do you use situational leadership model on your projects?

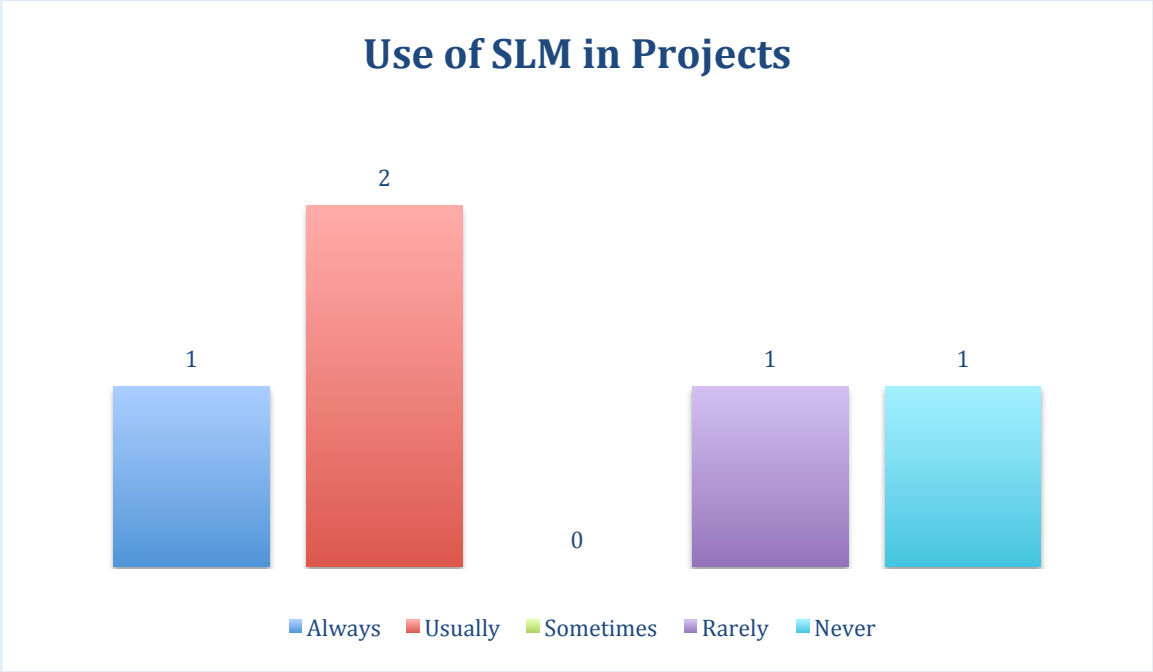

Figure 7 Use of SLM in Projects

The answer to this question was somehow related to the previous one. Using situational leadership model is directly dependent on how the project manager understands it. Managers that developed full or partial understanding of the model indicated that they used it in most cases. This approach reflects the positive influence that situational leadership has on project success.

This section of questions was designed for engineers who were team members in their projects.

Question 1: How following up with the team members by the project manager was related to their own experiences?

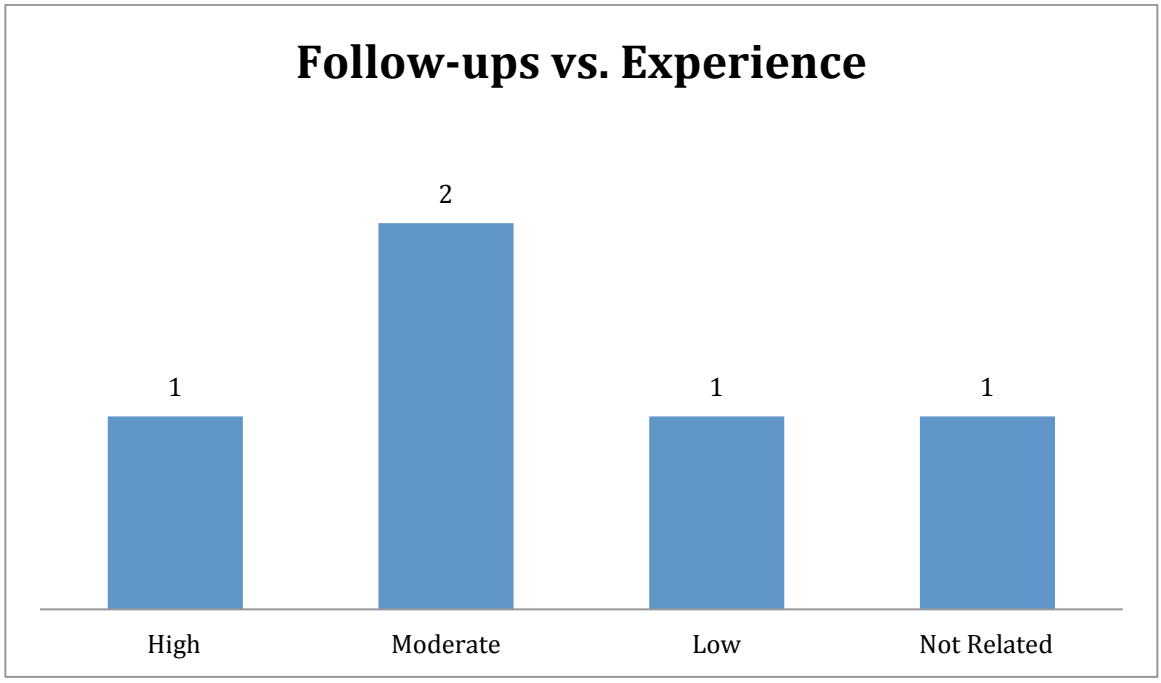

Figure 8 Follow-ups vs. Experience

Team members had different thought on how following up was related to their experience. Different thoughts showed that the leaders' behavior was not directly related to the overall experience a team member had, but rather dependent on the readiness level of each member to work on every single task. Two team members with four and seven years of experience in the field confirmed that they did not have the ability to do every single task assigned to them. This required high level of task behavior by the leader regardless of their experience and leader's expectations.

Question 2: Do you think that you had the ability to do every single task easily in the recent project?

Question 3: Do you think that you were willing and motivated enough in the recent project?

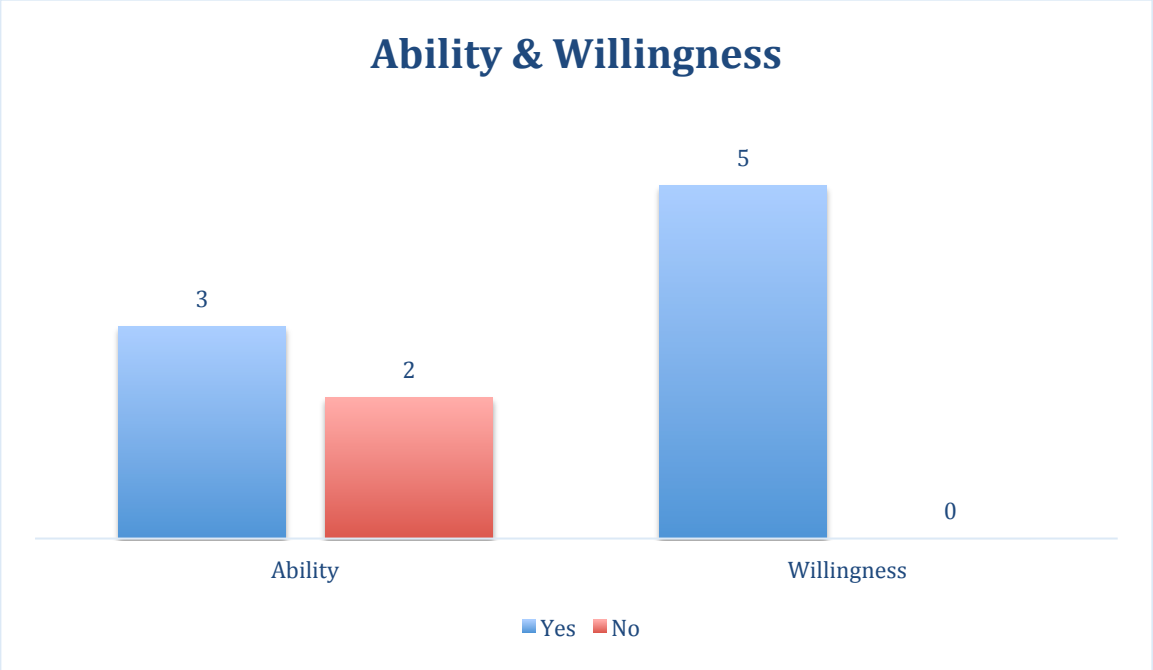

Figure 9 Ability & Willingness

Figure 9 shows willingness experienced by team members when working on their recent projects and ability to fulfill specific tasks. The experiences of the members vary from three years to seven years. Even though they all have worked on similar projects, two out of the five members confirmed that they were not able to perform all tasks easily, and they had to get instructions from their manager on how to accomplish them. This demonstrates that ability should not be always associated with the employees' experience as there are other factors influencing their capability. Actually, this necessitates careful assessment to be conducted by project managers on their employees before starting their tasks to evaluate level of their readiness and ability.

CHAPTER 5: CONCLUSION AND SUGGESTIONS FOR ADDITIONAL WORK

After gathering, analyzing, and interpreting the data gained through personal interviews, surveys, and academic research, several conclusions were made which are pertinent for project managers in general and situational management in particular. To begin, it was noted that, while the definition of success has changed over time, the theory that a project manager plays a vital role in assuring the success of any project has remained a constant. Project managers have an exceedingly important role to play in making a company reach its goals; therefore, they must possess extraordinary leadership qualities to allow them to manage a team and utilize the technology necessary to compete in the twenty-first century. In recent years, scholars and researches have generally concluded that projects are the key factor for all companies, if they want to grow, profit, and compete with rivals. This has necessitated a growing need for competent and naturally astute project managers throughout the business world.

Furthermore, project managers must understand the differences between management and leadership. Unfortunately, the information gathered demonstrated that most companies confuse these two terms and use them interchangeably. It is essential to note that management is the planning, organizing, directing, and controlling of company resources for specific goals and objectives; whereas, leadership is being able to influence people, through relationships, and encourage people to follow an example. Great project managers must be able to do both – lead and manage. The first step to ensuring that they can do both is for companies to learn to recognize the differences. This is an area that

needs to be furthered developed. It is necessary to determine why the words are used interchangeably and, then, to set out a course of action to help companies to understand the differences.

Importantly, the information indicates that, contrary to popular opinion, there is no one trait, or even group of traits, that determine a good leader. Effective leadership requires some basic building blocks in addition to an ability to look past selfish desires and, instead, focus on the betterment of the whole. Additionally, theorists have spent endless hours trying to define leadership types. While many exist, this particular study focused on situational leadership, which is based on the notion that there is no one size fits all method to leadership. While it is deemed the most challenging, due to the fact that it requires leader to obtain a plethora of skills and then decide which ones pertain to each situation, it is also the most effective and rewarding. The Situational Model contains four leadership styles -- Telling (S1), Selling (S2), Participating (S3), and Delegating (S4) – and states that there is no best style of leadership; rather, the style to be used is completely dependent on the readiness level of the group members. This too requires further research. Scholars need to determine ways of helping managers become better situational leaders and establish methods by which particular situations can rapidly be assessed to determine which leadership style is likely to work best.

The data also revealed that project managers are typically chosen for new projects based on previous success in similar projects, knowledge related to current project, and leadership skills. Additionally, employers look for project managers who are able to

deal with different personalities and are able to apply, correctly, situational leadership to the work environment. It allows the most flexibility and enables managers to assess a situation and then determine what will work best, given the specific environment.

The research also highlighted specific ways of dealing, appropriately, with challenges through proper understanding and use of situational leadership. Individuals, who are classified as unable/unwilling members, need to go through a long period of training to ensure that they gained the knowledge and confidence necessary to do their tasks on their own. An unable/willing team member necessitated a manager who could encourage the employee to stay motivated and provide them with an opportunity to work closely with technically proficient employees, since they had the desire to learn quickly. An able/unwilling member would require the team manager to pinpoint the cause of their unwillingness and then try to help the person gain the confidence necessary to succeed. Finally, an able and willing team member would not require as much attention from the project manager. The main job of the manager would be to monitor and ensure that deadlines were met. These classification of workers and methods of augmenting their skills deserve further analysis and should be explored more thoroughly in subsequent research. It is not clear whether these classifications and remedies work for all people or just a select few.

Finally, the survey isolated certain features that employers looked for in their leaders. Team leaders were oftentimes chosen based on previous successes, unique knowledge bases, and leadership skills. The data identified that most companies place a great deal

of emphasis on developing great management and leadership skills in their employees. It was not determined, however, whether these sought-after traits actually resulted in better leaders. More research is needed to determine whether or not what managers look for in leaders is actually the qualities that make leaders great.

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APPENDENCES

Appendix A – Interview Questions to Project Manager

1. How long have you been in charge for managing projects?
2. How long have you been working for the current company?
3. Are there any similarities between projects? If yes, what are they?
4. Why have you been chosen as a project manager for your recent project?
5. What are some challenges you face on projects?
6. Do you and/or your department emphasize the importance of leadership importance on projects?
7. Do you sometimes have confusion between the terms "management" and "leadership" or use them interchangeably?
8. Does your department adopt or encourage PMs to adopt a specific leadership style?
9. Are you familiar with Situational Leadership Style (SLS)?
10. Do you use Situational Leadership Style (SLS) on your projects?
11. How do you describe your leadership style?
12. Is your following up with team members related to their experiences? Explain
13. How do you deal with the team members who are unable and unwilling, unable and willing, able and unwilling, and able and willing?
14. Do you think that the recent project is successful (so far)? Why?

Appendix B – Interview Questions to Project Team Members

1. How long have you been working on projects?
2. How long have you been working for the current company?
3. Are there any similarities between projects? If yes, what are they?
4. Why do you think you were been chosen as a team member for your recent project?
5. In the recent project, did your project manager share the ultimate goals of the project?
6. Did your project manager clearly define your tasks towards project completion?
7. Are you involved from the start to the finish of projects? Why?
8. Did your project manager give you continuous feedback during the project cycle? Please provide a detailed answer.
9. Did your project manager listen to you carefully when you faced a problem completing a task? Please provide a detailed answer.
10. Do you think that how your project manager follows up with project team members is highly related to their own experiences? Explain
11. Do you think that you had the ability to do every single task easily in the recent project? Explain
12. Do you think that you were willing and motivated enough in the recent project? Why?
13. Do you think that the recent project is successful? Why?

Appendix C – Survey Questions to Project Managers

1. Why do you think you were chosen as a project manager for the recent project?

A. Previous successes

B. Unique knowledge needed for project

C. Leadership skills

2. Does your department emphasize the importance of leadership on projects?

A. Always

B. Usually

C. Sometimes

D. Rarely

E. Never

3. Do you sometimes have confusion between the terms “Management” and “Leadership” or use them interchangeably?

   Yes

   No

4. Are you familiar with Situational Leadership Model?

A. Very familiar

B. Somewhat familiar

C. Slightly familiar

D. Not familiar

5. Do you use situational leadership model on your projects?

A. Always

B. Usually

C. Sometimes

D. Rarely

E. Never

Appendix D – Survey Questions to Team Members

1. How following up with the team members by the project manager was related to their own experiences?

A. High

B. Moderate

C. Low

D. Not related

2. Do you think that you had the ability to do every single task easily in the recent project?

   Yes

   No

3. Do you think that you were willing and motivated enough in the recent project?

   Yes

   No