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THE RELEVANCE OF PROJECT MANAGEMENT LEADERSHIP SKILLS IN FAILED OR UNDERPERFORMING PROJECTS



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This study was performed to identify and find development opportunities for the case organization Fennovoima's project manager leadership skills. This thesis work investigates the Information Management Projects of Fennovoima and aims to determine how many of the most poorly performing projects can be attributed to insufficient project manager soft skills. Project management soft skills are the skills that enable a project team leader to create and motivate an effective team, which is committed and working towards a common goal. When successful, such a team generates team intelligence, the cumulative and powerful problem-solving skills needed for modern project work.

The theoretical framework section of the study is primarily based on literature about project management, leadership sciences, team intelligence and leveraging the range of experiences for problem solving as an effective collaboration of individuals.

The analysis section studies the case organizations project portfolio's historical records, identifies projects for case studies that either performed poorly or were otherwise engaged in conflicts or crisis. Then a selection of personnel who participated in these projects either as project managers or project specialists are interviewed to determine if there are commonalities or evident trends related to the soft skills leadership traits that could have contributed to the project success. The interviews are partially structured, partially unstructured, and combined approaches.

The conclusion of the study did not find clear and concrete failures in the soft skills project management perspective but identified its role as a key support mechanic when the project faces problems. A successful soft skills project manager can overcome complexity, uncertainty and conflict in a project setting and use these traits to bring even the most troubled project to completion.

The proposed development opportunities for the case organization's project portfolio include improved metrics to account for project performance specifically in these areas. When recruiting or allocating project manager resources, the study proposes focusing on defined skill evaluation methods and project manager personality profiles. Then by assigning the most skilled project managers to the most complex and significant projects they become more effective and impactful for the operating environment.

KEYWORDS:

Project, management, competence, soft, skills, leadership, leader

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PROJEKTIPÄÄLLIKÖN JOHTAMISTAITOJEN MERKITYS EPÄONNISTUNEISSA TAI ALISUORIUTUNEISSA PROJEKTEISSA

Tämän opinnäytetyön tavoitteena on tunnistaa ja löytää kehitysmahdollisuuksia tapaustutkimusorganisaatio Fennovoiman projektipäälliköiden johtamistaidoista. Opinnäytetyössä tarkastellaan Fennovoima Oy:n tietohallinnon projekteja, sekä pyritään tunnistamaan kuinka suuri osa heikosti menestyneistä projekteista johtuu projektipäällikön ihmissuhde- ja johtamistaitojen (englanniksi "soft skills") puutteista. Projektipäällikön ihmissuhde- ja johtamistaidot ovat niitä taitoja jotka mahdollistavat tehokkaan työryhmän muodostamisen, motivoinnin, sekä johtamisen kohti yhteisiä tavoitteita. Kun tehokkaan ryhmän muodostaminen onnistuu, syntyy tiimiälyä, osallistujensa kokemuspohjasta kumuloituvaa ongelmanratkaisutaitoa, mitä nykypäivän projektityö vaatii.

Opinnäytetyön teoriaosuus muodostuu kirjallisuudesta jonka aiheina on projektijohtaminen, johtamisopit, tiimiäly, sekä monimuotoisen ryhmän muodostama laaja kokemuspohja, mikä puolestaan mahdollistaa tehokkaan ongelmanratkaisuvälineen yksilöiden yhteistyön kautta.

Tutkimuksellisessa osiossa tarkastellaan kohdeorganisaation projektiportfolion historiatietoja ja tunnistetaan projekteja esimerkitapauksiksi, jotka ovat joko toimineet tehottomasti tai ovat muuten kohdanneet konflikteja tai kriisejä. Työssä haastateltiin henkilöitä, jotka olivat toimineet projekteissa joko projektipäällikkönä tai asiantuntijoina. Haastatteluiden tavoitteena oli saada selville löytyykö niistä yhteisiä tekijöitä tai toistuvia ilmiöitä, jotka liittyisivät projektijohdon ihmissuhde- ja johtamistaitoihin. Haastattelut ovat osin rakenteellisia ja osin vapaamuotoisia.

Yhteenvedossa käy ilmi, että selkeitä ja konkreettisia yhteisiä nimittäjiä ei löytynyt, mutta ihmissuhde- ja johtamistaidot saivat merkittävän rooliin aina kun projekti kohtasi ongelmia. Ihmissuhde- ja johtamistaidoissa onnistunut projektipäällikkö pystyi ylittämään monimutkaisuuden, epävarmuuden ja konfliktien aiheuttamat tilanteet ja tuomaan hankalimmatkin projektit päätökseen.

Kohdeorganisaation projektiportfoliolle tunnistettiin kehityskohteita mm. laajennetun suorituskyvymittaamisen saralla antamaan tarkempaa tietoa projektien suoriutumisesta näillä osa-alueilla. Lisäksi rekrytoinnissa ja projektipäällikköpalveluissa ehdotetaan panostettavan osaamisarviointeihin ja projektipäälliköiden johtamistyyliin. Näin mahdollistetaan osaavimpien projektipäälliköiden kohdentaminen monimutkaisimpiin ja merkittävimpiin projekteihin, jotta ne voisivat olla yhä tehokkaampia ja merkityksellisempiä toimintaympäristössään.

ASIASANAT:

Projekti, Johtaminen, Päällikkö, johtamistaidot, ihmissuhdetaidot, pehmeät taidot

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LIST OF ABBREVIATIONS

AI	Artificial Intelligence
ANSI	American National Standards Institute (2021)
FH1	Fennovoima Hanhikivi 1 Nuclear Power Plant Project (Fennovoima, 2021)
IPMA ICB	International Project Management Association Individual Competence Baseline (2018)
IPMA OCB	International Project Management Association Organizational Competence Baseline (2013)
IPMA PEB	International Project Management Association Project Excellence Baseline (2016)
ISO	International Organization for Standardization (International Organization for Standardization ISO, 2017)
PMBok	Project Management Body of Knowledge (Project Management Institute, 2018)
PRINCE2	PRojects IN Controlled Environments (ILX Group, 2021)
UAT	User Acceptance Test

1 INTRODUCTION

As the complexity of the world and working environments grow, teams are the primary tool for organizations when they are faced with complex and difficult tasks. Teams are used when errors may have significant consequences and when the task exceeds the capabilities of an individual. Teams are also the perfect tool when the operating environment and task may be ill-defined, ambiguous and their resolution dependent on the insight of various individuals or the combination of several. (Salas & Cooke & Rosen 2008)

This thesis focuses on the Finnish nuclear power company Fennovoima's Information Management organization, its project culture and leadership competences in the project management area. The thesis topic revolves around project management soft skills and emotional intelligence, the leadership capabilities that allow an experienced project manager to build and maintain an effective and high-performance temporary organization – the project team. The research subject and data collection are scoped to information management projects, mostly comprising of information system implementations and process development efforts. These projects have been noted at times to suffer from poor commitment by the project specialists, high percentage of overdrawn schedules and unfulfilled or sub-par project deliverables as evidenced in the project portfolio analysis later on. This is also generally indicated in the discussions in the project governance meetings; communicated in the experiences of project managers; reports and lessons-learned documentation collected at project closure; and historical records of the information management application project portfolio that have been collected since 2016. For the purpose of this study, seven interviews were conducted to reflect on a selection of such projects from the information management project portfolio to gain an insight into what went wrong and could the problems have been averted.

The objective of this study is to identify the most common causes of these project failures that are related to the leadership skills of the appointed project managers. Then, through the identified development opportunities related to these causes the work can help the case organization create a better performing project culture for future information management projects. The project portfolio in this scope is roughly around 0.5 to 3 million euro annually in the past 6 years and will be between 1.8 and 4.5 million euro in the

following 8 to 9 years. All projects in the portfolio that run into problems or underperform have a clear monetary, scheduling, or motivational impact also on the future projects.

Fennovoima is fast approaching the planned time to implement several multi-million-euro information systems implementation projects, which will require effective and high-performance teams in various sub-projects with various project managers. The leadership capabilities of these project managers are believed to have a direct impact to the projects where underperformance and conflict could possibly be calculated in the hundreds of thousands and whatever actions can be done to improve these capabilities and chances of success – should be done.

Research area

The research area of this thesis will be the project manager's leadership competence, project management soft skills, emotional intelligence, and the ability to create high performance teams in Fennovoima information management projects.

While the study also identifies data for project failures and sub-optimal performance that are due to other reasons than the project manager soft skills leadership, the further analysis, and conclusions for them is out of this thesis works scope. Examples of such factors could be the lack of high-level planning in the form of enterprise architecture or the lack of management buy-in and project resourcing issues that should preferably cancel or delay any implementation project at some point in the governance model.

Research questions

The study's research questions are based on the project data showing that there is a quantifiable problem in project performance. The research then aims to find out what are the causes for these problems; identifying the key issues and analysing them in detail; and eventually the formulation and testing of the hypothesis in interviews.

The initial input for the research questions is the project portfolio's data (Appendix 1) indicating the proportion of projects that fail or are completed with sub-optimal performance based purely on the current metrics in use.

The research questions are:

1. What are the common identified, assumed, or experienced causes of Fennovoima projects ending up failed or completed with sub-optimal performance?
2. What portion of the causes or their root causes in question 1 are related or correlate with the soft skills of project management.

Expected outcomes

The expected outcome of the study is to find clear indication of the relationship of project manager's soft skills to project success and put it to the context of the case organization. The study also expects to find possible gaps between the theoretical framework and the case organizations project portfolio's current practices. These gaps are then used as development opportunities for the organization.

Used methods

Theoretical framework of the study scope and research questions are extensive, highly studied, and widely discussed in project management literature, journals, and publications. These are used as the source material for what makes a successful and high-performance team and team leaders, at least in theory. The study will put the project manager's competence and skillsets under review and as such needs an established framework for a common baseline and reference. The used framework is the International Project Management Association's Individual Competence Baseline 4 (2018) as detailed in the theoretical framework section.

The study also aims to qualitatively analyze practical experiences and project outcomes that are often subjective and personally biased based on the person assessing it. First and foremost, this study will quantitatively define a set of case projects based on the project portfolio's metrics and then focus on those through the interviews of personnel who have either managed or participated in those projects.

As the interviewees come from varied backgrounds and with varying understanding of the interview topic or terminology, a structured questionnaire is used as the starting point of the interviews and as opportunities arise, the questions and experiences are expanded upon to gain insight into various situations and events of the projects. Two of the seven interviews – interview 3 (Appendix 5) and interview 7 (Appendix 9) – provided good opportunities to expand significantly away from the structured interview template and in

those cases the interviews were pivoted to unstructured models. One of these two interviewees was able to provide an experienced external view on the way Fennovoima information management projects operate and the other had excellent insights on one of the most significant project crises experienced in the scope of this study.

All the interviews were transcribed and attached as appendices to this study with identifiable names and products pseudonymized and discussions on third party individuals edited for privacy. All original research material and project and person pseudonym key are stored in Fennovoima but removed from the published versions.

2 THEORETICAL FRAMEWORK

Based on the literature and publications on leadership and management, the modern leadership competence is continually faced with changes and further moulded by them. Cultural, environmental, technological and psychological aspects of a leaders work are in constant state of evolution as the knowledge workers working environment is disrupted and renewed by man-made changes like technological advancements, global socio-economic and political events and impacted by natural forces such as pandemics and climate change. In a way one could summarize that change is the one thing we know for certain and that is the aspect of our working environment that we need to harness and conquer. This chapter explores the publications, literature and theoretical framework used for this thesis work.

2.1 Emotional Intelligence in project leadership

A research paper published in 1990 by Peter Salovey and John Mayer titled 'Emotional Intelligence, Imagination, Cognition and Personality' defined the term emotional intelligence as: "... *the ability to monitor one's own and others feelings and emotions, to differentiate among them and to use this information to guide one's thinking and actions.*" (Salovey & Mayer, 1990). While the term had already been used in psychology research since the 1960's this was the first time that it was being used in the context of leadership and as a complementing quality to the traditional rational intelligence of a leader (Obradović & Jovanovic & Petrović & Mihic & Mitrovic 2013 p. 275). The emergence of the term and further popularized by Daniel Goleman in his 1995 book and later publications (1998; 2001; 2002) were controversial as they put side-by-side the concepts that had for most of the 20th century been mutually exclusive, emotions and intelligence. Even up until 2012, the role of Emotional Intelligence is still at times criticized in the context of business management and leadership as a fad and something too difficult to quantify or verify. (Tobak 2012). The terms 'soft skills', 'people skills' and 'emotional intelligence' are used in publications to mainly mean the same competences but depending on the source with varying perspectives (Wheeler 2016). People skills and Soft skills are mostly used interchangeably, but when looking at Salovey's and Mayer's (1990) definition of Emotional Intelligence it could be expanded to cover the very specific competence of knowing when to use which soft skills approach. While the difference

might be negligible this may shed light on the criticism towards emotional intelligence. If the soft skills and people skills are essentially people handling skills, emotional intelligence is the one embracing empathy as a method to ensure the timeliness and fitness for purpose of the specific soft skills in various situations. In this thesis the term soft skills are used to represent all three: the soft skills or people skills and the emotional intelligence to use them correctly.

As organizations and business development become increasingly project oriented, the importance of leadership of the efforts, usually by a project manager, become more and more meaningful to the organization's effectiveness and cost efficiency (Maqbool et al. 2017). The concept of leadership in project management is seen as a growing and developing field. While the process of managing projects is well established around the world, the ability to implement the correct processes and operate beyond a 'playbook' like The Project Management Body of Knowledge by The Project Management Institute (2017) or the Projects in Controlled Environments by the ILX Group (2021) is a question of Leadership. The processes are the tools, the ability and comprehension to use them correctly and timely and supported by emotional intelligence is what makes a project manager a leader of the project team.

The comprehension on how exactly this wider scope of leadership is formed and what are the quantifiable and definitive aspects of the competence and how are they applied in practice remains vague and widely discussed (Vierimaa 2013; Bolden 2012). While leadership in general and project management have been studied thoroughly, the specific perspective of soft skills or emotional intelligence is a newer field of research and findings remain divisive and at times contradicting (Vierimaa 2013 p. 9 referring to Weinberger 2009; Obradović et al. 2013).

2.2 Project Management frameworks and Soft Skills

Then what are the 'official', de facto industry standards of project management and what do they have to say about the soft skills of the Project Manager? While the world of project management is evolving so fast that no global standardization could realistically keep up, there are a few notable organizations that should be looked at as an authority on their flavour of project methodology. The Project Management Body of Knowledge (colloquially PMBoK) is the set of processes and methods needed for project management developed and maintained by the Project Management Institute (2017). As

arguably the most prominent in much of the western world, the PMBoK has also been accepted by the American National Standards Institute (ANSI) as the United States standard for Project Management (Project Management Institute, 2017). Its United Kingdom's government and Commonwealth standard-originated competitor is the Projects in a Controlled Environment (PRINCE2) managed and maintained currently by Axelos, a company owning multiple globally accepted frameworks also in several other domains such as service management and programme management with supporting agile specifications (Axelos 2020). Another notable global actor is the ISO standard 10006:2017 Quality management – in projects. But as an official systems approach standard it left as a very general and high level document, attempting only to list the process-like activities needed for quality projects without actually providing answers to how to do them and how to lead the project team in their performance.

While the Project Management Institutes PMBoK is certainly a set of standards and technical tools that allow the performance of all the significant activities attributed to the project manager, it does not dive deep into what makes up the competence. The PMBoK approach is almost that of a reference guide, where you look up the needed process and perform it. This is of course not viable for the soft skills situations as they cannot be easily put into a systemic process format when every situation and personal dynamic is different.

As the PMBoK and PRINCE2 tackle the processes of project management they do have another significant competitor if we look at the available certifications a professional project manager can acquire: The International Project Management Association (IPMA). IPMA's four level-certification scheme is most popular in the European markets, with local project management associations bringing the professionals together and driving the market value of the project manager's specialization. While these three are often put to comparison because they provide the same outcome, project management certificates, they measure and put weight on different things. Instead of the process know-how and familiarity with technique, the IPMA focuses on the competence rather than the processes that is project management. (Eberle & Meyer & Rosen 2011)

IPMA's Individual Competence Baseline, version 4.0 (International Project Management Association 2018) evaluates the technical, or hard skills as much as the soft skills that make up the competence. IPMA also provides organizational evaluation tools that measure the maturity of the project performance capability, such as Baseline for Organizations (IPMA OCB) and Baseline for Projects (IPMA PEB).

The Competence Baseline for Individuals defines the competences separately for individuals working in project management, programme management and portfolio management, these are denoted as domains. Each domain is divided to three competence areas and their elements. The “Perspective” competence’s 5 elements are all about the mission at hand and leading the change of the project to the organization, the strategy, stakeholders and governance; the “Practice” competences 14 elements are the traditional specific tools and techniques used in projects and the “People” competences 10 elements comprise of the personal and interpersonal abilities needed to participate and lead a project.

To be specific, ICB’s people competences are:

- Self-reflection and self-management
- Personal Integrity and reliability
- Personal communication
- Relationships and engagement
- Leadership
- Teamwork
- Conflict and crisis
- Resourcefulness
- Negotiation
- Results orientation

The fourth option and last to be listed is a notable approach to specifically software project management. It is not really a framework, process, or a methodology, but a philosophy – the Agile Manifesto. It derives from several original methodologies such as SCRUM, Extreme Programming, Kanban; brings their core ideology together and further works as the baseline for countless modern methodologies and flavours to project management (Highsmith 2001). The philosophy contains a few key tenets that tie together with the IPMA Individual Competence Baseline (2018) and with the rise of popularity to using the agile methodologies, also in other than software projects, the connection cannot be ignored.

We are uncovering better ways of developing software by doing it and helping others do it. Through this work we have come to value:

- ***Individuals and interactions*** over processes and tools
- ***Working software*** over comprehensive documentation
- ***Customer collaboration*** over contract negotiation
- ***Responding to change*** over following a plan

That is, while there is value in the items on the right, we value the items on the left more.

(Beck et al. Manifesto for Agile Software Development. 2001)

The above Agile manifesto is also broken down to a list of twelve clarifying and detailing principles. In addition to principles highlighting the importance of delivering results, customer orientation and embracing change; the most relevant ones for the team's inner dynamics and needed soft skills are listed below, numbered as they are in the manifesto:

[...]

5. *"Build projects around motivated individuals. Give them the environment and support they need and trust them to get the job done."*
6. *"The most efficient and effective method of conveying information to and within a development team is face-to-face conversation."*

[...]

11. *"The best architectures, requirements, and designs emerge from self-organizing teams."*
12. *"At regular intervals, the team reflects on how to become more effective, then tunes and adjusts its behaviour accordingly".*

(Beck et al. Manifesto for Agile Software Development. 2001)

2.3 Contemporary leadership trends for line and project managers

Contemporary management and leadership literature contain a number of sources taking the leadership challenges from the top-level organizational leadership down to the "grassroots" level from various perspectives and points-of-view that have relevance to

soft skills leadership and project manager's emotional intelligence. These sources were found to also provide compounding and supporting insights that align the project manager's leadership work with that of a line manager. Through them, it can be shown how the leadership challenges of a temporary organizations project manager are at their root similar to those in fixed organizational leadership roles. The context and interpersonal dynamic are of course different, but in many situations, similar tools enable similar success.

Project leadership environment and problem solving

David Epstein, the author of 'Range, How Generalists Triumph in a Specialized World' (2019) writes about multiple situations and examples where the range of knowledge of either an individual or a team supports problem solving. This happens in practice by putting the problem up against multiple, varied problem-solving strategies derived from varying individual backgrounds and experiences. Summarizing on what he calls the 'the most cited studies of expert problem solving' (Epstein 2019 loc: 112-114/361): Categorization and Representation of Physics Problems by Experts and Novices (Chi et al. 1981) the successful problem solvers can define and determine the deep structure of the problem before they select a strategy to resolve it, as opposed to less successful problem solvers mentally classifying the problems by superficial overtly stated features and their context. This ties into team work and the collective performance of teams particularly well in the examples given from Psychologist Kevin Dunbar's studies on laboratory teams (Dunbar 2001; Epstein 2019) where a wider range of differing specialization in the teams directly contributed to solving the problems in the laboratory.

As referenced by Epstein (2019) two psychologists Kahneman and Klein co-authored a joint paper in 2009 'Conditions for intuitive expertise: A failure to disagree' about their long standing scientific dispute over specialization and experience led to identifying that not all problems are equal nor should their problem solving be either. Diving further into this, the Psychologist Robin Hogarth (Hogarth 2010 in Epstein 2019 loc: 19-21/361) defined the varying problem domains as either 'kind' or 'wicked' learning environments, or domains. In 'kind' domains the rules are fixed, and problems are always solved in similar manner. In contrast in 'wicked' domains, the rules and behaviours are unclear or incomplete. There can be repetitive patterns, but they are seldom evident or obvious. There is also little feedback, or it may be inaccurate, delayed or all of these (Epstein

2019 loc:20/361). As we later look at project management skills and operating environments where change is implemented, we will find that the leadership situation and particularly the soft skills department in a modern information management projects with agile and iterative methods are the embodiment of 'wicked' operating domains. The straightforward project management problems that fall into the 'kind' domain, such as scheduling, planning, communicating and reporting are the technical skills of the project manager and can be looked up in manuals such as 'A guide to project management body of knowledge – PMBoK Guide' (Project Management Institute 2017).

Team Intelligence

With the emergence of Artificial Intelligence (AI); automation and the many forms of digitalization, the humane factors are just as much the ones that will separate the success stories from the failures. The consideration of team intelligence, individual's leadership over themselves and others; leveraging the collective creativity and trust of the team are key competences for the future professional and to a project worker more than any. A core literary work for this perspective in this thesis is "Tiimiäly: Opas muuttuvaan työelämään" by Hiila, Tukiainen and Hakola (2019). The book focuses on the significant shift in leadership values for working life competencies as automation and AI bear the load of manual and repetitive work, freeing the individual and team to focus on the tasks requiring creativity and collective intelligence. In team intelligence the solutions are realized by creatively combining perspectives and know-how from within the team and from stakeholders.

The book summarizes that a key goal for a team leader building team intelligence is ensuring that there is an allowing atmosphere, so that the focus is on the flow of the work, the achievements, accomplishments, and constant constructive feedback. And in contrast, all of the highlighted cultural features of an effective intelligent team downplay and minimize the fear of errors and mistakes (pp. 224-225). From this perspective, the connection to innovation leadership and startup culture is quite tangible. The creation of trust in the team, collaboration, openness, flow, comfortability with change, risk and uncertainty are distinct enabling features of an innovative team or organization (Seeck 2012 pp. 264-270).

Leadership sciences in historical context

Professor Hannele Seeck, tenured at the University of Turku and adjunct professor in Helsinki University and National Defence University, is a significant Finnish academic in the field of Management and Organizational sciences. In her book “Johtamisopit Suomessa - Taylorismista Innovaatioteorioihin” (2012) she specifically studies the field in its Finnish context and the paradigm shifts that have brought us to what is seen as effective leadership in modern day Finland. Her book looks at modern leadership as the current state of a long historical continuum where its evolution has become exponentially faster in the past 100 years since industrialization and globalization. A set of accepted leadership traits and methods, a management theory or managerial ideology is always tied to its historical context and because of this one needs to understand that in this field too, change is constant and what is today fit for purpose might not have been 50 years ago and might not be 50 years from now.

Seeck describes the evolution of modern leadership starting from the late 1800's industrial betterment and early 1900's scientific management theories of Frederick Taylor, the eponym of Taylorism, and Henry Ford, who both put science, processes and management together for the sake of increasing productivity in the early modern era (Seeck 2012 pp.55-102). From the 1920's onwards, gaining international momentum and mainstream status around 1945-1955 the so-called Human Relations school of management was born and was the first humanities approach to leadership. Seeck heavily refers to research by Stephen Barley and Gideon Kunda (1992. pp.372-376), that describes in more detail this paradigm shift. Their research also goes on to describe how in the leadership theories of the last 150 years, the schools of thought and mainstream ideologies have been alternating between rational and normative philosophies. Rational leadership ideologies focus on organization as a machine that can be fine-tuned for greater effectiveness, fuelled by people, where normative schools of thought rely more on social sciences, common visions, and goals (Barley & Kunda 1992 pp.363-365) (Seeck 2012 pp.108-019).

In the 1980's a new leadership science concept emerged converging the two philosophies. It suggested that there are two types of leadership: transactional and transformational. A project manager who embodies transactional leadership traits is in a way the classical, rational, and intelligent leader who can fulfil the mission through control, giving orders and concrete incentives, e.g. monetary bonuses. Then again, the

project manager who is a transformational leader adapts to the business context, uses the organizations mission and vision as guiding principles, and uses them to engage the co-workers and team members towards a common goal. (Obradović et al. 2013) So, the transformational leader shows the qualities that are also represented in the International Project Management Institute's Individual Competence Baseline's 'Perspective' competence area (2015).

Servant leadership

'Servant Leadership' was originally coined in 1970 by a leadership and management author Robert K. Greenleaf in the essay 'The Servant as Leader'. In the essay he describes a leader making the conscious decision to serve the team and give priority to their subordinates or those who are being led. The origins of servant leadership and Greenleaf's definitions are not based on empirical research but his own reflections and experiences. (Harwardt 2020) While this obviously puts the concept to a controversial light due to the lack of scientific approach, it did spark later studies to the idea itself, such as those by Van Dierendonck (2011) and Spears (1995; 2004). After criticizing the Greenleaf's definition, Van Dierendonck and Nujiten (2011) took the concept further with the definition of Servant Leadership consisting of the following perspectives summarized here:

1. Empowerment: Giving power to the team creates motivation
2. Accountability: Holding people accountable for their tasks fosters and creates confidence and trust.
3. Standing back: A fundamental tenet of servant leadership is putting the team member to the forefront and giving credit.
4. Humility: Closely related to reflection on the leader's own strengths and weaknesses.
5. Authenticity: Expressing oneself in an honest way that is consistent with inner thoughts and feelings. Not putting up an act.
6. Courage: Daring to take risks and trying novel solutions to problems. An essential trait for innovation and creativity.
7. Interpersonal acceptance: Understanding the team representatives as individuals with varied and valuable backgrounds and having empathy.
8. Stewardship: The willingness to serve rather than be in the spotlight for the glory.

(Van Dierendonck, & Nujiten 2011)

The defining traits of a servant leader have notable similarities with what is mentioned about leadership in the Agile Manifesto (Beck et al. 2001) and most importantly with those defined as competence elements for the People competence area of ICB (International Project Management Association 2018).

The Project Management Institute has published a companion book to integrate the PMBoK to the increasingly popular agile approaches: Agile practice guide (Project Management Institute; Agile Alliance 2017) and this book does scratch the surface of the issue at hand. In the chapter discussing the creation of an agile environment the book details how the “servant leadership empowers the team”. By the book’s definition, servant leadership is “the practice of leading through service to the team, by focusing on understanding and addressing the needs and development of team members in order to enable the highest possible team performance.”

The servant leader gives purpose to the work, can always clarify on the “why” so the project objectives remain clear. When the purpose is clear, the servant leader focuses on the people, encourages the team, and creates an environment where the team can succeed. The guide goes on to list the key traits of the servant leader, which are: promoting self-awareness; listening; serving those on the team; helping people grow; coaching vs controlling; promoting safety, respect and trust; and promoting the energy and intelligence of others. The book notes that the role of the project manager is not addressed in many agile frameworks as the concept is somewhat obsolete for them. As the teams are meant to become more self-sustaining and self-directed the middleman should no longer be needed for many traditional project manager tasks. As the PMBoK still defines the project manager as the person leading the team to achieve the project objectives, the role should be seen as having evolved into that of a facilitator, coach and just a certain flavour of specialization – to serve the team and the project. (Project Management Institute & Agile Alliance 2017 pp.33-38)

2.4 Complementary theoretical sources

The theory sources in this chapter were used to better understand some of the findings and outcomes of the interviews and to support the development opportunities in the conclusion of the thesis work.

Project metrics

A primary tool for a project portfolio management are project metrics, which provide quantitative data on whether or not a project is successful and how it performs. The most traditional project metrics of cost, time, scope, and quality still serve their place, but contemporary project management institutions and scholars have indicated that as the field evolves so must their metrics. New proposed metrics that expand on the four mentioned include but are not limited to:

- Project benefits fulfilment
- Non-financial business case objectives completed
- Organizational change implemented
- Contract terms and conditions fulfilment
- Achieving stakeholder satisfaction
- Measuring end-user adoption
- Meeting organizational strategy, goals, and objectives

It is possible for a project to be successful from the perspective of scope, budget and schedule, but still fail from the business point-of-view, burn out project specialists, leave personal relationships in ruins, have unsatisfied stakeholders and failing to drive the intended change through to the organization or operating environment. (Project Management Institute 2018 pp.34-35)

The most relevant new proposed metrics for soft skills leadership perspective are the ones measuring stakeholder satisfaction, including the project team itself. In addition to this measurement of the project end-result, the supporting leadership competences leading up to it could be measured too. Competences such as strategic thinking and change leadership serve the same formulation of team intelligence and common mission adoption and may provide additional insight into the project leaders performance.

Sustainability

A Dutch academic Gilbert Silviu, PhD has studied bringing sustainability to the field of project management as an integral part of a modern, holistic project management competence. In the research paper Sustainability in Project Management: Making it happen (Silviu 2018) he explores the theoretical background and implications for it. While sustainability is relevant for many different perspectives e.g. environmental, consumption, societal, it is highly relevant in the scope of this study to the sustainability of the project member and stakeholder.

Silviu refers to several studies researching the impact of project team selection to the psychological wellbeing of its members, proper stakeholder management and the importance of transparency and accountability. All of these are directly tied to the Individual Competence Baseline's People competences (International Project Management Association 2018) and serve the building of Team Intelligence (Hakola & Hiila & Tukiainen 2019).

3 CASE FENNOVOIMA INFORMATION MANAGEMENT

This chapter will focus on the Finnish nuclear power company Fennovoima's Information Management organization, its project culture and leadership in project management. While the thesis topic in general is widely discussed and theorized, applying the principles to an operational environment and organizational context is always challenging, as one size does not fit all. When considering how to apply these perspectives, one should evaluate what are the issues an organization is trying to solve and whether or not they can be fixed with such tools. This chapter analyses the historical records of the organizations project portfolio, the chosen case study projects and the subsequent interviews to dive deep into what makes Fennovoima projects fail when they do and whether or not soft skills leadership is even actually related to such performance issues.

3.1 Project data

This chapter describes the selection process of case projects for the interviews. The Information Management Project Portfolio (Fennovoima 2017- 2020) was used as the primary source of data for finding interesting and troubled projects where the impact of leadership soft skills is to be evaluated. The key performance metrics collected from projects by the portfolio are 'budget' and 'schedule' in relation to their baseline approved figures. In this context the 'approved budget' is defined after tendering and sourcing a solution provider a distinction from the 'Original Budget' which is a ball-park figure used to present the scope of the investment before tendering. It is important to note that budget and schedule are not definitive metrics for the hard technical or the soft leadership skills of the project manager, but they are the only metrics available from this source data to identify issues in project performance. This is an important note for the resulting development recommendations at the end of this study.

The initial data clean-up steps were taken to produce a clear data set presented in Appendix 1.

1. The total list of projects managed in IM Project Portfolio was extracted from the follow up document used in daily governance work based on the February 2020 status.

2. The list containing all project initiatives from the beginning of the portfolio was filtered to show only projects that had been approved, executed, and closed within the IM project governance model.
3. Where the project portfolio records had gaps in data, such as missing approval dates, they were recovered from project documentation in the organizations document management system.
4. The Project names and project managers were given pseudonyms for data protection purposes. Repeating project manager names share the same pseudonym.

This data clean-up produced a data set of 56 projects and removing 5 with incomplete baseline data for budget or schedule provides us with a list of 51 projects to evaluate for interviews (Appendix 1. Project Portfolio dataset). A primary point of interest in the data set are the projects with all metrics showing negative performance, secondary the projects with some negative metrics and the projects completed in time and schedule are excluded as they have performed as expected. The projects with various issues will then be further narrowed down for relevance by several criteria described below.

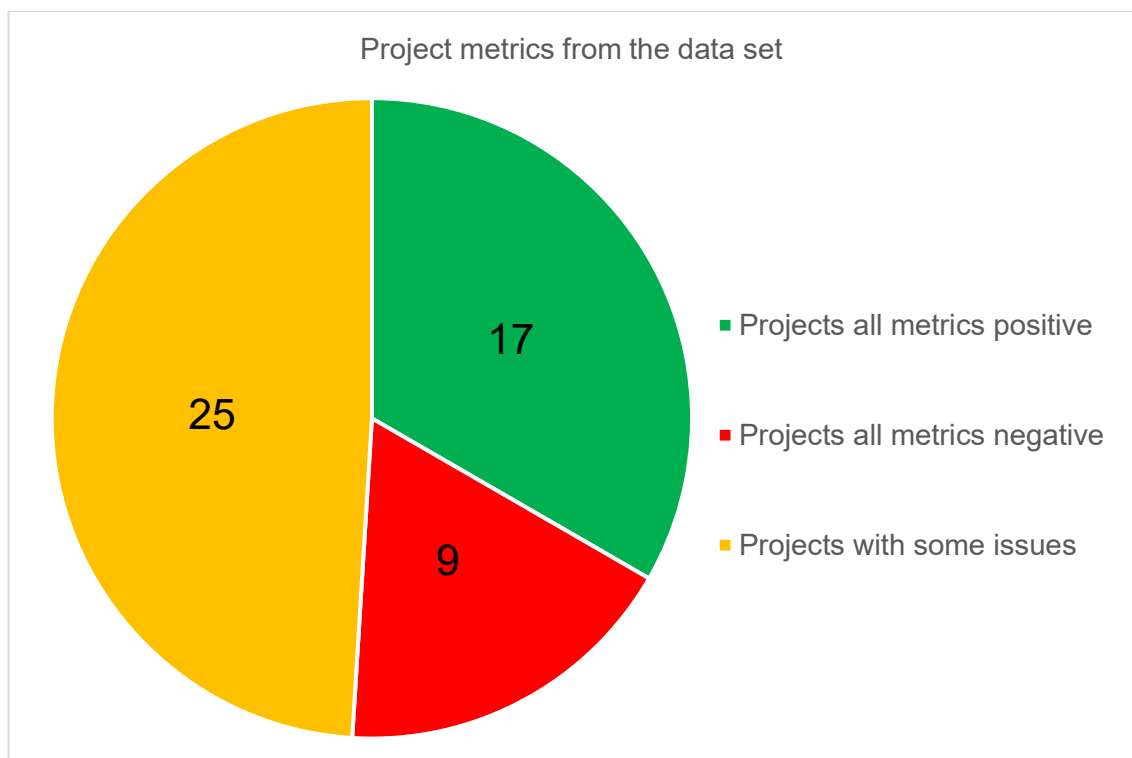


Figure 1. Project Metrics from the filtered data set. (Source: IM Project Portfolio Status Report 2017-2020, Fennovoima Oy, 2020)

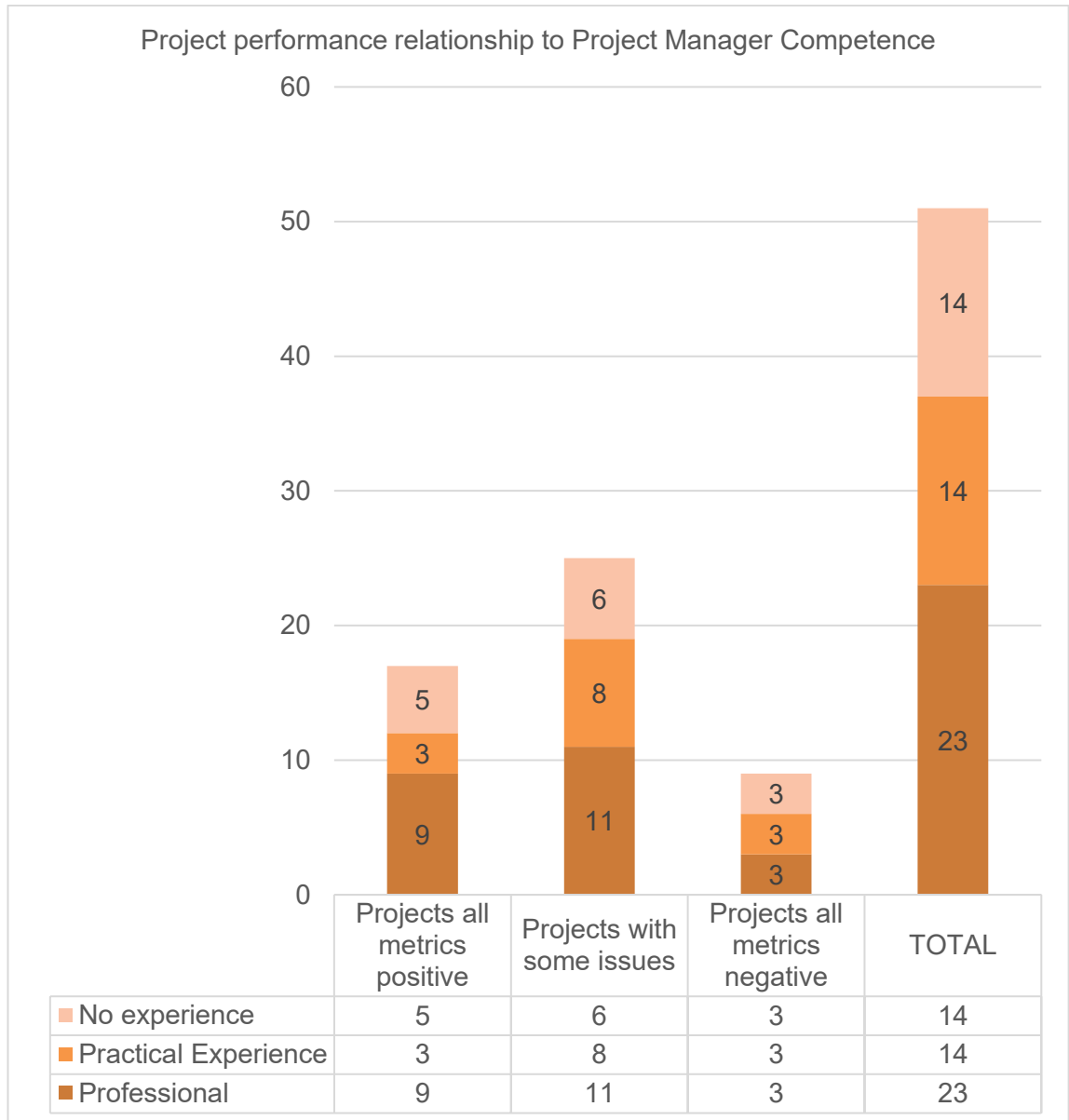


Figure 2. Project performance relationship to Project Manager competence (Source: IM Project Portfolio Status Report 2017-2020, Fennovoima Oy, 2020)

To find the most interesting case projects to study in detail, initially the 9 projects with both the metrics showing negative performance are selected (Projects 01, 02, 04, 20, 23, 24, 32, 36, 50). Of these only 6 were significant ($\geq 20\,000\text{€}$) in resulting costs (Projects 01, 02, 20, 24, 36, 50) and of those 3 had certified professional project managers nominated, the rest had mainly professionals in the project substance field nominated to the role, some with practical experience in project management and some without theoretical or practical experience. When considering the topic of this study, the most interesting projects are the ones with large project teams and a significant number of

stakeholders in contrast to highly technical projects relying on the specialization of only few people. For this reason, the projects 02, 20 and 50 are chosen for case study from the group of lowest performance metrics.

Additional interesting projects are selected from the group of 25 projects that had only some negative metrics, incidentally they are all from overdrawn schedules. This note has already been made before in the organizations information management governance model meetings, the 'Technical Architecture and Information Security Meeting' which was the preparatory meeting for the 'Information Architecture Steering Group' (between 2016-2019) and their successor Information Management Architecture Group meeting (1.1.2020 onwards) with 'Information Architecture Steering Group' meeting being integrated to the senior management's Fennovoima Management Team meeting.

From the group of 25 projects with only scheduling issues, the following criteria was applied:

- The project must be meaningful in size. The list was limited to projects with approved budget >20 000€, resulting in 17 projects.
- The project must not be too old for interviewees to have meaningful insights into the events and project. The list was limited to projects with approval date no earlier than 1.1.2017, resulting in 14 projects.
- The project must have a significant internal resourcing for soft skills leadership to be relevant. The list was limited to projects with at least 3 nominated project resources, resulting in 7 projects.
- Projects 43 and 51 no longer have any participants working in the organization so no interviews can be conducted, resulting in 5 projects.

Combining the results of these two groups of projects, we have 8 projects to be used as the scope of the interviews. A sample size representing the underperformed projects of meaningful size and available personnel for further study. While Project 5 was only marginally over its planned schedule it is kept as a case project due to its interconnectivity with other troubled projects (Project 19 and Project 21)

3.2 Project selection for case study

This chapter gives a brief overview of the chosen case projects that are viable for interviews.

Project pseudonym	Project 02
Project context	The project was to implement a new Information Management Application for certain Human Resources Management processes originally performed in other systems, spreadsheets, and document templates. The project was vendor led with a nominated Fennovoima internal Project Manager.
Project Metrics	Project closed 11 000 € (8%) over budget of 136 000€ Project closed 8 months (57%) over 14-month schedule
Project Manager	Project Manager 22
Project Participant	

Project pseudonym	Project 20
Project context	The goal of the project was to renew the management of daily and process tasks across the organization. Information systems were to be utilized, but the project was mainly about changing and aligning internal practices.
Project Metrics	Project closed 6 000 € (27%) over budget of 22 000€
Project Manager	Project Manager 2
Project Participants	

Project pseudonym	Project 50
Project context	This project was a significant Information and Communications Technology (ICT) Architecture overhaul, including the implementations of several new service elements and technical components.
Project Metrics	Project closed 73 000 € (14%) over budget of 531 000 € Project closed 10 months (47%) over 21-month schedule Project did not achieve all of its original goals.

Project Manager	Project Manager 14
Project Participant	Project Specialist 1

Project pseudonym	Project 21
Project context	This project was related to renewing several procurement and finance management processes and systems used for their performance. Project was halted due to inability to proceed before project goals were achieved and a follow-up Project 05 was to complete the project vision.
Project Metrics	Project closed in budget Project closed 2 months (12%) over 17-month schedule Project did not achieve all of its original goals
Project Manager	Project Manager 1
Project Participant	Project Manager 8, Project Manager 17, Project Specialist 3

Project pseudonym	Project 19
Project context	While officially considered a Feasibility Study preparing for a larger (approximately 170 000 €) project, this internal development and clarification effort ended up with a total cost of 70 000€ and completed 6 months late. The project was related to developing the information management tools and processes for the Supply Chain Management of Fennovoima and the FH1 project. The implementation project ended up being integrated into project 05.
Project Metrics	Project closed in budget Project closed 5 months (100%) over 5-month schedule
Project Manager	Project Manager 33, Project Manager 17
Project Participant	Project Specialist 3

Project pseudonym	Project 05
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Project context	This project is the eventual continuation of Project 21, 6 months after it had broken down. The business goals still needed to be finalized and new developments to the target state needed implementation.
Project Metrics	Project closed in budget Project closed in schedule
Project Manager	Project Manager 1, Project Manager 33
Project Participant	Project Specialist 3, Project Manager 17

Project pseudonym	Project 16
Project context	Implementation of multiple technical Information and Communications Technology (ICT) Security solutions to fulfil compliance with regulatory and information security requirements.
Project Metrics	Project closed in budget Project closed 3 ½ (88%) months over 4-month schedule
Project Manager	Project Manager 14
Project Participant	Project Specialist 1

Project pseudonym	Project 42
Project context	As with many organizations in 2017-2018, Fennovoima also undertook a General Data Protection Regulation (GDPR) compliance project. The goal of the project was to put the registers, processes, roles, and responsibilities in order to comply with the GDPR deadline of May 2018. This first phase, i.e. this project, was the current state analysis and inventory of company managed personal data definition of corrective actions to be completed before the May 2018 deadline.
Project Metrics	Project closed in budget Project closed 2 months (100%) over 2-month schedule
Project Manager	Project Manager 8
Project Participant	

3.3 Interviews

In order to get to the bottom of the leadership qualities and project manager soft skills exhibited in these case projects, project participants and specialists were interviewed from each project. Additionally, the project managers still employed by Fennovoima were interviewed to understand what other project issues might have overwhelmed even the best leadership performance and how they perceived their own leadership qualities in relation to the project. Both interviews were semi-structured with opinion-based metrics for soft skills leadership and open questions for various facets of the project manager soft skills (International Project Management Association 2018 pp. 61-99).

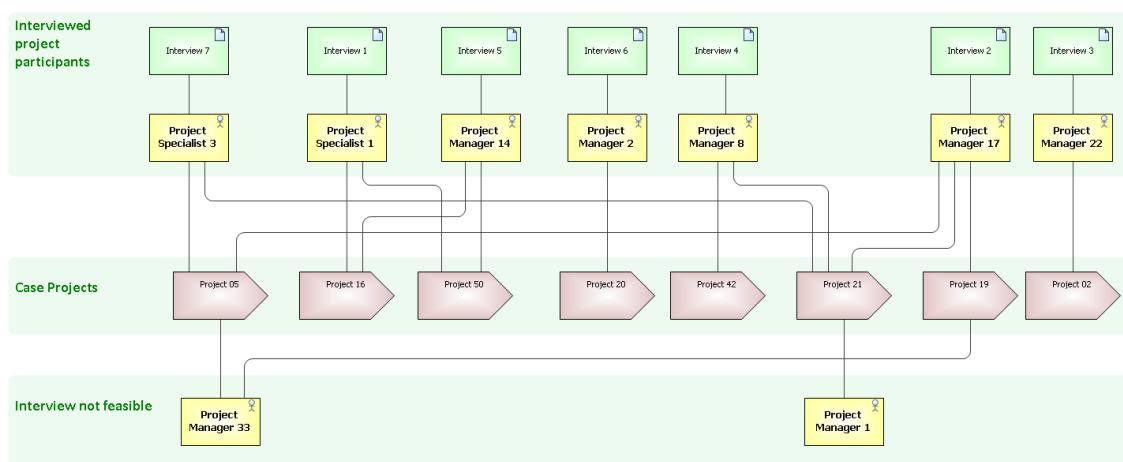


Figure 3 A Diagram showing the relationships between the Case projects and interviews

The interviews were performed with the template in Appendix 2. The background questions on the interview clarify the project context and whether the interviewee had similar understanding of the outcome as the project metrics suggest. The structured interview includes the specific evaluation questions based on the Individual Competence Baseline's People perspective competence areas (International Project Management Association 2018.). In addition to the expanded questions of the structured interview section, a simple scoring was added to the end of the interview to allow reflecting the competence areas in more general terms. The purpose of the scoring was to summarize if the interview had branched off from the structure, or if the interviewee's opinion was left unclear. The same template was used for both the project managers and project specialists with some minor alterations for practical reasons. The interviews covered a

range of projects with varying levels of technical perspective, number of personnel involved, change impact, conflict, and interpersonal interaction.

The interviews were performed over teleconferencing during June 2020. The interviews were recorded, and the audio files are stored by the case organization. The appendices 3-9 in this thesis include the form used for the structured interview and machine transcripts of those audio files, with all person and project names either pseudonymized or obfuscated.

3.4 Interview analysis and summary

The interview materials were primarily analysed qualitatively to identify events and experiences relevant to the research questions. This chapter summarizes the interviews for their key output in the form of interview case descriptions.

Table 1. Information gathered in the interviews

Inter- view	Appendix	Interviewee	Projects	Structured	Scoring	Open discussion
1	3	Project Specialist 1	16, 50	Yes	Yes	Limited
2	4	Project Manager 17	19	Yes	Yes	Limited
3	5	Project Manager 22	02	No	No	Extensive
4	6	Project Manager 8	42	Yes	Yes	Limited
5	7	Project Manager 14	16, 50	Yes	No	Extensive
6	8	Project Manager 2	20	Yes	Yes	Extensive
7	9	Project Specialist 3	05, 21	Partial	No	Extensive

Notable exceptions to the interview template's (Appendix 2) structure were done in two interviews, interview 3 for Project Manager 22 (Appendix 5) and interview 7 for Project Specialist 3 (Appendix 9), for the purpose of diving deeper into specific perspectives that presented themselves during the interview. This was done in order to allow the interviewees who feel that they have insight into the topic to expand on it. Interview 3 with project manager 22 (Appendix 5) provided an opportunity to get an outside view of the organization as the interviewee was a professional project manager assigned as a resource to manage Fennovoima Information Management Projects. Interview 7 with Project Specialist 3 (Appendix 9) provided an opportunity to focus on one of the most significant failures in project performance and soft skills leadership in the Project 21. The project was managed by Project Manager 1, who was no longer available for a personal interview.

Project Specialist 1 (Appendix 3) described their experiences with Project Manager 14 and projects 16 and 50. In general the interviewee praised the project manager for their leadership capabilities and project management skills. It should however be noted that these case projects were fairly technical and did not have complex stakeholder management needs other than multiple service providers cooperating. A single interpersonal conflict took place in Project 16. The conflict was however quickly resolved with one-to-one discussion and the project was able to move forward without this instance causing delay.

Project Manager 17 (Appendix 4) described their experiences in Project 19. Project 19 was officially marked as a Feasibility Study, often preceding the actual project, but in this case the budget was a notable 70 000 € and the project implemented changes to the processes and systems of the business area. Due to this confusion between a Feasibility Study and Project, the named project manager stated in the interview that they had not perceived themselves as the project manager at all. Additionally, they were supported by Project Manager 1 before kick-off and Project Manager 33 in the actual project manager's tasks. Due to this contextual challenge, the interview was performed with the clarification that they operated actually as a Project Specialist and in this interview consider the leadership skills of Project Manager 33. In general, the interviewee felt the project was led well and that Project Manager 33 was a visible and proactive leader who promoted cooperation and outside-the-box thinking. Inconsistent communication and lack of team building were mentioned when specifically asked, but not raised as a clear

issue. The key output of this interview was the findings related to the challenges of the project model and governance, formulation of the project organization and its roles.

Project Manager 22 (Appendix 5) had joined Project 02 as a consultant mid-project and was tasked with its completion and later projects in the same Human Resources Management field. The interview for Project Manager 22 was initially meant to be a self-evaluation of their performance in Project 02, but in the start of the interview, it became evident that they could provide a very unique perspective to the Information Project Portfolio due to being an experienced external project manager consultant. Their interview-structure was changed to an open interview for the benefit of a wider perspective.

Project Manager 22 had raised with her Fennovoima supervisor and raised again in the interview, the problems they had with being on-boarded to the organization. The governance processes, decision making, and project portfolio practicalities were still unclear after a year of operating in the organization. Project Manager 22 noted that this lack of structure was something that she had identified as a risk of creating conflicts and had to actively work to counteract. The interviewee highlighted that they saw a clear causality between the lack of structure and process clarity and interpersonal conflicts in the operating environment. Project Manager 22 stated that they had witnessed incidents of interpersonal conflict and cooperation challenges.

When discussing the project management and project specialist competences, Project Manager 22 brought up two main points. Firstly, they had felt there is no organizational peer-support available, even though the project portfolio employs several project managers. Creating a project manager forum or a community of some sort would allow sharing experiences, which would also benefit the non-professional project managers of the organization. Secondly, the project competence of the project participants had surprised the project manager. The subject matter experts of the project had struggled to understand the basic concepts of project work which resulted in challenges with a fast-paced project phases.

As a conclusion to the interview, and regarding the importance of soft skills leadership, Project Manager 22 compared the projects and Fennovoima operating environment to a ship in a storm. An experienced project manager can navigate the storm and avoid shipwreck, but they need the competence to keep the course. This is straining and requires active effort and experience to avoid crashing to the rocks. While an

inexperienced project manager might also be able to avoid a full shipwreck, letting the ship move adrift would waste time and therefore money before reaching the destination. The interviewee stated that continually stormy operating environment also makes the organization's individuals blind to the cost and waste of it all. They felt that first and foremost bringing structure to the operating environment and the projects would clearly enable success even with lesser competence in the project resources.

Project Manager 8 (Appendix 6) interview represents a prime example of a project where the project manager role was assigned to a subject matter expert without official certifications or extensive experience in the role. The interviewee scored their own performance as sufficient for this project but did recognize that some aspects of the traditional project manager's skillset were not in their personal professional toolkit. Through their experience in stakeholder work in general, they felt that the project did not significantly underperform in any soft skills area other than motivating and keeping the project specialists on track. The project manager stated that the project specialists tended to slip from the agreed deliverables; prioritize their operational work over project work and simply not have a results-oriented mentality in the project. This combined with lax task follow up and a slightly reactionary management style led to project delay and some minor deliverables being left over as follow-up actions at project closure.

Project Manager 14 (Appendix 7) was an experienced project manager for the Projects 50 and 16. Both of the projects were fairly technical in nature and covered complex architecture and security compliance issues. This is relevant because the project manager also has an extensive background in the field and had taken a fairly technical role in the project due to their unique competence. Project 50 was an extensive multi-year project where Project Manager 14 worked as the fourth project manager on the client side and eventually closed it. While Project 50 is a poor case example to study Project Manager 14's competences, it provided a good example of a project that should have been managed as a programme with subsequent clear scoped smaller projects implementing iterations towards a target architecture. Because of this, Project 16 was the focus of the interview.

Project Manager 14 reflected on the same conflict as Project Specialist 1 (Appendix 3) in Project 16. They confirmed that the interpersonal conflict took place and was resolved successfully but took a deeper dive into the reasons for it to begin with. The interviewee felt that the originated from a mismatch between their own expectations on the technical competence of some of the project specialists and service provider project manager.

Additionally, some project stakeholder organizations could not keep up with the project's schedule at all. While their contribution was not extensive it was fairly critical for the project deliverables. In retrospect Project Manager 14 would put additional effort into evaluating the competence and performance of the project participants in more detail and if unsure of their capabilities, the scheduling would need to have more room to compensate.

In addition to reflecting on these two projects, Project Manager 14 also expanded on their views of the Information Management projects in general. The relatively high numbers of project delays in the project portfolio they attributed much to too demanding roadmap scheduling combined with operating environment complexity and varying levels of project manager and specialist competence. As corrective actions the interviewee recommended several development activities: developing the management framework to allow new project managers easier access to the organizations way of working and governance; putting focus into the competence development of internal personnel through project manager peer-support forums and systemic training. The referred peer support forums were a concept created by a previous project portfolio manager, but since discontinued.

Project Manager 2's (Appendix 8) Project 20 had been a fairly straight forward business development project with some information system changes implemented. The Project Manager was an experienced at the role but was fairly critical of their own performance in the soft skills competence questions. They stated that reflecting on their performance in the project feel more positive now (June 2020) than they did at the time of the project (January 2018 to October 2019). Project Manager 2 highlighted how having moved to a supervisory role since the project, they now saw much more value in these soft skills that are shared competence requirements for a line manager and a project manager. The project manager reminisced positively on the project manager peer meetings organized by the former information management project portfolio manager. They felt that the approach had been well structured, and the meeting organizer always had project specific questions for every project. This allowed sharing and discussing the experiences with the other project managers in similar situations and most of all helped create a sense of ownership for the project and its deliverables. It felt like the project mattered and that there was a support structure and network to rely on.

Project Specialist 3 (Appendix 9) had participated in Projects 05, 19 and 21 according to project documentation. The interview for these three projects proved difficult because

the specialist did not clearly identify the projects 05 and 19 by the names and descriptions of the project portfolio. They had been mixed and continuous development activities throughout several years in the same business domain and were not always perceived as clear projects with a beginning and an end, producing deliverables. Following a brief overview of these intermixed projects, the interview was focused on Project 21.

Project Specialist 3 recollected the events of the project and summarized it as very complex project, which had been poorly prepared for and that even a project manager highly competent in soft skills would have faced a very challenging project. The Project Manager 1 that was named in the project portfolio had joined the project after it had officially already started. As their first action they had dismissed the existing backlog and started to look for critical issues democratically from all stakeholders and project participants. Project Specialist 3 had felt that equal voice was given to a group that did not present an equal stake or interest at the project. This had resulted in those who had a lot to say being dismissed over those who did not and resulting in lost focus and a “new start” to a project that immediately created a confrontational and interpersonal conflict to the project team.

It is the interviewee’s assessment that the Project Manager 1, who joined the project midway had identified complexity issues but then put too much focus on them and inadvertently deepened the conflict. The use of identifiable soft skills approaches had felt forced and procedural. Additionally, it had felt like the project managers and project members time had been wasted on the unsuccessful resolution of these personal conflicts rather than the concrete project deliverables. The interviewee felt that a project manager who had been involved from the very beginning would have had a very different focus to leading the change overall, rather than one that is added to the middle of a conflict-ridden project. Almost as if the conflict resolution itself had been the project objective. Project Manager 1 had a selection of by-the-book techniques for conflict resolution and soft skills management, but Project Specialist 3 felt that they had lacked the emotional intelligence needed to use them correctly and timely.

As mentioned also in the case project selection (3.2) and the subsequent follow-up Project 05’s project proposal (Fennovoima, 2018), Project 21 never fulfilled all of its deliverables and was closed because the project organization could not realistically continue cooperation. Between Project 21 and its continuation Project 05 many of the involved personnel had left the organization or had their consultation assignments ended. A new Project Portfolio Manager – Project Manager 33 – had been recruited and

had directly dived to Project 05 to operate in the Project Manager role. According to Project Specialist 3, the Project 05 had a very different mood. It was stated that “the air was clean” and the conflict, having been resolved among the remaining specialists and stakeholders had in fact brought them closer together. This had enabled a successful project, completed in time and budget, and delivering the rest of the original Project 21 objectives.

3.5 Interview observations and findings summary

Based on the interviews, the qualifications of competence for the project managers in the case projects vary significantly. Some of the case projects had fully professional project managers and others organizational specialists and business stakeholders with varying levels of official certification and experience in project management positions. Additionally, even experienced project managers had varying competence profiles, focusing on e.g. technical competence, project management processes or soft leadership skills.

When soft skills were not present in the case projects, they were fairly prominent and noticeable as the project manager was often seen as the personification of the project to the stakeholders. As this study had chosen poorly performing projects as case studies the interviews aimed to evaluate correlations or common themes in them from the soft skills perspective. Scoring and evaluating oneself or another person is always subjective, and these interviews did not aim to provide objective statistics on the level of these competences but how they were subjectively perceived. Subjective experience is after all the at the core of normative leadership philosophies and personal relationships within teams.

When evaluating on how the project managers of the case projects succeeded in the Individual Competence Baseline’s People perspective competences, they were in general scored fairly high. On a scale from 1 to 5, the project managers were mostly given scores of 4 and 5. The most negative scoring was generally done by project managers when self-evaluating, for example in interviews 6 and 8 and even then only in the range of 2 and 3. No interview where scoring was used, gave scores of 1 meaning non-existent or fully failed in that perspective. Even in interviews where scoring was not used but the open discussion was more extensive, the general experience was that all project managers showed some soft skills competence, but others mastered them.

Clear indicators of soft skills leadership or lack thereof can be found in projects that faced clear and recognizable conflicts. Examples of such were a minor conflict in Project 16 that was resolved successfully and a major project-breaking conflict in Project 21. Project 21 was altogether a turbulent project where at its core basic stakeholder management and change leadership failed (Appendix 9 Interview 7). This resulted in organizational actors experiencing another organization's project overstepping its boundaries without their commitment or ability to affect the project. The project failure in practice resulted in personnel fully refusing to talk to each other, poor interpersonal behaviour from several actors and instances of borderline workplace bullying in the form of exclusion and negative remarks.

From the change leadership and stakeholder management perspective, the people and organizations impacted by the project did not share or know the common goal. While it might be easy to put the blame solely on Project Manager 1, the fact that they joined the project when it was already ongoing and that the project had started without all key stakeholders sharing the common vision; it all contributed to the outcome. In addition to this, as Project Manager 22 in Interview 3 (Appendix 5) explained, joining Fennovoima Information Management projects as a new external resource can in itself be challenging due to lack of structure and at times unclear governance models. This Project 21 in general may be a prime example of a highly complex situation where basic soft skills and team building skills were simply not enough and the project would have required first and foremost a project manager who understands the risks related to such a starting situation and would be able to mitigate them with strong experience in conflict resolution, change leadership, engagement and team formulation. While this conclusion has the benefit of after sight, the project would have also qualified quite high on the complexity-scale had such a governance tool been established and used accordingly.

If the project team leader's own skillset wasn't enough, did the case projects then utilize the range of project team individuals to leverage team intelligence and navigate unkind operating environments as described by Epstein (2019)? The interviews show no indication or evidence of such. In general the projects seem to be led in a way with the rational school of leadership sciences and by a transactional management style; strong process-like control, with consumable personnel resources that equal their role, rather than a specific and individual set of competences and skills. This would indicate that the organization focuses on the hard process skills and technical competence of project managers, rather than the normative, humane aspects in project staffing. Perhaps the

technical skills are the ones easier to quantify and therefore are more prominent when composing teams.

An experience mentioned in some interviews (Interviews 3, 4 and 8) was the lack of project participant commitment, at times communicated to the question about project team professionalism. As many organizational specialists contribute a share of their working time to varying amounts of projects and operational process-work, time management and prioritization may be difficult and not in favour of the project. Clear and high allocation to a project is particularly important for creating agile teams (Project Management Institute & Agile Alliance 2017. p. 39) and even for traditional teams the specialist should be allocated for the effort that the project needs. As Fennovoima does not allocate or log working time to activities and projects, the time management is practically left to the specialist themselves, with varying levels of competence for it and at times overload of work.

Where the traditional project management process skills have their use and value, they are sometimes contradictory to the skills needed to generate team intelligence. Processes being primarily based on the need to control and steer, the softer approach is to give the team space and decision-making power. This will in turn generate a “flow state” where the team can see their cooperation producing results and that they themselves need to be the driving force for those results (Hakola & Hiila & Tukiainen & 2019 p. 224). The modern project manager looking to create team intelligence is not the person solely responsible for the results, but for the creation of this flow state. It requires trust in the team and into their professionalism and a servant leadership mentality where space and power are given to the people who are fulfilling their own specialized roles in the project, just as the project manager is doing theirs. The interviews for the case projects found none of such experiences, even to the contrary the project managers saw themselves as strong and strict leaders because there was no clear and notable trust to the team as suggested by the experiences about project specialist commitment. Which one is the cause, and which one is the effect is difficult to identify but developing both could benefit the future projects of the organization.

3.6 Project portfolio analysis in light of the interview findings

The complexity of projects somewhat correlates with having a more skilled resource assigned, but projects without a professional project manager at the helm are

overrepresented in the small and underperforming projects of the entire project data set. Many of these were however too small to qualify for case projects and resourcing minor projects with whatever is available may also be a tactical, graded approach choice from project portfolio management. Project complexity is not quantitatively measured in the project portfolio, but the interviews indicated that even though high complexity was at times acknowledged, it did not seem to directly affect resourcing decisions or project manager selections.

The project portfolio does not currently use methods like stakeholder satisfaction measurement or project sustainability assessment from the humane perspective of ensuring that the project managers and specialists are able to maintain the development pace and be motivated for future projects. While the interviews did not directly provide evidence of a trend, the working environment was mentioned in interview 3 for Project Manager 22 (Appendix 5) as being generally consuming and lacking structure. This is further supported by the project portfolio dataset (Appendix 1) where it is shown that the 56 projects have been led by 37 unique project managers. Even when considering basic personnel turnover, this number shows that project management is either not seen as a specialization worthy of dedication or that the company cannot hold on to a project manager for several projects. Of the 8 case projects, 4 had several names marked as project manager depending on what phase of the project documentation was looked at, meaning that the project was taken over by a new project manager at some point. While there may be many reasons for these replacements, the constant change in leadership is bound to affect project performance and the formulation of team intelligence negatively.

3.7 Validity and reliability of the study

All in all, the chosen case projects, interviews and supporting information provided an inconclusive, but indicative overview about the current state of project manager soft skills in the underperforming projects of Fennovoima information management project portfolio. Some common themes were revealed in the support structures of the organization and subject matter expert's competences as project specialists. These were however not the goal or expected result from the initial research questions and the perspective of this study.

When reflecting on the original premise of the study and the findings from the interviews it is difficult to clearly indicate how these project manager soft skills are present in the overall project culture of the Fennovoima information management project portfolio. As this study left fully successful projects, representing one third (33%) of project data out of scope, the information found must be treated as a partial view or a specific perspective to the overall soft skills culture in the case organization. In retrospect, the project portfolio data set should have been analysed in more detail already at the research plan to indicate a need to revise the chosen scope. Initially this was done to control the scope and number of interviews expected to be needed.

The chosen case projects, research method and interview approach were in fact limited by the personnel available for interviews as many relevant people no longer operate under any assignment or are employed by the case organization. Some case projects (e.g. Project 16 and Project 50) provided a more holistic view of the project by having both Project Specialists (Project Specialist 1) and the Project Manager (Project Manager 14) available for interview, but mostly only a single interviewee was available for individual case projects. While a '360' interview involving the project manager, their supervisor, their subordinates, and peers would have provided a more objective view on the project managers leadership success it was not viable in this study's scope or critical for its objectives. This approach however resulted in interview materials that must be treated as a subjective experience of the interviewee. And as we are looking for larger trends and common factors for the project portfolio and Fennovoima operating environment in general, this approach was deemed sufficient.

In retrospect one key viewpoint to the study was found to be left unexplored. Project Manager 33, who is also the information management project portfolio manager of the organization and the commissioning party of this thesis work was not interviewed. Initially this was due to the project portfolio data analysis showing that they did not fit the criteria of the case projects or interviewees, but the interviews and conclusions have made it clear that their approach on some of the mentioned findings would have provided a valuable perspective in the form of an open interview performed after the other interviews and their analysis. In addition to these reasons, their interview might have proven difficult to analyse and use as research material as they are in their role the user of these thesis outcomes and could sway the findings and their objectivity.

The study did show validity related to the question of the role of project management soft skills in the project manager's competences as either a complementary or a critical

competence. Individual Competence Baseline 4 (International Project Management Association 2019 pp. 26-30) structure contains three competence areas: Perspective, People and Practice competences. As this study reflected on the project manager soft skills specifically through the People competence perspective it seems evident that also in Fennovoima's operating environment they are all complementary skillsets, but at the same time a correct combination of them creates a competence profile that can be seen as critical for project success. The project manager needs at least a little bit from all them, but the range of complementing competences creates a profile suited for a variety of projects. Unique combinations of competence areas can form many different kinds of competent project managers. The question is not necessarily on whether or not a project manager has all the right competences in general, but do they have a matching competence profile for the task at hand?

4 SUMMARY AND CONCLUSIONS

The goal of this study was to research the past performance of Fennovoima Information Management Projects, seek common causes for sub-optimal project performance or even failure and determine if specifically, soft skills leadership played a part in it.

The study started by exploring the theoretical background of soft skills project management competences and related fields such as team intelligence, what makes up an effective team and what are the measurements of project success from these perspectives.

The case organization Fennovoima's information management project portfolio data revealed that two thirds (66%) of the projects with full baseline data fail to deliver in time or in budget. These were used as the scope of the study to represent the projects with sub-optimal performance

Research question 1: What are the common identified, assumed, or experienced causes of projects ending up failed or completed with sub-optimal performance?

A selection of relevant case projects were extracted from the most poorly performing projects, but basically no single correlating reasons were found in why the projects had failed to perform. Due to the chosen research approach the successful projects were not studied in detail to determine if they shared these or any other common factors.

From the perspective, context, and scope of this study, the project manager softs skills related reasons for individual projects to underperform ranged from lack of focus and goal orientation; insufficient stakeholder management; lack of clear leadership roles; lack of team formulation and trust; and at times poor conflict resolution skills. Additional reasons for poor project performance were also too tight schedule expectations set before detailed project planning; unexpected high project complexity; project specialist commitment and performance; lack of structure in project governance, decision making and supporting organizational structures.

One significant project portfolio level finding was that Fennovoima Information Management basically does not have fixed and established project managers familiar with the organizational operating environment. The turnover is high, and majority of projects start off with a "fresh" project manager. While not directly named as a problem

by the interviewees other than Project Specialist 3 (Appendix 9), the issue might simply not have been visible to their viewpoints. It may also be closely related to the findings related to the findings of missing support structures.

These superficially identifiable causes of project failure can be attributed to a few root causes that may have not been fully visible through a single project's viewpoint, but evidence in several projects might indicate deeper issues, root causes. Based on the interviews and material research possible root causes could be summarized to missing supporting structures in the operating environment, unmanaged project complexity and lacking a structured approach to the competence of project managers and project specialists in general.

Research question 2: What portion of causes or root causes identified in question 1 are related or correlate with the project management soft skills.

In addition to the non soft skills related root causes identified in the conclusion for research question 1, no purely soft skills related root causes were identifiable. The superficially perceived causes that were related to soft skills vary in the scope of the case example projects. Based on the interviews, every project needed soft skills competence from the project manager, but lacking direct cause-and-effects it is likely not the sole reason for critical issues or the inability to overcome them.

Considering the interviews and case projects as a whole, one could summarize that soft skills are something that is needed, but they are not the only thing that is needed to successfully navigate a project in the Fennovoima information management operating environment. Soft skills, or the People competences as the Individual Competence Baseline 4 (International Project Management Association 2019 pp. 26-30) classifies them are complementary with the other two competence areas of Practice and Perspective. Any competence element of the People competence area is just as unlikely to be the sole culprit of a project failure as for example poor scheduling, or lack of strategic view, other individual competence elements belonging to the other two competence areas. It is the range of all these skills that make a project manager versatile and therefore better suited to manage many different kinds of projects.

From a complementing competence point-of-view, a competent soft skills leader does benefit the project in two distinct aspects. Firstly, they increase the effectiveness of the team and allow it to form team intelligence leveraging the varied backgrounds of its

members even in optimal working conditions, increases performance. Secondly, they cushion the project when crisis strikes, or risks are realized. A leader with soft skills capabilities can overcome and navigate complexity, faced problems and interpersonal crisis. For these reasons alone, focusing on soft skills in competence development and in recruitment or external project manager selection remains important.

The study resulted in the following five development areas for the organization to tackle the issues found in the research.

1. Improved metrics

While the project portfolio tracks the traditional project management metrics of cost and schedule, the fulfilment of project goals and the realization of expected project benefits is only reviewed in the project closure materials, but it is not recorded as a data or is rarely analysed from the project portfolio level to identify trends or recurring issues. This would provide a more holistic view on whether or not the money and time spent on a project produced results to the business.

Project stakeholder and participant experience should be measured, and actions taken when issues are found. The purpose of this metric is to provide input and indicators for activities related to the “Sustainability of personnel management” development opportunity. The lightweight starting point could be a standard questionnaire sent to project participants and stakeholders before the closure of any project.

2. Sustainability of personnel management

The agile manifesto’s twelve principles include the following statement: “Agile processes promote sustainable development. The sponsors, developers, and users should be able to maintain a constant pace indefinitely.” (Beck & Beedle & van Bennekum & Cockburn & Cunningham & Fowler & Grenning & Highsmith & Hunt & Jeffries & Kern & Marick & Martin & Mellor & Schwaber & Sutherland & Thomas 2001) This principle cannot be fulfilled if the projects consume internal and external personnel in a way that being resourced to a project is experienced as a negative or creates anxiety.

The project experience score mentioned in the “Improved metrics” development opportunity from project participants would reveal when the project team is unhappy at the end of the project. Personnel may be just as exhausted after a successful project as an unsuccessful one, but the latter directly diminishes their ability to recover and retain interest and motivation for future projects.

3. Complexity and grading

The current project governance model does not estimate, measure, or communicate project complexity in a meaningful way. Project complexity is however directly related to the uncertainties, risks, and “wickedness” (Epstein 2019) of the project operating environment. In such environment the needs for strong soft skills leadership, creating team intelligence, commitment and utilizing the best methods for problem solving through a diverse project team are critical. When complex projects are identified, they should be resourced in a way that supports these needs and most of all with an experienced and capable project manager to build and run the team.

In addition to complexity, the project’s Business Impact is a good indicator on when it is good to invest in quality project management. While practiced in the current Project Portfolio on a three-step scale of A-B-C, the basis of grading is arbitrary and isn’t really discussed or used in governance.

4. More structured approach to competence

This development opportunity considers two specializations, the Project Manager, and the Project Specialist.

Fennovoima Information Management projects generally utilize both internal and external professional project managers, but also personnel without project management backgrounds are assigned to the project manager role fairly often (Appendix 1 and Figure 2). While utilizing non-professional personnel as project managers may be a chosen approach to implement more projects simultaneously, these project managers need more help and support than professional ones and the gained volume of development activities may be countered by lost effectiveness and as a result the portfolio’s project throughput stalls.

External professional project managers generally have their CV's reviewed and they are interviewed but the use and request for competence evaluations is not consistent. Utilizing any standardized evaluation tools or frameworks as a part the selection process would provide both tangible indicators of the persons competences and also a professional profile. While a project manager may handle every single project, management process the PMBoK has to offer, they may still fall flat in soft skills leadership and vice versa. Putting the right kind of project manager to the right kind of project is as critical to the success of the project as fulfilling the role in the first place.

The "Information Management Project Office Meeting" practice set up by the former Project Portfolio Manager was mentioned in a couple of interviews and is generally missed as it gave people put into project manager role a small community of likeminded people and colleagues struggling with similar issues. It also operated as a recurring training event for non-professional project managers of the time.

The project specialists in Fennovoima come from varying backgrounds. In general, wrongly assuming the level an individual's competences and capabilities as project members is highly problematic and risky for a project. Wrong assumptions may lead to problems for the project in general and to the attitude and onset of all the other project specialists. One member who cannot commit to tasks and fails to deliver will inevitably hurt the team's motivation and effectiveness. The project specialist competence is a skill as any and should be developed as such.

5. Structure and scalability of the development project capability

Fennovoima's information management project portfolio is an organizational capability that is not based on a steady, easily measurable, repeated processes and their fixed consumption of personnel resources. The need for manpower changes continuously based on the scale and concurrence of projects. To effectively manage this dynamic requirement, the project portfolio should be developed so that it can easily scale its resourcing up and down. There are a few ways to implement this scalability, such as professional services contracts enabling easy sourcing of competent project managers, with the budget to enable it; effective on-boarding; and clarity in the structures of the organization. The on-boarding and structure would allow easier access to needed information and practices that are unique to the operating environment.

At the time of authoring, Fennovoima Information Management is developing its first iteration of IM Project Portfolio Management Procedure. This will be the first time the management system has a guideline for specifically the project portfolio level management and the governance of these projects. Earlier versions of the management system had only vague guidelines based on standard project management best practices. This new document will likely tackle this development opportunity directly as it is completed and taken under continuous development, but a management system manual is not always the best tool for communicating and training an issue.

The interviews revealed that when a new external project joins the company and undertakes a project, their onboarding is not structured, consistent and leaves many needed topics and organizational peculiarities out. Project governance is not clearly communicated, the requirements for standard project management processes and practices vary by who communicates them. Focusing effort on a standardized package, or an information handbook, along with necessary introductions to partners and stakeholders would help new project managers start their work and hit the ground running.

Developing the on-boarding, communication-oriented reference materials (in contrast to management system documentation) ready to use materials, templates and providing an inclusive and inviting atmosphere could support the project portfolio by providing scalability and repeatability in the areas with repetition and allow the project manager and portfolio management to excel in the field that is specifically important to these roles, to build the teams, lead them in the projects and drive the change that is expected of the project. If the organization states that they have yet again had to “drop a project manager to the deep end”, this development opportunity remains relevant.

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APPENDICES

Appendix 1. Project Portfolio Dataset

Project pseudonum	Business Impact	Business Owner	PM Pseudonym	PM Competence	Budget Status	Schedule Status	Date of approval	Original budget	Approved Budget	Total cost estimate (EAC)	Original scheduled completion	Scheduled completion	Project closed	Data comments	All green	All red	Budget red	Schedule Red
Project 01	B		Project Manager 19	NO	●	●	11.12.2018	20 000 €	20 000 €	29 000 €	15.5.2019	30.9.2019	10.12.2019			1	1	1
Project 02	A	Named	Project Manager 22	PRO	●	●	12.1.2018	136 000 €	136 000 €	147 000 €	28.2.2019	30.11.2019	25.10.2019			1	1	1
Project 03	B		Project Manager 5	PRO	●	●	13.11.2018	50 000 €	50 000 €	48 000 €	31.8.2019	30.6.2019	30.6.2019		1			
Project 04	C	Named	Project Manager 23	EXP	●	●	5.10.2018	11 000	11 000	12 000	31.3.2019	9.4.2019	5.4.2019			1	1	1
Project 05	A	Named	Project Manager 33	PRO	●	●	13.11.2018	315 000	315 000	291 000	30.3.2019	9.4.2019	9.4.2019					1
Project 06	C	Named	Project Manager 7	PRO	●	●	10.4.2018	86 000	86 000	86 000	31.12.2018	31.12.2018	13.2.2019		1			
Project 07	B		Project Manager 9	EXP	●	●	7.9.2017		50 000	50 000	30.12.2017	31.1.2019	16.1.2019					1
Project 08	A		Project Manager 12	NO	●	●	8.11.2017		218 000	20 000	30.3.2018	16.11.2018	16.1.2019					1
Project 09	B		Project Manager 38	PRO	●	●	8.11.2017		43 000	43 000	30.1.2018	29.11.2018	26.10.2018					1
Project 10	B	Named	Project Manager 37	NO	●	●	6.2.2018		115 000	115 000	30.4.2018	30.9.2018	31.10.2019					1
Project 11	A		Project Manager 8	NO	●	●	7.9.2017		N/A	N/A	30.5.2018	10.10.2018	13.11.2018	Incomplete				1
Project 12	C		Project Manager 16	PRO	●	●	5.4.2017		355 000	355 000	31.8.2018	31.8.2018	13.11.2018		1			
Project 13	B		Project Manager 27	PRO	●	●	17.3.2017		12 000	12 000	30.3.2017	31.8.2018	30.9.2018					1
Project 14	B		Project Manager 28	EXP	●	●	20.6.2017		N/A	N/A	30.10.2017	31.8.2018	1.10.2019	Incomplete				1
Project 15	C		Project Manager 21	NO	●	●	8.11.2017		8 000	8 000	30.11.2017	30.6.2018	21.9.2018					1
Project 16	A		Project Manager 14	PRO	●	●	9.1.2018	42 000	42 000	35 000	30.4.2018	30.6.2018	14.8.2018					1
Project 17	A		Project Manager 10	EXP	●	●	8.11.2017	112 000	112 000	112 000	31.5.2018	30.6.2018	30.5.2018					1

Appendix 1. (2)

Project 18	B		Project Manager 4	PRO	●	●	7.12.2017		94 000	94 000	30.1.2018	2.5.2018	4.5.2018					1
Project 19	B		Project Manager 17	EXP	●	●	22.6.2017		70 000	70 000	30.11.2017	12.6.2018	25.5.2018					1
Project 20	B		Project Manager 2	PRO	●	●	9.2.2017		22 000	28 000	30.10.2017	3.4.2018	10.4.2018			1	1	1
Project 21	A	Named	Project Manager 1	PRO	●	●	9.8.2017		195 000	128 000	31.1.2018	21.3.2018	10.4.2018					1
Project 22	B		Project Manager 23	EXP	●	●	4.7.2017		3 000	2 100	31.12.2017	30.3.2018	6.4.2018					1
Project 23	C		Project Manager 12	NO	●	●	20.6.2017		6 000	6 300	30.10.2017	31.1.2018	6.3.2018			1		1
Project 24			Project Manager 35	NO	●	●	17.12.2015		26 700	40 000	1.4.2016	30.1.2018	5.1.2018			1	1	1
Project 25			Project Manager 23	EXP	●	●	31.3.2016		71 000	39 000	30.9.2016	3.4.2017	5.4.2017					1
Project 26			Project Manager 24	NO	●	●	29.9.2016		50 000	40 000	30.6.2017	30.7.2017	7.9.2017					1
Project 27			Project Manager 2	PRO	●	●	29.9.2016		0	0	1.3.2017	1.3.2017	5.4.2017		1			
Project 28			Project Manager 30	PRO	●	●	25.10.2016		0	0	31.12.2016	30.9.2017	22.6.2017					1
Project 29			Project Manager 28	EXP	●	●	1.12.2016		200 000	30 000	31.3.2017	31.12.2017	31.12.2017					1
Project 30			Project Manager 15	PRO	●	●	1.12.2016		640 000	630 000	31.12.2017	31.12.2017	7.12.2017		1			
Project 31			Project Manager 10	PRO	●	●	9.2.2017		111 000	80 000	30.6.2017	30.10.2017	8.11.2017					1
Project 32			Project Manager 23	EXP	●	●	17.3.2017		7 000	7 500	30.7.2017	30.10.2017	8.11.2017			1		
Project 33			Project Manager 7	NO	●	●	17.3.2017		5 000	5 000	30.5.2017	31.7.2017	9.8.2017					1
Project 34			Project Manager 12	EXP		●	5.4.2017		0		30.8.2017	30.8.2017	8.11.2017	Incomplete				
Project 35			Project Manager 31	PRO	●	●	5.4.2017		0	0	30.5.2017	30.5.2017	22.6.2017		1			
Project 36			Project Manager 23	EXP	●	●	28.4.2017		20 000	23 000	30.8.2017	30.10.2017	8.11.2017			1		
Project 37			Project Manager 11	PRO	●	●	3.5.2017		0	0	30.5.2017	30.5.2017	22.6.2017		1			

Appendix 1. (3)

Project 38			Project Manager 23	EXP		●	20.6.2017		7 000		30.9.2017	30.9.2017	30.9.2017	Incomplete				
Project 39			Project Manager 18	EXP	●	●	22.6.2017		60 000	30 000	31.1.2018	12.1.2018	12.1.2018		1			
Project 40			Project Manager 29	PRO	●	●	22.6.2017		35 000	30 000	30.9.2017	30.9.2017	5.10.2017		1			
Project 41			Project Manager 11	PRO	●	●	22.6.2017		16 000	16 000	30.9.2017	30.9.2017	8.11.2017		1			
Project 42			Project Manager 8	EXP	●	●	7.9.2017		44 000	31 700	30.10.2017	20.12.2017	31.12.2017					1
Project 43			Project Manager 15	NO	●	●	7.9.2017		50 000	35 000	30.11.2017	31.12.2017	31.12.2017					1
Project 44			Project Manager 6	PRO		●	29.9.2017				30.10.2017	30.10.2017	8.11.2017	Incomplete				
Project 45			Project Manager 25	NO	●	●	5.10.2017		3 100	3 100	30.11.2017	30.11.2017	7.12.2017		1			
Project 46			Project Manager 28	EXP	●	●	12.10.2017		17 000	15 000	30.11.2017	15.12.2017	15.12.2017					1
Project 47			Project Manager 20	PRO	●	●	12.10.2017		13 500	13 500	30.11.2017	30.12.2017	30.12.2017					1
Project 48			Project Manager 29	PRO	●	●	8.11.2017		10 000	9 500	15.12.2017	15.12.2017	15.12.2017		1			
Project 49			Project Manager 14	PRO	●	●	8.11.2017		350	280	30.11.2017	8.12.2017	7.12.2017					1
Project 50			Project Manager 14	PRO	●	●	20.3.2015		531 000	604 000	31.12.2016	30.10.2017	5.10.2017	No approval date in Project Portfolio, approximate added		1	1	1
Project 51			Project Manager 29	PRO	●	●	11.1.2017		135 000	129 000	31.10.2016	31.12.2016	23.1.2017	No approval date in Project Portfolio, approximate added				1
Project 52			Project Manager 36	NO	●	●	23.2.2016		2 700	2 700	1.12.2016	1.12.2016	9.2.2017	No approval date in Project Portfolio, approximate added	1			
Project 53			Project Manager 34	NO	●	●	26.9.2016		2 000	2 000	31.12.2016	31.12.2016	17.3.2017	No approval date in Project Portfolio, approximate added	1			
Project 54			Project Manager 13	NO	●	●	31.3.2017		1 900	1 900	30.5.2017	30.5.2017	22.6.2017	No approval date in Project Portfolio, approximate added	1			
Project 55			Project Manager 26	PRO	●	●	24.3.2016		0	0	30.9.2016	30.9.2016	17.3.2017	No approval date in Project Portfolio, approximate added	1			
Project 56			Project Manager 32	EXP	●	●	22.11.2016		0	0	31.1.2017	31.1.2017	9.2.2017	No approval date in Project Portfolio, approximate added	1			

Appendix 2. Interview template

Interview for Modern Leadership in Temporary Organizations Thesis

Interviewer	Jesse Schultz
Interview date	
Interviewee / Pseudonym	
Case project(s)	
Role in project(s)	
Project success by metrics	
Did you identify a conflict or a crisis in the project?	
If yes, expand?	

Structured interview

	For Project Managers	For Project Members
Project goals?		
Were the goals met?		
Project Management professionalism?	High/Mid/Low	High/Mid/Low
PM Technical skills (Communication, Stakeholder, risk mgmt.)	High/Mid/Low	High/Mid/Low
Project team professionalism?	High/Mid/Low	High/Mid/Low
PM Personal Integrity and reliability		
Did the project manager own any up or take responsibility of positive and negative results? (KCI: 4.4.2.3)	Why did the project success or not succeed?	Did the PM take responsibility of positive or negative results?
Was the project manager consistent in their actions? (KCI: 4.4.2.4)	Did you have the same leadership style at the end of the project as at the end?	Was the project manager consistent in their actions?
Were the project managers own tasks completed in time and thoroughly? (KCI: 4.4.2.5)	Were your personal tasks completed in time?	Were the project managers own tasks completed in time and thoroughly?
Personal communication		

Was there an appropriate amount and style of communication? (KCI: 4.4.3.3)	Do you feel there was appropriate amount and style of communication?	Was there an appropriate amount and style of communication?
Was there team building? (KCI: 4.4.3.4)	Was there team building?	Was there team building?
Was there humour, was it appropriate and did it help with tension? (KCI: 4.4.3.5)	Was there humour, was it appropriate and did it help with tension?	Was there humour, was it appropriate and did it help with tension?
Relationships and engagement		
Was the project manager sociable, present and open for dialogue? (4.4.4.1)	Did you have off topic, social dialogue with the team?	Was the project manager sociable, present and open for dialogue?
Was there a culture of listening and conversations in the project? (4.4.4.3)	Was there a culture of conversations in the project?	Was there a culture of conversations in the project?
Were promises from project personnel trusted? Did the project manager rely on given word? (4.4.4.4)	Did the team and you trust each others promises?	Were promises from project personnel trusted? Did the project manager rely on given word?
Was work delegated without tight control? (4.4.4.4)	Did you delegate larger issue areas (vs small activities) to specialists and how did you keep track of the issue?	Was work delegated without tight control? Were the tasks large or small activities and how were they controlled?
Did the Project Manager behave positively (vs. a generally negative disposition)? (4.4.4.5)	Did you maintain a positive output throughout the project?	Did the Project Manager behave positively?
Were people other than project manager involved in the planning and decision making?	Did you plan the project fully yourself?	Were people other than project manager involved in the planning and decision making?
Leadership		
Did the project manager show initiative (vs. reactionary response)? Did others in the project? How? (4.4.5.1)	Was there an initiative (vs reactionary) culture in the project? You / Others?	Was there an initiative (vs reactionary) culture in the project? You / Others?

Did the project manager take ownership and indicate enthusiasm for the project? (4.4.5.2)	Did you have a sense of ownership of the project? Were you enthusiastic about it?	Did the project manager take ownership and indicate enthusiasm for the project?
Did the project manager coach or mentor the team? (4.4.5.3)	Did you give individual feedback to team members or to the team in large (during the project)?	Were you coached or mentored as an individual or as a team?
Did stakeholders perceive the project manager as the leader of the project or team? (4.4.5.4)	Do you feel you were perceived as a leader of the team by the stakeholders?	Did stakeholders perceive the project manager as the leader of the project or team?
Were decisions communicated clearly? Were their rationale explained? (4.4.5.5)	Do you feel that you communicated the decisions clearly? Were their rationale explained?	Were decisions communicated clearly? Were their rationale explained?
Results orientation		
Was the team shielded from outside interference? Was there a healthy, safe and stable working environment in the project? (4.4.10.3)	Was the team shielded from outside interference? Was there a healthy, safe and stable working environment in the project?	Was the team shielded from outside interference? Was there a healthy, safe and stable working environment in the project?
Was the project manager able to 'sell' the project? Did they? (4.4.10.4)	Do you feel you had the ability to sell the project?	Was the project manager able to 'sell' the project? Did they?
Did the project manager demonstrate the ability to get things done? (4.4.10.5)	When issues were met, was there a sense of getting things done?	Did the project manager demonstrate the ability to get things done? (4.4.10.5)
Did the project deliver results? (4.4.10.5)	Did the project deliver results?	Did the project deliver results?
Did the project manager think in solutions, rather than in problems? (4.4.10.5)	Did the the team think in solutions, rather than in problems? Did you?	Did the project manager think in solutions, rather than in problems? Did you?
Conflict and crisis? (if identified)		

Were the conflicts foreseeable and did the Project Manager consider them pre-emptively? (4.4.7.1)	Were the conflicts surprises?	Were the conflicts foreseeable and did the Project Manager consider them pre-emptively?
How managed and structured was the approach to conflict resolution? (4.4.7.2)	How did you resolve the conflict?	How managed and structured was the approach to conflict resolution?
Were the issues addressed openly and was there constructive debate? (4.4.7.3)	Were the issues addressed openly and was there constructive debate?	Were the issues addressed openly and was there constructive debate?
Was the team environment and stability restored after the conflict? Was the conflict utilized positively? (4.4.7.4)	Was a normal situation restored after the crisis?	Was the team environment and stability restored after the conflict? Was the conflict utilized positively?

Recap

Please score the following areas of the Project Manager's People-skills

Project Manager Skills	Score 1-5
Technical skills	
Self-reflection and self-management	
Personal integrity and reliability (focus area)	
Personal communication (focus area)	
Relationships and engagement (focus area)	
Leadership	
Teamwork	
Conflict and crisis	
Resourcefulness	
Negotiation	
Results orientation	

Notes

- Additional notes from interview

Transcript

- Transcript of the interview