

# PROJECT LEADERSHIP

## – the Fuel of Project Management

**Rasmus Gregers Sørensen**



STU count: 176.138 (77,4)

Supervisor: Eric Guthey

---

Department of Intercultural Communication and Management

## **Abstract**

I explore why the reality of project leadership differs from the project management and project leadership literature through a series of qualitative interviews. I find that leadership should be part of project management to a much greater extent than is the case in the current literature, as the reality of project leadership is more advanced than the literature. My research indicates that leadership plays an increasingly big part in projects as it helps project managers motivate team members and improve the results of the projects. The project management and project leadership literature give similar definitions of leadership in projects, as both perceive leadership to be when a leader creates a shared vision, motivates and engages others in order to achieve a desired outcome. Even though leadership is already a part of the literatures, the project management literature merely treats it as an afterthought with basic and practical leadership theories in the forefront. In the project leadership literature, leadership theories are more thoroughly described, but remain similar to the project management literature. Finally, I argue that leadership should be integrated with project management, making it more of project leadership, rather than just leadership in project management as a way of making sure the project management literature corresponds to the reality of project managers.

# Table of contents

<b>ABSTRACT .....</b>	<b>1</b>
<b>TABLE OF CONTENTS .....</b>	<b>2</b>
<b>TABLE OF FIGURES.....</b>	<b>4</b>
<b>TABLE OF APPENDICES .....</b>	<b>5</b>
<b>INTRODUCTION .....</b>	<b>6</b>
MOTIVATION.....	7
RESEARCH CONTEXT.....	7
RESEARCH QUESTION.....	9
DEFINITIONS .....	9
STRUCTURE .....	10
<b>METHODOLOGY .....</b>	<b>11</b>
PHILOSOPHY OF SCIENCE.....	11
<i>Critical realism.....</i>	11
EMPIRICAL DOMAIN .....	12
<i>A multiple case study .....</i>	12
<i>Qualitative interviews .....</i>	13
VERIFICATION OF THE EMPIRICAL DOMAIN.....	17
<i>Validity.....</i>	17
<i>Reliability.....</i>	18
LIMITATIONS OF THE QUALITATIVE METHOD .....	18
THEORETICAL FIELDS .....	19
<i>Project management .....</i>	19
<i>Project leadership.....</i>	19
<i>Leadership .....</i>	20
THE CONTRIBUTION OF THIS THESIS .....	20
<b>LITERATURE REVIEW .....</b>	<b>21</b>
LEADERSHIP IN PROJECT MANAGEMENT LITERATURE.....	22
<i>Internal leadership roles.....</i>	23
<i>External leadership roles.....</i>	25
<i>Different roles .....</i>	28
<i>Summary of leadership in project management literature .....</i>	28
PROJECT LEADERSHIP LITERATURE.....	29
<i>Project leadership defined .....</i>	30
<i>Different roles .....</i>	33
<i>Summary of project leadership literature .....</i>	33
LEADERSHIP LITERATURE .....	34
<i>Situational Leadership Theory .....</i>	34

<i>Transformational Leadership Theory</i> .....	36
<i>Complexity Leadership Theory</i> .....	38
<i>Summary of leadership literature</i> .....	39
<b>FINDINGS.....</b>	<b>41</b>
INTRODUCTION TO THE CASE COMPANIES, THEIR PROJECT APPROACH AND PROJECTS .....	41
<i>Case companies</i> .....	41
<i>Project approach in case companies</i> .....	42
<i>Comparison of the different case companies</i> .....	44
<i>Introduction to the different projects in the case companies</i> .....	45
PROJECT LEADERSHIP IN THE CASE COMPANIES .....	46
<i>Project leadership in general</i> .....	46
CONVERGENCES WITH THE LITERATURE.....	47
<i>Managing project stakeholders</i> .....	47
<i>A clear vision</i> .....	49
<i>Communicating openly and frequently with team members</i> .....	51
<i>Motivating and engaging team members</i> .....	53
<i>The professional nerd</i> .....	56
DIVERGENCES WITH THE LITERATURE.....	57
<i>Connecting the project to the organization</i> .....	58
<i>Social aspect of projects</i> .....	59
<i>One project manager – two roles</i> .....	61
COMPARISON OF THE LITERATURE AND THE REALITY OF PROJECT MANAGERS .....	63
WHY IS PROJECT LEADERSHIP IMPORTANT? .....	64
LEADERSHIP IN GENERAL .....	67
<i>Leader-centered leadership</i> .....	68
<i>Leadership vested in others than the leader</i> .....	68
<i>A new approach to project leadership?</i> .....	69
SUMMARY OF FINDINGS .....	70
<b>DISCUSSION .....</b>	<b>72</b>
<b>CONCLUSION .....</b>	<b>75</b>
<b>SUGGESTIONS FOR FUTURE RESEARCH.....</b>	<b>77</b>
<b>REFERENCES.....</b>	<b>79</b>
<b>APPENDICES .....</b>	<b>82</b>

## **Table of figures**

Figure 1: Development of Project Leadership Literature	6
Figure 2: Structure of the thesis	10
Figure 3: Comparison of case companies	13
Figure 4: Experts	14
Figure 5: Case company interviews	17
Figure 6: Theoretical fields of the thesis	19
Figure 7: The contribution of the thesis	20
Figure 8: Maslow's Hierarchy of Needs	25
Figure 9: The development of project management literature	29
Figure 10: Situational Leadership Theory	36
Figure 11: PROMAL Model	43
Figure 12: Degree of formalization	44
Figure 13: Unaligned objectives vs. Aligned objectives	51
Figure 14: Comparison of theory and practice	63

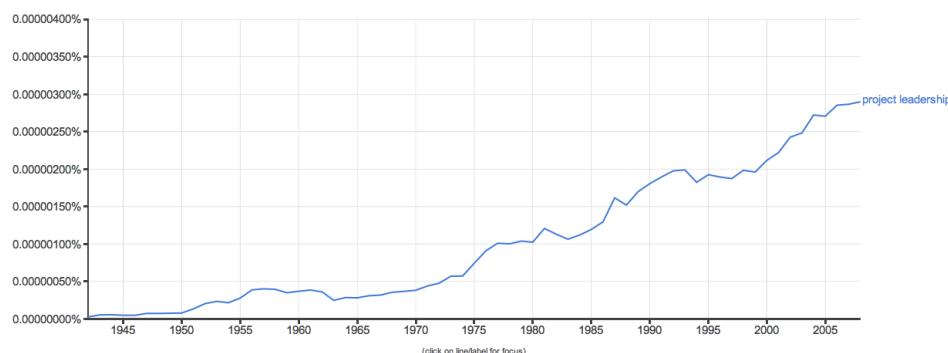
## **Table of appendices**

Appendix 1: Executive Summary	82
Appendix 2: Interview guide – case companies	83
Appendix 3: Interview guide – experts	84
Appendix 4: Transcribed interview – Alfa Laval (Caroline Renblad and Niels Hyldager)	86
Appendix 5: Transcribed interview – Banedanmark (Alis Carøe and Nina Marxen)	94
Appendix 6: Transcribed interview – Banedanmark (Bent Birger Ahlgren)	100
Appendix 7: Transcribed interview – Banedanmark (Oana Krogh Nielsen)	105
Appendix 8: Transcribed interview – COOP (Malene Kingo)	111
Appendix 9: Transcribed interview – FLSmidth (Anders Skærlund Pedersen)	116
Appendix 10: Transcribed interview – FLSmidth (Claus Hagen Jensen)	121
Appendix 11: Transcribed interview – FLSmidth (Lars Rølmer Olsen)	127
Appendix 12: Transcribed interview – Mannaz (Mogens Mikkelsen)	131
Appendix 13: Transcribed interview – PEAK (Johnny Kim Jensen)	136
Appendix 14: Transcribed interview – Valcon (Jan Christian Rasmussen)	141

## Introduction

Project management is a very common management tool applied in almost every company today, and in some companies it is the primary tool for the day-to-day operations. Project management has existed for many years, but has seen an increase in the usage over the past decades as organizations have been influenced by a phenomenon called: "Projectification". Projectification covers the increasing tendency for organizations to create projects and use project management tools for tasks that would otherwise have been categorized as routine tasks (Aubry & Lenfle, 2012). This tendency has had the effect that an increasing number of people study project management, take project management certifications or take project management courses in order to learn the skills of an efficient project manager. Projectification also covers the tendency of organizations to increasingly formalize their project management approach the more they work with projects (Aubry & Lenfle, 2012), i.e. how organizations as they work more in projects and with project management, they also become more adept at project management and find it necessary to invent their own project management tools or make adjustments to the project management tools used in the company.

Project leadership is not a new subject as it has received researchers' attention for many years. However, with the increasing projectification in organizations, project leadership literature has seen a 50 % increase in the number of books written on the subject from 1998 until 2008 (see Figure 1).



**Figure 1: Development of Project Leadership Literature**

Source: Google nGram

Leadership has been around for even longer than project management, but does not have a very prominent place in the project management literature. Nonetheless, leadership has always been a popular subject, even if management has been prevalent in organizations due to its often less complex nature and its practicability for the daily work. However, in recent years project leadership

has received increased attention from both theorists and practitioners. This becomes clear in my motivation for choosing this topic, that I will elaborate on in the following section.

## Motivation

My motivation for writing this thesis stems from having worked for a leadership- and management development company for the past few years. Here, I have seen a tendency for the project management courses and certifications offered to focus mainly on the management aspect of projects despite the inevitable fact that projects are made up of people and thus, strong leadership skills are necessary in order to achieve the best results (Bee & Bee, 1997; Jessen, 1992).

However, in the spring of 2013, I was helping a colleague with the yearly project management day “Årets Projektdag”, and at this day different speakers were to give keynotes on different topics. One of the topics was leadership in projects, and I thought that sounded interesting and began looking more into the subject.<sup>1</sup>. In my research, I found another Danish organization, Dansk Projektledelse (Danish Project Management) who once every 2-3 years hosts a project management symposium, with several different keynote speakers and exercises for the project managers attending<sup>2</sup>. This year’s symposium had several keynotes on leadership in projects which further inspired me to take up this subject and study it for my thesis (Dansk Projektledelse, 2013).

Furthermore, the project management literature is in general very rationalized and technical, which is one of the aspects where leadership and project management are very different. However, leadership is a big part of projects and therefore also project management and provides a nice complement to the highly technical and rational project management literature (Müller & Turner, 2010).

Therefore, I wanted to look at how practitioners portray project leadership compared to the literature. This I wanted to do in order to find out why leadership does not hold a prominent place in project management literature. Hereby, I hoped to be able to develop a better understanding of what project leadership is and why it is important to remember the leadership side to projects and project management.

## Research context

The increased projectification of organizations in today’s business world has meant an increase in the number of project managers as well as an increase in project management training and

---

<sup>1</sup> <http://www.lederne.dk/kampagner/aaretsprojektdag2013/program.htm>

<sup>2</sup> <http://www.danskprojektledelse.dk/index.php?id=1402>

certifications (Aubry & Lenfle, 2012). However, a lot of the training and certifications do not focus on leadership in the projects. PRINCE2, a popular certification, does not focus on leadership, as PRINCE2 believes it is already covered by other existing theories.<sup>3</sup> This poses a problem as many project managers take a PRINCE2 certification and think they have a ready-made tool for success. So they follow it down to the last detail, and since PRINCE2 does not focus on leadership, the project managers will forget that leadership is an important aspect of project management as a consequence (Müller & Turner, 2010). Furthermore, it is important to include leadership in projects as leadership is a way of motivating project team members (Caldwell & Posner, 1998), and motivated employees are thought to be more efficient employees.<sup>4</sup> Hereby there is a better chance of project success if leadership is included. According to Müller and Turner it is very important that project managers have skills in both management and leadership.

"Both management and leadership competences are needed for sustainable success in a management position. A manager (or leader) showing only strengths in one of the two competence areas will find it difficult to maintain a high-performing team in the long run." (Müller & Turner, 2010, p. 3).

Project leadership is not a new field of interest, but has seen an increase in interest over the past decade. This is due to the fact that leadership does not play a big part in the project management literature and from the quote below from Müller and Turner. This could pose a problem for project managers who want to deliver the best results in projects.

"We identified an under-representation of leadership literature in project management" (Müller & Turner, 2010, p. 88).

The general lack of leadership in the project management literature provided the context for this thesis. I wanted to find out how practitioners define project leadership and compare it to the definitions given by the project management literature as well as the project leadership literature. However, I found out when interviewing experts for the thesis early on in the process, that leadership played a bigger part in practice than in the literature. Therefore, I try to supplement the current body of literature on project management and project leadership with practical insights on how project managers define leadership as well as finding out why project leadership is perceived as important in practice when only mentioned as an afterthought in project management literature.

---

<sup>3</sup> [http://webarchive.nationalarchives.gov.uk/20110822131357/http://www.ogc.gov.uk/methods\\_prince\\_2.asp](http://webarchive.nationalarchives.gov.uk/20110822131357/http://www.ogc.gov.uk/methods_prince_2.asp)

<sup>4</sup> <http://www.forbes.com/sites/meghancasserly/2013/10/15/master-class-americas-top-ceos-on-the-secrets-of-motivating-employees/>

## Research question

### Research question

- Why do project practitioners consider leadership an important aspect in projects when project management literature merely treats it as an afterthought?

### More specifically

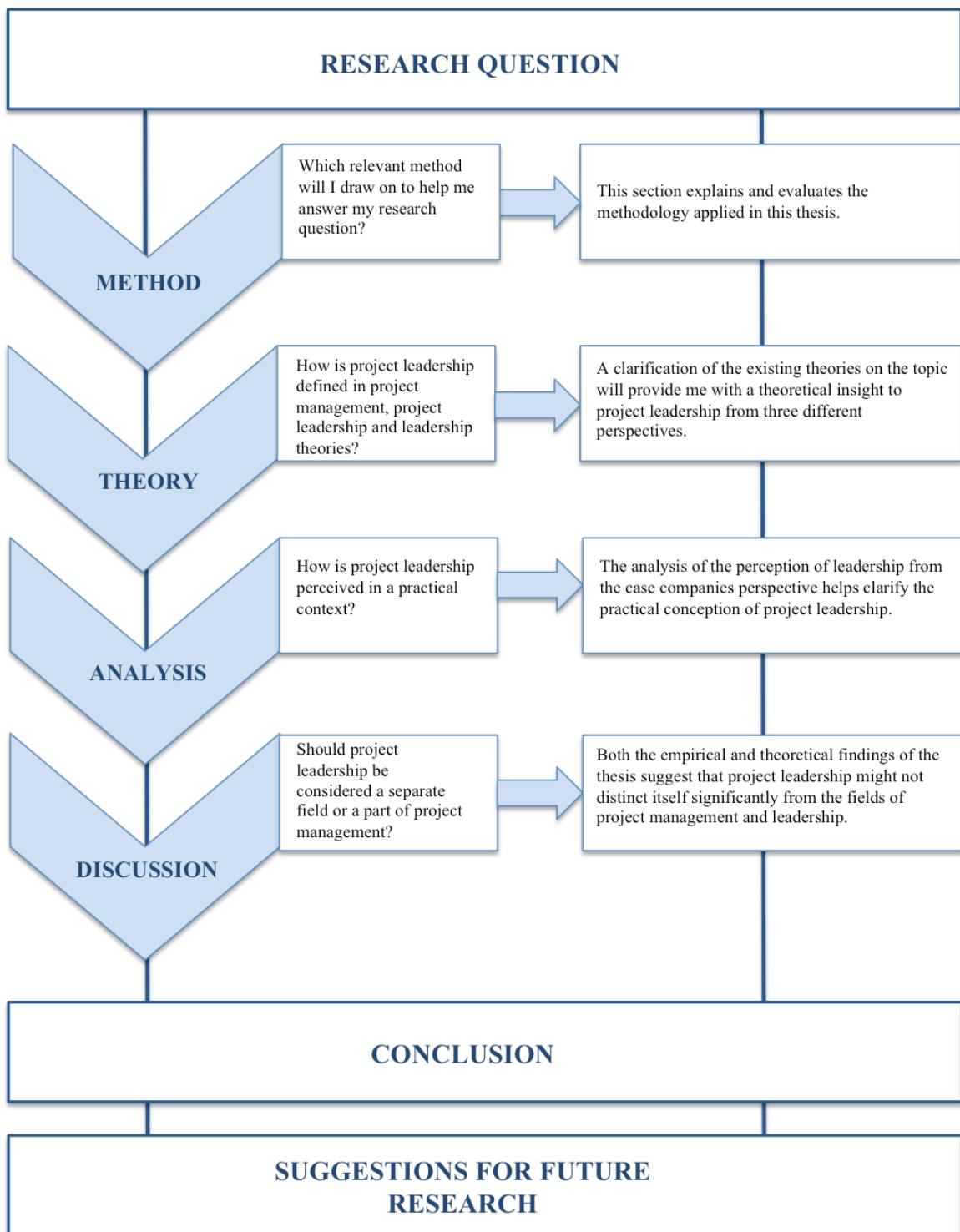
- How do project practitioners define leadership, and how does their understanding of the term relate to the project management and project leadership literature?

## Definitions

In the following thesis, I use the terms project and project management. The Association for Project Management (APM) defines a project in the following way: "A *project* is a unique, transient endeavor undertaken to achieve a desired outcome." (Association for Project Management, 2006, p. XV). This is the way this thesis defines a project in the following parts.

APM Project defines project management as a: "...process by which projects are defined, planned, monitored, controlled and delivered such that agreed benefits are realized. Projects always carry an element of change and project management is recognized as the most efficient way of managing such change." (Association for Project Management, 2006, p. 2). Hereby project management entails everything that a project manager does in order to achieve the goals set out at the beginning of a project. Therefore, project management will be applied in the thesis as the overarching term that entails both management and leadership. The same applies to the term "project manager" which I use in situations where I talk of the overarching role of the project manager that entails both the management aspects as well as the leadership aspects. Project leader is applied further only when just the leadership aspects are meant. Leadership and project leadership will be defined in the literature review later in this thesis.

## Structure



**Figure 2: Structure of the thesis**

*Source: Author*

## **Methodology**

In this part, I will present and discuss the methodology of the thesis. Furthermore, the epistemological standpoint of the thesis will be introduced along with a discussion of the possible implications of this standpoint. Finally, a presentation of the empirical domain of the thesis will be given as well as a brief introduction to the main theoretical frameworks applied in the thesis.

### **Philosophy of science**

My research question signals a wish to understand how practitioners and theorists portray project leadership in order to find out why project leadership is an important aspect for practitioners when the project management literature barely mentions it. The starting point of the thesis is therefore to understand leadership's role in projects in theory and practice and from this discuss the relevance of project leadership.

Even if conventional literature argues that researchers should stick closely to only one philosophy of science (Easterby-Smith, 2008; Saunders, Lewis, & Thornhill, 2009), this thesis follows a less strict methodological approach to structuring the scientific research and hereby avoids a strong connection between the philosophy of science and the methodology. Nevertheless, critical realism is the main philosophical base of this thesis even if all of its characteristics are not adopted. The critical realist standpoint will be explained in further detail in the following section.

To do this, a critical realist epistemological standpoint is helpful as it allows for interpretation and for generalization of the empirical data collected. I define and present critical realism in the following paragraph.

### **Critical realism**

The core of critical realism is that there is a distinction between reality and how we see reality (Saunders et al., 2009). Hereby, this philosophy of science is based on the ontological understanding that the reality exists independently from the human mind (Saunders et al., 2009). The epistemological view of critical realism emphasizes that the knowledge we have of the reality is a result of social conditioning and hereby is not to be understood independently of the actors involved in the knowledge creation process (Saunders et al., 2009, p. 115).

Critical realism argues that the researcher should have a context-driven and theory-laden approach to investigating the realities, hereby this approach is concerned with the mechanisms that are activated by powers and structures in society (Danermark, 2002). Critical theorists argue that our

understanding of any social phenomena is to be perceived in accordance with the social structures that shape them (Saunders et al., 2009). Hereby, the social structures in the case companies serve to shape the social phenomena experienced.

In this thesis, critical realism serves the purpose of inspiring the scientific lens applied to investigate the perceived reality in the case companies.

## **Empirical domain**

The following section will contain a presentation of the empirical domain of the thesis. The empirical domain will help me explore and define project leadership from a practical standpoint. In total, 13 interviews were conducted with three "expert" consultants and 10 project managers from relevant case companies. These 13 interviews will form the empirical foundation for this thesis analysis of project leadership's practical standpoint.

## **A multiple case study**

The research question necessitates a qualitative study of the phenomenon Project Leadership in a business context, as existing case studies with this focus are a rarity in the literature on project leadership.

With four different case companies the basis of the thesis is a multiple case study (Andersen, 2010, p. 119). A case study is characterized by shedding light on a phenomenon within real life's setting that enables the researcher to illustrate the phenomena through different sources of information (Ibid.). By using four different case companies instead of one I benefit from several different perspectives and thus I get some analytical advantages (Yin, 2009, p. 61). At the same time, a multiple case study is regarded as being more generalizable than a single case study and this choice therefore strengthens the generalizations that I am able to do based on my conclusions of the findings (Ibid.).

- COOP Danmark A/S
- Alfa Laval Nordic A/S
- FLSmidth & Co. A/S
- Banedanmark

The four companies operate within different industries – COOP in retail and Alfa Laval, FLSmidth and Banedanmark in different parts of the engineering industry. Furthermore, they differ from one another in Alfa Laval being of Swedish origin, while COOP, FLSmidth and Banedanmark all being

of Danish origin. Finally, they also differ on their degree of globalization with COOP and Banedanmark only operating in Denmark, and Alfa Laval and FLSmidth operating in numerous countries worldwide. Figure 3 below illustrates the similarities and differences between the case companies.

	FLSmidth	Alfa Laval	Banedanmark	COOP Danmark
Corporate form	Public	Public	Government agency	Private
Origin	Danish	Swedish	Danish	Danish
Employees	15.000	16.000	2.200	36.000
In # of countries	50	100	1	1
Revenue	€ 3,3 bn.	€ 3,4 bn.	€ 885 mio.	€ 6,7 bn.
Industry	Engineering	Engineering	Engineering	Retail

**Figure 3: Comparison of case companies**

*Source: Author*

These differences make it more challenging to say whether some of the initiatives taken by one company can be transferred directly to another company and make it difficult to conduct direct comparisons between the companies. On the other hand, the variety of the case companies makes the thesis useful to a broader target group and enables more companies to benefit from the research. Finally, as all interviews have been conducted in Denmark, the context of the companies remains Danish no matter the origin of the company. Hereby the choice of case companies causes the thesis to have a broad foundation and thorough insight in the different types of companies and industries.

### **Qualitative interviews**

Interviews facilitate a better elaboration and allow for a better understanding of the interviewee's reality (Kvale, 2007, p. 1). Therefore, I have chosen the qualitative method to secure a thorough understanding of the companies' and project managers' use of leadership in projects as the basis of my empirical uncovering.

All interviews were conducted on the basis of a semi-structured interview guide (Appendices 2 and 3), as the answers of the interviewees could not be anticipated and therefore I had to take into account any new ideas that might appear during the interviews. Therefore, my interview guide did not constitute a planned question guide, but had the form of a checklist that facilitated new questions for any new ideas suggested during the interviews. (*Ibid.*, p. 51). At the same time, I had a specified structure to follow so I was sure to get answers to the most relevant questions (*Ibid.*, p. 65). Hereby, I wanted to remain critical of any initial ideas I might have had prior to the interview and remain open for any new knowledge that might arise during the interview.

### ***Expert interviews***

I chose to supplement the above presented multiple case study by interviewing three consultants within project leadership. These interviews were conducted to gain deeper background knowledge about project leadership and will be used continuously to support and discuss relevant arguments made in the analysis. All three consultants work with project leadership and have been included in this thesis to get an outside look on project leadership compared to the inside look from the interviewees at the case companies that might be impacted by own interests and experiences. From here on out, these consultants will be named "experts" due to their expertise and experience in project leadership. The experts are introduced briefly in the table below (Figure 4).

Name	Title	Company
Mogens Mikkelsen	Project Leader Consultant	Mannaz
Jan Christian Rasmussen	Consultant	Valcon
Johnny Kim Jensen	Sales Director/Partner	Peak Consulting Group

**Figure 4: Experts**

*Source: Author*

The selection criteria for the experts were a deep insight and practical experience with project leadership. The same interview guide was used for all three interviews (Appendix 3). Relevant quotations from the interviews have been transcribed and can be found in Appendices 12, 13 and 14, and in full length on the enclosed CD.

### ***Case company interviews***

To get an insight into the thoughts behind and experiences with project leadership, I chose to conduct various interviews with project managers in the four different case companies. The purpose of the interviews was to uncover the general use of project leadership, the reason for using leadership and discover any discrepancies that might exist between practice and theory. I was made aware of some of the case companies, COOP and Banedanmark, through the interviews with the experts, as good examples of project leadership. The remaining two case companies, Alfa Laval and FLSmidth, I found in a brochure on a Project Leadership course by Mannaz which both companies had attended. Both before the interviews with the case companies, but in particular after the interviews, I continuously evaluated whether the case companies were a fit for this thesis and found each of the four companies to be relevant. I emphasized that all case companies could supplement each other through similarities and differences, both in terms of their structure, but especially in their use of project leadership. This causes each case company to contribute with something interesting and relevant while at the same time being comparable to the other case companies, e.g. that all companies are based in Denmark.

Initially the head of project management for the two of the case companies, Banedanmark and FLSmidth was contacted via email and asked if the case company was interested in participating with 2-4 project managers. The head of project management then sent the names of some relevant project managers who were interested in doing an interview. I am aware that this could influence the data collected as the head of project management could influence the results by choosing certain project managers over others. In the two other companies, I contacted the interviewees directly.

All interviews were conducted as individual interviews, except for two interviews that due to logistics were performed as group interviews. However, these group interviews only consisted of two participants each and were thus not considered to pose radical implications on the results and findings of these two interviews.

Before the interview, all interviewees received a brief e-mail on the topic of the thesis and hence the focus of the interviews, but did not receive any hints as to which questions would be asked as a measure to ensure a spontaneity in the answers on their part.

In COOP, I conducted one interview with the Change Manager of a large IT project within COOP, Malene Kingo. The interview was conducted via telephone as requested by the interviewee due to time constraints. COOP is the only company to only have one interviewee included in this thesis,

but I chose to include the interview nonetheless, as they are comparable with the other case companies in terms of origin, type of project and therefore would be a good supplement to the other case companies that have more interviewees.

In Alfa Laval, I interviewed two persons, Caroline Renblad and Niels Hyldager. The interview was conducted as a group interview as Caroline Renblad was only in Denmark for the day as she usually works at the Head Office of Alfa Laval in Sweden and therefore, she suggested doing the interview as a group interview at their premises in Copenhagen.

In FLSmidth, I interviewed three project managers, Anders Skærlund Pedersen, Claus Hagen Jensen and Lars Rølmer Olsen. All interviews were conducted as individual interviews at FLSmidth's premises in Copenhagen.

In Banedanmark, I interviewed four project managers, Alis Carøe, Nina Marxen, Bent Ahlgren and Oana Krogh Nielsen. Alis Carøe and Nina Marxen were interviewed together in a group interview at the suggestion of the head of project management as they work on similar projects. Bent Ahlgren and Oana Krogh Nielsen were both interviewed individually. All the interviews were conducted at Banedanmark's office in Copenhagen.

The interviewees are listed in Figure 5 below, where the title, company and project management education is also included. It is interesting to note that all the interviewees had some sort of formal project management (PM) training, some with a full certification and others with some individual PM courses. Relevant quotations from the interviews have been transcribed and can be found in Appendices 4, 5, 6, 7, 8, 9, 10, and 11 and in full length on the enclosed CD.

Name	Title	Company	Project Management education
Malene Kingo	Change Manager	COOP	IPMA
Caroline Renblad	Project Manager	Alfa Laval	IPMA
Niels Hyldager	Global Supply Manager	Alfa Laval	PM courses
Anders Skærlund Pedersen	Project Manager	FLSmidth	FLSmidth PM education (PMI)
Claus Hagen Jensen	Project Manager	FLSmidth	PM courses
Lars Rølmer Olsen	Project Manager	FLSmidth	Equivalent of IPMA
Alis Carøe	Project Manager	Banedanmark	PRINCE2, IPMA
Bent Ahlgren	Project Manager	Banedanmark	PRINCE2, other PM courses
Nina Marxén	Project Manager	Banedanmark	PRINCE2
Oana Krogh Nielsen	Project Manager	Banedanmark	PRINCE2, PMI

**Figure 5: Case company interviewees**

*Source: Author*

## Verification of the empirical domain

There are always variables you need to consider when working with the empirical domain in a thesis. These variables include the concepts of validity and reliability. These are not applied in the statistical sense, but in their original sense and will be described below as well as describing the measures taken to ensure verification.

### Validity

Validity covers both the concepts of validity and relevance. Is there a general agreement between the theoretical concepts and the empirical variables, and are the empirical variables and concepts relevant for the thesis (Andersen, 2010, p. 83). The validity of interviews then refers to the degree of how true and correct the statements given in the interview are and is often defined by the question: Do I measure what I think I measure? (Kvale & Brinkmann, 2009, p. 272). In the interview situation it is necessary to secure the validity of the interviews through simple measures. I have strengthened the validity of the interviews by asking the interviewee to confirm their interpretation and by asking follow up questions to make sure that I had gotten the right understanding of their statements (Kvale, 2007, p. 42). Furthermore, I evaluated how the interview

went in an effort to make sure the answers to my questions were relevant for the thesis as a measure to see if the interview guide needed correction. In the analysis process the validity question became even more strengthened by transcribing and using the direct quotations that serve as the basis for the interpretations. Hereby, I analyze as close to “reality” as possible.

## **Reliability**

Reliability refers to the quality and reliability of the results achieved and to what degree these results would be replicable by other researchers in another study (Kvale & Brinkmann, 2009, p. 352). Reliability is therefore apparent in a study when the collected data is sufficiently reliable and not registered or interpreted the wrong way (Andersen, 2010, p. 83). The situation therefore has to be the same for the interviewees. According to Kvale: ”The research interview is an interview where knowledge is constructed in the interaction between the interviewer and interviewee” (Kvale, 2007, p. 1). From this definition it will never be possible to recreate the interview situation as the social process depends on the persons and therefore is not possible to replicate (*Ibid.*, p. 14). However, it is possible to take precautionary measures in a qualitative method and hereby ensure reliability as much as possible. In this case, I have taken this problem into account by having an interview guide. This has ensured that it is the same questions being asked with the same wording and therefore the same elements have been included in all the interviews. However, it has not been possible to recreate the exact same situation as the interviews were conducted on semi-structured manner and the follow up questions asked during the interviews therefore varied. Furthermore, I have given the same introduction of the thesis to all the interviewees. This strengthens the reliability by ensuring that all interviewees enter the interview with the same basic understanding.

## **Limitations of the qualitative method**

The choice to opt for a qualitative method has its strengths as well as its limitations. Firstly, by using a qualitative method you limit yourself to analyze based on a small part of reality – in this case four case companies. However, this has enabled a more thorough investigation and has made it possible to gain a deeper insight into the empirical domain. Hereby, I have tried to get as profound an understanding as possible rather than a superficial one. This causes my results to not be as generalizable as research based on a quantitative method. Furthermore, when doing qualitative studies the researcher cannot escape the risk of researcher bias as the qualitative method entails personal gathering and processing of information wherein interpretation is inevitable (Andersen, 2010, p. 209). I have tried to eliminate this limitation by remaining critical throughout the thesis and continuously see if any elements of the analysis might be influenced by my own assumptions.

## Theoretical fields

In order to answer the questions I set out to answer in the introduction, I need to draw upon several theoretical fields. In this thesis, I therefore draw upon literature on project management, project leadership and leadership. These three fields form the basis of the analysis of this thesis as illustrated in the figure below.



**Figure 6: Theoretical fields of the thesis**

*Source: Author*

### Project management

Since project management literature forms the basis for project managers, I find it necessary to include project management as a theoretical field in this thesis because I wish to illustrate what part leadership plays in the project management literature. Hereby, project management forms the basic frames for the analysis. Hereby, it serves to illustrate where project leadership and leadership theories have something to add.

### Project leadership

I draw on project leadership theories to understand what the difference between project leadership literature and project management literature is, and what the project leadership literature adds to the project management literature. Furthermore, it will help me to understand why project leadership has become a field on its own over the past few years.

## **Leadership**

To see what types of leadership permeate the two previous theoretical fields and the case companies' depiction of what leadership is, I include leadership theories. Leadership will hereby work as a supplement to the other two theoretical fields. Leadership is also included to see if any leadership theories might add to the current body of knowledge and hereby move project leadership further along. Each of the three theoretical fields contributes substantially to this thesis as each of the theories will help illuminate certain aspects of the questions asked in the beginning.

In the literature review, I thoroughly present and define the three theoretical fields.

## **The contribution of this thesis**

Vast amounts of literature already exist on both leadership and project management, but only to a small degree are these two combined as project leadership. This thesis therefore fills the gaps that exist in the literature on project leadership and project management, as previously done by e.g. Briner, Geddings and Hastings (1990). To do this the thesis uses the qualitative interviews to compare the reality of a project manager to the literature and add to the literature where any gaps exist. The contribution is therefore a practical one as illustrated in the figure below.



**Figure 7: The contribution of this thesis**

*Source: Author*

## Literature review

In the following section, I review the literature on project management and project leadership to see how the two theoretical fields term leadership in projects. These two fields are then compared briefly to see if any discrepancies exist. Finally, leadership theories are introduced to supplement the project leadership and project management literature in order to see what types of leadership the two previous theoretical fields mention.

The project management literature defines leadership as: "...the process of influencing others to understand what needs to be done and how it can be done, coordinating and motivating the work of various individuals and subcontractors, and delivering a successful product in the context of a project." (Caldwell & Posner, 1998, p. 301). Caldwell and Posner argue that leadership in projects has both internal roles and external roles (Caldwell & Posner, 1998). External leadership roles are defined as the leadership roles that: "...relate to managing the relationships between the team and the environments in which it operates." (Caldwell & Posner, 1998, p. 301). The internal leadership roles are defined as "...the things that a leader must do to create a shared vision among team members, motivate and inspire team members, establish and monitor goals, and ensure that the group is making effective decisions." (Caldwell & Posner, 1998, p. 301). According to David F. Caldwell and Barry Z. Posner a focus on the external leadership roles of project managers is most important, as the internal leadership roles of the project manager are the same to those of a line manager (Caldwell & Posner, 1998, p. 301), whereas others focus on the internal leadership roles of project managers. However, most researchers include both, as both external and internal leadership roles are necessary for project managers to execute successful projects.

In the project leadership literature, leadership is described in similar ways as in the project management literature, but the researchers mainly focus on some general advice given by practitioners (Briner, Hastings, & Geddes, 1996; Jessen, 1992). However, the project leadership literature, as the name suggests, pays a lot more attention to leadership in projects than the project management literature. They do this because leadership is an integral part of projects according to the theorists (Briner et al., 1996; Jessen, 1992; Müller & Turner, 2010), whereas project management literature on the other hand considers it a supplement, as seen also in the small amount of space used on leadership in the literature (Müller & Turner, 2010). However, for the most part, the literature on project leadership does not differ significantly from the project management literature in the way they define leadership.

I draw upon relevant leadership theories as a way of elaborating on the leadership theories introduced by the two previous theoretical fields as well as figuring out what types of leadership are introduced in the project leadership and project management literature. In this section, I introduce the theories of situational leadership theory (Hersey & Blanchard, 1977), transformational leadership theory (Bass & Riggio, 2006) and complexity leadership theory (Obolensky, 2010; Uhl-Bien, Marion, & McKelvey, 2007). Situational leadership is a theory both the theorists and practitioners talk of as a useful theory, as it is beneficial in terms of adjusting the leadership style to any given situation. Transformational leadership introduces some ways of motivating followers as well as aligning objectives. I introduce complexity leadership theory to the thesis because of its relevance to project managers, as it adds some new things to the two well-known leadership theories suggested by the literature. Complexity leadership theory embraces the complexity rather than trying to simplify everything to cope with uncertainty, and is therefore a useful theory for projects.

### **Leadership in project management literature**

One way to find out how projects term leadership is to look at the project management literature. It is in this field a lot of project managers get their knowledge, and therefore the way project management literature terms leadership is likely to be similar to that of the project managers.

The Association for Project Management (APM) defines Leadership as "...the ability to establish vision and direction, to influence and align others towards a common purpose, and to empower and inspire people to achieve project success. It enables the project to proceed in an environment of change and uncertainty." (Association for Project Management, 2006, p. 106).

The sections on leadership in project management can be categorized into three different categories. Theorists that focus on the external leadership roles, theorists that focus on internal leadership roles, and finally, theorists that focus on both the external leadership roles and the internal leadership roles. However, since most of the theorists focus on both the internal leadership roles as well as the external leadership roles, it is not relevant to discuss which is the more important as both are important according to the majority of the theorists.

However, in the following section I will divide the leadership roles suggested by the literature into internal leadership roles and external leadership roles for the sake of clarity.

## **Internal leadership roles**

According to Caldwell and Posner, the internal leadership roles relate to the things a leader does within the project team to motivate and engage the project team members.

### ***Leadership in project management***

Thoms and Kerwin introduce 7 different leadership theories that are relevant for project leaders. They divide the leadership theories into two main categories: contingency theories and universal theories. The contingency leadership theories argue that leaders need different styles depending on the situation they are faced with and therefore need to adapt to the situation. The universal leadership theories argue that a good leader is a good leader no matter what the situation is and that the leader does not need to adapt to the situation (Thoms & Kerwin, 2007, pp. 71–74).

Thoms and Kerwin mentions many leadership theories, the majority of them universal, but only two shall be introduced here, as these are the only two recurring in other books on project management and signs of these are also found in the case companies. These are: the situational leadership theory and the transformational leadership theory (Thoms & Kerwin, 2007, pp. 71–74). The situational leadership model argues that leaders must take different approaches to the people they lead based on the situation. The transformational leadership theory argues that there are two kinds of leaders: transformational leaders who motivate followers by making them aware of the importance and purpose of the work, and transactional leaders who lead by exchanging rewards for task performance (Ibid.)

From the above it becomes clear that Thoms and Kerwin introduce general leadership theories to project management, but do not really link it to project management. This could be because they might think the internal leadership roles are similar to those of a line manager as argued by Caldwell and Posner (1998). However, unlike Caldwell and Posner, Thoms and Kerwin show that internal leadership roles are important as well, even if they are not adapted to a project context. So the way Thoms and Kerwin introduce project leadership is more of leadership in projects than project leadership.

### ***Situational leadership***

Thoms and Kerwin (2007) suggest several different leadership theories relevant for the project manager. One of them is situational leadership. Several other theorists mention situational leadership as a useful theory for project managers. Roland Bee and Frances Bee (1997) argue that situational leadership is an important competence for a project leader to be successful. Burke also supports that project managers need to lead according to the situation and that the project manager

therefore cannot act one way throughout the entire project life-time (Burke, 2003, p. 309) adding to the reasons why situational leadership is beneficial in a project context. One of the reasons why a project manager has to have competencies in situational leadership is that the situation changes during the course of the project. Burke argues that for a project manager to delegate some of the responsibility can be a very good way of inspiring commitment from the project team members as this will help motivate and help get project team members to work towards the same goal. According to Cleland and Ireland, successful project leaders are: "...adaptive and flexible, always aware of the needs and motivations of those whom they try to lead." (Cleland & Ireland, 2002, p. 457). They argue that it is very important for the project manager to be adaptive and flexible if he wants to change the behavior of the project team members, as the project manager himself must then change his own behavior (Cleland & Ireland, 2002, p. 457).

Situational leadership is therefore a very useful tool to project managers according to the theorists. This is probably the case because of the nature of situational leadership theory. It is one of the more practical and rationalized leadership theories available, which is why it appeals to project management literature and hence also project managers.

### ***Aligning project objectives***

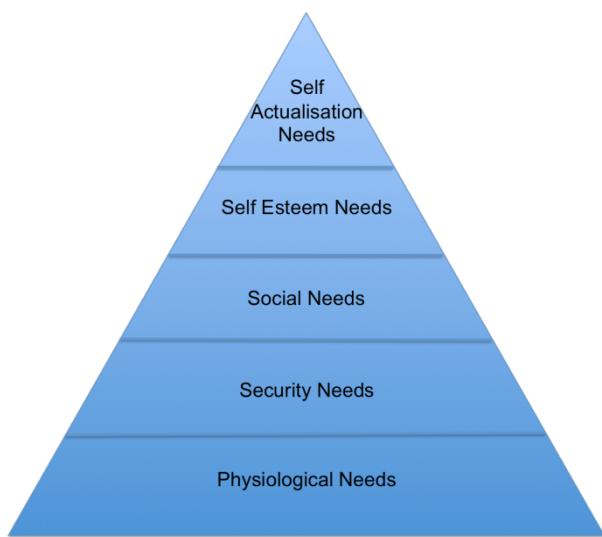
According to Bee and Bee a project leader should align the objectives of the project members with those of the project to be able to deliver on time, within budget and preferably with a better scope (Bee & Bee, 1997, pp. 57–60). They argue that it is one of the most important aspects for a project manager as project team members might not work full-time on the project and hereby have several objectives they are working for, and that these sometimes can be conflicting with the objectives of the project at hand. Hereby it is crucial for project success to align the objectives of the individuals to those of the project (Bee & Bee, 1997, p. 58). According to Rodney Turner, Kristoffer V. Grude and Lynn Thurloway a project manager can use the concept of SMART goals to achieve a good alignment of objectives. **SMART** goals are goals that are Specific, Measureable, Achievable, Realistic and Time framed (Turner, Grude, & Thurloway, 1996, p. 113) Aligning the objectives is seen later in the case company interviews as a recurring theme. One way to align the objectives of the project team members to the objectives of the project is to have SMART goals, another way is to make sure project team members are motivated, but the motivation and the aligning of objectives goes hand in hand according to Bee and Bee, as people will be more motivated to work on a project if the individual objectives are the same, i.e. aligned, to those of the project.

In the definition of leadership by Caldwell and Posner, aligning project objectives is also seen, as they argue that the project manager should make clear to others why the project is important and

get them to buy in to that. Turner et al., suggests a very practical way of getting the objectives aligned, which contrasts the superficial description given by Bee and Bee and Caldwell and Posner.

### ***Needs of project team members***

In order to motivate the project team members Burke suggests that project managers know and master the Maslow Hierarchy of Needs (see figure below) which according to Burke is a useful tool for the project manager to bear in mind when considering how to motivate the team members as it is crucial to understand the underlying reasons for the motivation of the project team members (Burke, 2003, p. 312). One way of motivating the project team members is by delegating responsibility and hereby fulfilling the Self Actualization Need as put forward by Maslow (Burke, 2003, p. 314).



**Figure 8: Maslow's Hierarchy of Needs**

*Source: Author (Based on Maslow's Hierarchy of Needs)*

This aspect of leadership is not that visible in the project management literature, but as will be seen in the project leadership literature, and the leadership literature, it plays a big role for leaders. Due to its practicability and rationalized nature, the Maslow Hierarchy of Needs, fits perfectly the nature of the project management literature.

### **External leadership roles**

Caldwell and Posner focus solely on the external leadership roles of the project manager as they believe the internal leadership roles of the project manager are the same as those of the line manager and therefore does not require specific attention (Caldwell & Posner, 1998, p. 301). They find three different kinds of activities relating to external leadership that project teams are involved in; activities where the project manager is representing or protecting the team, activities where the

project team works with external teams, and finally, activities where the project team is searching for ideas in the marketplace.

The first activity, which is when the project manager represents or protects the project, they argue the project manager needs an ambassador role, the ambassador role is a way for the project manager to prevent others from overloading project team members with unnecessary tasks as well as persuading others that the project team member's work is crucial for the project (Caldwell & Posner, 1998, p. 302). Hereby, the first activity is more important for projects where project team members are not working full-time on the project.

The second activity where the project team is working with others, calls for a task-coordinating role, Caldwell and Posner argue. This role is aimed at the project manager who needs to negotiate with other groups and coordinate the project team's work with others (Caldwell & Posner, 1998, p. 302). The second activity is therefore very important for projects that have to work together with others, e.g. other departments in an organization.

The final activity where the project team is looking for ideas in the marketplace is important as it can help the project manager know what the current trends are and look for ideas, so it is a way of bringing in inspiration from others (Caldwell & Posner, 1998, p. 302).

Even though Caldwell and Posner (1998) argue that they focus solely on the external leadership roles of the project manager, they list the things a project manager can do to become a successful project leader, and this definitely has some internal leadership roles in (Caldwell & Posner, 1998, pp. 304–308). In this list, the authors state that the project manager needs to:

- Develop a map of the environments in which the team operates
- Ensure that all external actions are related to project needs
- Foster cross-team collaboration, develop team members' collaboration skills
- Set a positive example and finally
- Build credibility with people from the group and outside of the group

Some of the things listed are definitely part of external leadership roles of a project manager, e.g. *developing a map of the environment surrounding the project team, ensuring all external actions are related to project needs, fostering cross-team collaboration, and building credibility with people outside the group*. But tasks like *developing team members' collaboration skills, setting a*

*positive example and building credibility with the people inside the group*, are argued by Caldwell and Posner to be more internal leadership roles than external.

However, the authors do not further elaborate on the internal leadership roles, as they believe it is the external leadership roles that differ from the line manager's internal leadership roles and hereby argue that these are more important for the project management literature to focus on as the internal leadership roles already have plenty of applicable literature. Hereby, they focus primarily on the communication between the project team and its external stakeholders as they argue it is a key constituent for project success (Caldwell & Posner, 1998, p. 301).

### ***Managing stakeholders***

According to the Association for Project Management, the project manager needs to focus on different aspects of leadership depending on where in the project life cycle he is. The project manager should focus on the more external aspects like stakeholder management in the beginning of the project and as the project moves along shift towards the more internal aspects of keeping the project team members motivated and overcoming obstacles within the project team (Association for Project Management, 2006, p. 106). This indicates that different leadership roles, and consequently also leadership styles are necessary in different parts of the project.

Bee and Bee point out that project managers tend to focus a lot on the task ahead in a project as the key deliverables usually are time, scope and money (Bee & Bee, 1997, p. 34). Simultaneously, they argue that the project manager should also focus on the other role, i.e. the leadership role, and not just focus on managing time, scope and money. As well as with Caldwell and Posner, Bee and Bee argue that the project leader should develop strong relationships with the stakeholders as a way of increasing the chance of project success as well as taking care of risk and uncertainty (Bee & Bee, 1997, pp. 37–39). This they argue, is because a project has few established relationships compared to the regular organization as well as a project usually have more external stakeholders than the regular organization (*Ibid.*). This is also supported by Tony Davis and Richard Pharro who argue that the project leader must collaborate with other departments in the organization and that it is therefore extremely important for the project leader to have great interpersonal communication skills (Davis & Pharro, 2005, p. 31). Furthermore, David I. Cleland and Lewis R. Ireland argue that managing the stakeholders is a key task for the project manager as he is usually dependent on other departments to do part of the work in the project and that it is therefore crucial that he be able to win their support and hereby get them to do well on the parts they are to deliver to the project (Cleland & Ireland, 2002, p. 467). Thoms and Kerwin support the view of focusing on the external leadership roles in projects as they believe one of the most important tasks of a project leader is to

manage the numerous stakeholders of the project through leadership (Thoms & Kerwin, 2007, pp. 70–71).

Managing the stakeholders is therefore a very important leadership aspect in projects, as they have a big influence on the outcome of the project. The literature argues a lot for the importance of managing the stakeholder, but do not really suggest any concrete methods to this. Thus the literature on managing the stakeholders comes off quite superficial.

### **Different roles**

However, it is important to notice that many of the theorists argue that the project manager does not only comprise the role of a manager, but also comprises the role of a leader. Bee and Bee support this as they argue that the project manager requires two distinct roles: one as a project manager and one as a project leader. The project manager takes care of the administrative processes and the project leader is in charge of delivering the project objectives (Bee & Bee, 1997, p. 34). The problem with this division is that the terms project manager and project leader are often used interchangeably (*Ibid.*). This is well in line with Davis and Pharro, who concur that the successful project manager needs to comprise both the role of a leader and a manager, they call it "The Relationship Manager" (Davis & Pharro, 2005, p. 30). This is further supported by Cleland and Ireland, who argue that a project leader also should be an efficient manager and know all the relevant management systems used in a project (Cleland & Ireland, 2002, p. 468). This is nicely summarized by Turner, Grude and Thurloway who say that the project manager's: "...main responsibility is to manage the team and its work *to deliver the promised results*; it is the leader's responsibility to create the climate for success." (Turner et al., 1996, p. 99).

Thus, a project manager not only needs to be a skillful project manager, but also a skillful project leader, two different disciplines, that may not necessarily go hand in hand, as project managers usually are project managers based on their competencies within the project's key deliverables.

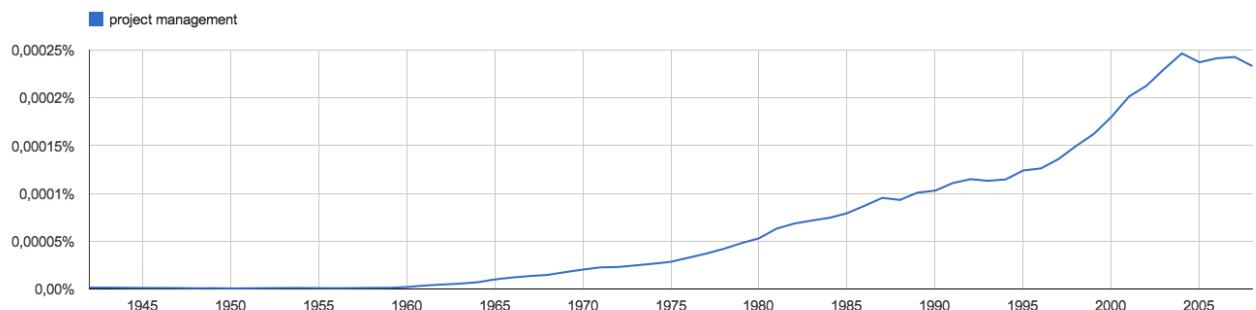
### **Summary of leadership in project management literature**

In the project management literature, leadership plays a role, but it is a small one, as it is not given much space in the books compared to the management aspect of project management. This is consistent with the idea of project management literature being very technical and rationalized, whereas leadership is less technical and difficult to grasp for many project managers. Generally, the project management literature suggests a division of the leadership roles into external leadership roles regarding leadership efforts outside the project, and internal leadership roles regarding the leadership efforts within the project team. The project management literature rationalizes the

leadership aspects into something more tangible by simplifying and suggesting very practical leadership aspects, making it more in line with the project management literature. For the internal leadership roles are suggested numerous different roles: *different leadership theories*, *situational leadership*, *aligning the objectives of the project team members*, and finally *considering the needs of project team members*. All of these different internal leadership roles are important roles for the project manager to consider according to the project management literature.

## Project leadership literature

Another way to find out how projects term leadership is to look at the project leadership literature. However, this theoretical field is not as big of a field based on the number of books available on the subject, but is on the rise. Figure 1 and Figure 9 illustrate the amount of literature available on project leadership and project management literature. Due to the big difference in the amount of books on project management compared to project leadership, a comparison of the two in one chart is not possible if the evolution of the project leadership literature is to be illustrated. Whereas project leadership is on the rise, project management literature has experienced a slight decline over the past few years.



**Figure 9: The development of project management literature**

Source: Google nGram

These figures clearly illustrate that literature on both project management and project leadership has been on the rise during the past 50 years, but project management now seems to have reached its peak, while project leadership seems to be still increasing. Furthermore, the figures also show that the literature on project leadership is scarcer than the literature on project management.

The project leadership literature has increased in the past 50 years due to several reasons. One is that project work has become increasingly important in companies (Jessen, 1992, p. 16). Project management has then followed and become a discipline with a lot of practical literature for the project manager to consider as a way of securing successful projects. But why do projects then fail

even if project managers have knowledge of a lot of useful tools? According to Wendy Briner, Colin Hastings and Michael Geddes (1996), it may be because project managers are very technically skilled within their field and even within project management tools, but may not know that leadership is important in order to lead the project team members efficiently (Briner et al., 1996, p. 16).

Ralf Müller and J. Rodney Turner also argue that a project manager must know more than just the technical aspect as they state that: "...successful project management is more than just the effective application of tools and techniques. Successful project management also depends on the leadership competence and the management competence of the project manager." (Müller & Turner, 2010, p. 2). This indicates that leadership competences in projects also are important for project managers, although these competences are often scarce with project managers. This indicates that the reason for project failure could be a result of a lack of focus on leadership. Furthermore, Jessen argues that project management with its very technical nature and rationalized approach is flawed, as project management tools are not universal truths that are applicable in every context why an increased focus on leadership in projects is required (Jessen, 1992, pp. 15–16).

The following section will therefore investigate project leadership in order to define and discuss this theoretical aspect of successful project delivery and to gain insight into an aspect of projects that are increasingly considered just as pivotal as managing times, budgets and scope. However, as argued by Briner et al. above this aspect is one aspect that remains neglected by today's project managers (Briner et al., 1996, p. 16).

### **Project leadership defined**

According to Svein Arne Jessen, Project leadership is to influence the followers and accomplish objectives (Jessen, 1992, p. 22). This is further supported by Wendy Briner, Colin Hastings and Michael Geddes (1996) who argue that a project manager as a very visible leader is responsible for achieving the objectives of the project (Briner et al., 1996, p. 16). The real need for a project leader stems from the fact that for a project to deliver the agreed upon deliverables and preferably do so on time, budget and scope, the project manager needs to get the best out of his/her team members. This is where project leadership really separates itself from the project management as it focuses a lot more on the how to do this, rather than just mentioning why it is important as the case was with the project management literature.

According to the project leadership literature, there are several aspects to being a competent project leader in order to ensure successful project delivery. These aspects include *motivation*, *situational leadership*, *communication*, *a clear vision*, and *needs of project team members*. These skills will be defined and elaborated below in order to provide an understanding of what an effective and successful project leader looks like according to project leadership theories.

In the following section, I introduce the different aspects of project leadership and subsequently compare them to the different leadership aspects suggested by the project management literature.

### **Motivation**

Jessen argues that project managers must focus on motivation theory (Jessen, 1992, p. 100). This must be done as project team members, if they are full-time project members, need to get their motivation from the project organization and not the regular organization. Müller and Turner further elaborate on this as they argue that managing the resources of the project as well as motivating accounts for 9% of the project success (Müller & Turner, 2010, p. 22). They argue that motivation can be gathered from the way the project manager plans the project, i.e. how he structures the project. E.g. if the project has a clear goal then he may use a more task-oriented approach in projects with a high risk for mistakes and a more people-oriented approach with more freedom for the project team members if the goal or method is somewhat blurry (Müller & Turner, 2010, p. 22). Most important is that the approach is based on the context of the project.

Another way of motivating the project team members is by empowering the project team members. According to Müller and Turner, an empowered project team: "...contributes strongly to work-related results, such as customer satisfaction and process improvement." (Müller & Turner, 2010, p. 26).

Furthermore, Müller and Turner argue that project managers should have great interpersonal skills, as they in this way will be able to better understand the needs and hereby better understand what motivates the project team members (Müller & Turner, 2010, p. 39). They argue that good interpersonal skills will minimize the probability of hurtful interactions that would harm the team harmony and hereby harm the effectiveness of the project team members (Müller & Turner, 2010, p. 39).

Finally, developing the project team members is an important aspect of project leadership according to Müller and Turner as this will help motivate the team members and hereby increase the possibility for project success (Müller & Turner, 2010, p. 27).

This corresponds somewhat to the leadership aspect of considering the needs of project team members as suggested by Burke in the sense that a project manager who understands the needs of the team members, better will be to motivate them by following the different actions suggested above.

### ***Situational leadership***

The situational leadership theory is very useful to project managers, as projects always bring about an element of change, making each project unique, and therefore the project presents a new situation every time for the project manager to consider. Thus, project managers always have to adapt to new situations and here situational leadership theory would provide them with some help according to Jessen (Jessen, 1992, pp. 114–116).

According to Müller and Turner: “Successful leadership is dependent on finding the right leadership style for the people to be led.” (Müller & Turner, 2010, p. 85). Hereby it becomes clear that situational leadership is a very useful tool for project managers as a tool to adapt the leadership style to any given situation.

Thus, the project leadership literature argues along the same lines as the project management literature, that leadership literature is applicable in a project context, or at least situational leadership is, as it is a very practical and rationalized leadership theory that fits nicely with the technical project management literature.

### ***Communication***

Briner et al. argue that a successful project leader must be very adept at communicating, as project leaders need to be able to explain complicated things to project members and constantly keep an eye out for conflicts. Hereby project leaders must be able to solve conflicts through clear communication or even prevent any full-blown conflict in the build-up (Briner et al., 1996, p. 18). Müller and Turner also argue that leadership in projects can help defuse conflicts before they even arise and hereby still have the team feel like a team instead of a group of individuals fighting each other (Müller & Turner, 2010, p. 81).

According to Müller and Turner, communication is one of the key characteristics of a project leader in a successful project. They argue that communication has three different areas that are important for the project manager to take care of. These are: “...availability for communication, setting the stage for mutual exchange, and finding the right level of communication detail.” (Müller & Turner,

2010, p. 24). Hereby the project manager must be able to make sure all three areas are taken care of in order to get the full benefits from communication. Furthermore, they argue that communication is necessary in order to build good relationships with the stakeholders of the project.

In this aspect of leadership, the project leadership literature differs from the project management literature as it considers communication as an individual aspect of leadership, and not just as a part of managing the stakeholders or aligning project objectives. Furthermore, the project leadership literature offers some very practical ways of ensuring communication in the project as seen from Müller and Turner's three areas of importance.

### ***A clear vision***

According to Müller and Turner, a clear vision is important for the project success. Hereby they agree with the project management literature (Caldwell & Posner, 1998) on that a clear vision can help ensure alignment of objectives (Bee & Bee, 1997). However, a clear vision should not stem from the project manager but rather the project sponsor, and in this way they differ from the project management literature that does not explain from where the vision should originate. (Müller & Turner, 2010, p. 32).

### **Different roles**

According to Briner et al., a project leader has three roles that are; the management of stakeholders, the management of the project life cycle and the management of performance (Briner et al., 1996, p. 18). Hereby they argue that the project manager must comprise both project management and project leadership as the management of stakeholders is seen as a leadership discipline, whereas the management of the project life cycle and the management of performance are seen as management activities (Briner et al., 1996, p. 18).

This is also supported by Müller and Turner who argue that the project manager has to be adept at the role of a project manager and the role of a project leader in order to get the best results (Müller & Turner, 2010, p. 3). Hereby they agree with Davis and Pharro's argument that an efficient project manager has to comprise both the management and the leadership aspect to a project.

### **Summary of project leadership literature**

The project leadership literature separates itself from the project management literature by going more into detail with different leadership approaches that are particularly relevant for project leaders. The literature adapts the aspects of leadership more to a project context than seen in the case of the project management literature. Contrastively to the project management literature, the project leadership literature considers communication an aspect in its own right. In general,

contingency leadership theories are prevailing compared to universal leadership theories in the project leadership literature, which is further accentuated by the statement of Müller and Turner who argue a project manager must adapt his approach to the context of the project (Müller & Turner, 2010, p. 22). This supports the prevalence of contingency leadership theories as suggested by Thoms and Kerwin in the project management literature. The project leadership literature focuses on similar aspects of leadership in projects as those suggested by the project management literature which is evident by the leadership tasks suggested by the project leadership literature: *motivation of project team members, situational leadership, and a clear vision for the project.*

The project leadership literature concurs with the project management literature that an effective project manager must comprise both project management skills as well as project leadership skills (Briner et al., 1996).

Furthermore, Müller and Turner argue that leadership must be adapted to projects as the leadership applied in the line organization cannot be transferred directly to the project, as a project is a temporary organization and hereby differs greatly from the line organization (Müller & Turner, 2010, p. 54). Hereby they contrast the statement of Caldwell and Posner in the beginning of this literature review that the internal leadership roles were not of interest to them as they were the same for a line manager and project manager (Caldwell & Posner, 1998, p. 301).

## **Leadership literature**

Finally, I draw on leadership literature to elaborate on the leadership theories behind the two previous theoretical fields. From the project management literature as well as the project leadership literature, it becomes clear that the prevailing way of defining leadership is similar to that of situational leadership and transformational leadership. These two theories will be supplemented by complexity leadership theory as this theory adds a different perspective on leadership to that of situational leadership theory and transformational leadership, as it is not vested within the leader, but rather focuses on complex situations that are similar to a project.

## **Situational Leadership Theory**

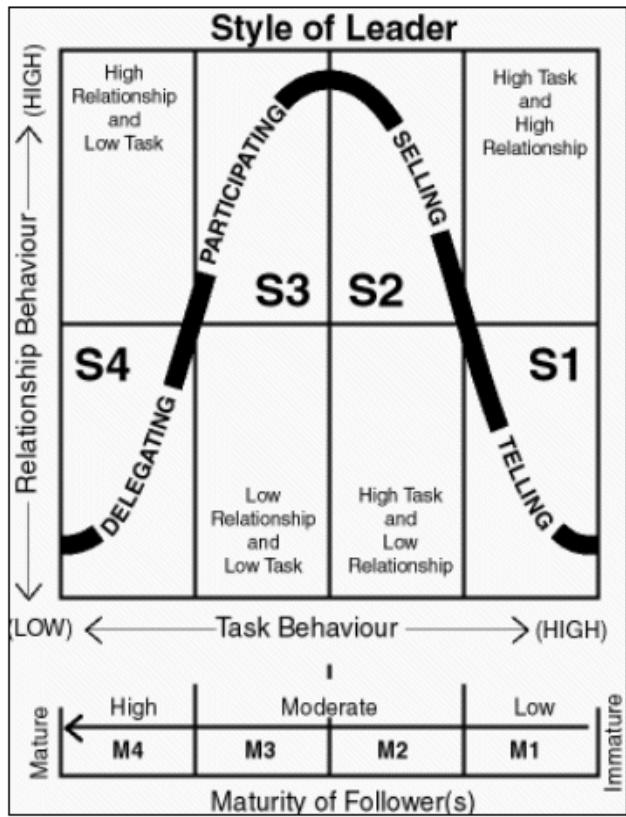
Paul Hersey and Kenneth H. Blanchard developed the Situational Leadership Theory (SLT) back in the 1970's, but to this day it still is one of the most applied theories by practitioners due to its applicability and practicality. SLT was created as a tool for leaders to effectively lead followers with varying motivations and varying needs to be fulfilled.

So the leader not only needs to be able to figure out what his followers are motivated by and what their needs are, but he should also be able to act on this knowledge (Hersey & Blanchard, 1977, p. 159), and this is what the SLT helps managers on how to do. It is a tool that is supposed to help a leader choose the optimal leadership style according to the situation he finds himself in.

SLT is based on three different variables, *task behavior*, *relationship behavior*, and *maturity of the follower*. Maturity is defined as: "...the capacity to set high but attainable goals (achievement-motivation), willingness and ability to take responsibility, and education and/or experience of an individual or a group." (Hersey & Blanchard, 1977, p. 161). According to Hersey and Blanchard, a leader must adjust their leadership style according to the maturity of the followers, and hereby move towards a more relationship behavior than task behavior (Hersey & Blanchard, 1977, p. 163). Task behavior is defined as the extent to which the leader uses one-way communication to get followers to do what the leader wants (Hersey & Blanchard, 1977, p. 168). Relationship behavior is the extent to which the leader uses two-way communication in order to get the work done (Hersey & Blanchard, 1977, p. 168).

According to the model proposed by Hersey and Blanchard as illustrated below in Figure 12, SLT suggests four different leadership styles based on the maturity of the follower the leader is to go straight up from the maturity line and find the correct spot on the curvilinear maturity line in the model (Hersey & Blanchard, 1977). The four different styles are: telling, selling, participating, and delegating. Telling is when the leader tells the follower what to do through one-way communication, selling is when the leader uses two-way communication to get the work done by convincing the followers, participating is when the leader shares decision making with the followers through two-way communication, and finally, delegating is when the leader lets the followers do all the decision making as he only acts as a general supervisor for the followers (Hersey & Blanchard, 1977, pp. 169–170).

As seen from the above description of situational leadership it becomes clear that it is a leadership theory that focuses on applicability, which has reinforced its popularity with managers, as it makes it easier to understand and apply. Thus, SLT is in line with the project management literature due to its practicability and rationalized approach that corresponds well with project management.



**Figure 10: Situational Leadership Theory**

Source: (Hersey & Blanchard, 1977)

### Transformational Leadership Theory

The Transformational Leadership Theory (TLT) as developed by Bernard Bass and Ronald E. Riggio argues that transformational leaders: "...help followers grow and develop into leaders by responding to individual follower's needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization." (Bass & Riggio, 2006, p. 3). TLT is split up into two different leadership styles: a transactional leadership style and a transformational leadership style.

Transactional leadership is when a leader rewards or disciplines a follower based on the performance and it has three sub-styles to it; contingent reward, management-by-exception, and laissez-faire leadership (Bass & Riggio, 2006, p. 8). Contingent reward is when the leader offers the follower a reward if he delivers what he has agreed with the leader. Management-by-exception is when a leader actively or passively reacts to any deviations from the standard. Laissez-faire leadership is when the leader does not lead, so the leader does not make any decisions or lead in any way (Ibid.).

Transformational leadership is when a leader does more than simply set up agreements and rewards for followers. It includes four different components; idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2006, pp. 6–7). Idealized influence is when the leader serves as a role model, and hereby as someone the followers look up to (Ibid.). Inspirational motivation is when a leader is able to inspire and motivate followers in a way so that these get involved in the team and shared vision (Ibid.). Intellectual stimulation is when a leader stimulates the followers to be creative and is not publicly criticizing the ideas of the followers even if they differ from the leader's ideas (Ibid.). Individualized consideration is when the leader pays attention to the individual follower's needs and situation, both at the job and outside the job (Ibid.).

According to Bass and Riggio, a transformational leader is able to enhance followers' identification with the leader and hereby inspire commitment so the followers feel a stronger identification with the group or company (Bass & Riggio, 2006, p. 35). They argue that the transformational leader can use the four transformational components in order to do this and that this will enhance the satisfaction of the followers. The general thought is here that a satisfied follower is a better follower, and better follower equals better financial results (Bass & Riggio, 2006, p. 48). According to Bass and Riggio, it is in particular three things that help get these better results, firstly, the self-efficacy of the follower, i.e. the leaders ability to make followers believe they have the capability to reach the goals (Bass & Riggio, 2006, pp. 51–52), secondly, there is the identification with the leader, i.e. when the leader is perceived as being competent and trustworthy (Bass & Riggio, 2006, p. 52), and finally, aligned goals and objectives of the followers, i.e. the leaders ability to align the objectives of the individual followers to the objectives of the project in order to give a sense of purpose to the followers (Bass & Riggio, 2006, p. 52).

Furthermore, Bass and Riggio argues that transformational leadership can serve as a way of reducing risk and stress, as a driver for change, and as a way of developing leaders (Bass & Riggio, 2006, pp. 54–55). Hereby, the applicability to project management becomes apparent, as projects always are set out to perform some kind of change, whether that is a change in a process or a new product of some kind. Furthermore, projects can be very stressful as there is a clear date for the termination of the project as well as some well-defined goals and deliverables and in order to reach those it can be quite stressful.

Finally, at the base of transformational leadership is the leader who is to perform the transformational leadership, this is the same way of looking at leadership as with the Situational

Leadership Theory and the way leadership is termed by both project management literature and project leadership literature. However, Bass and Riggio suggest towards the end that: "...transformational teams can function in ways to generate the extra effort, performance, and satisfaction expected from transformational leadership. In another sense, transformational leadership could be shared among the team members." (Bass & Riggio, 2006, p. 217). Hereby they argue that there may exist substitutes for leadership that can render the leader, but not leadership obsolete.

TLT is not a contingency leadership theory as SLT, but it is seen as an important leadership theory for project managers, as it talks a lot of how to motivate followers and is comparable to the two previous literatures, as Bass and Riggio also define leadership as a way of motivating and engaging followers, considering the needs of followers, and aligning objectives. Thus it permeates the leadership definitions experienced in both the project leadership literature and in the project management literature.

### **Complexity Leadership Theory**

Complexity Leadership Theory (CLT) is a less leader-centered leadership theory, as Mary Uhl-Bien, Russ Marion and Bill McKelvey argue that leadership in the past century has mostly been the product of: "...top-down, bureaucratic paradigms." (Uhl-Bien et al., 2007, p. 2). CLT on the other hand defines leadership as a: "...complex interactive dynamic from which adaptive outcomes (e.g., learning, innovation, and adaptability) emerge." (Uhl-Bien et al., 2007, p. 2). Hereby it becomes clear that the main difference between CLT on one side and SLT and TLT on the other is that CLT terms leadership more as a process than as a person.

According to Uhl-Bien, Marion and McKelvey, the changing business environment in today's organizational world calls for an update to the leadership models as the "old" leadership models are no longer up to date (Uhl-Bien et al., 2007). They therefore suggest a shift towards a more dynamic view of leadership, as that will help organizations succeed in the rapidly changing business environment. Nick Obolensky explains it with a reference to the way humans were organized back in the day. He argues that leadership has evolved over the past years from being an oligarchy, where power is vested in the few leading the many to being a polyarchy, i.e. where power is vested in many people (Obolensky, 2010, pp. 4–5). Uhl-Bien et al. suggest that in order to use CLT it is necessary to look at the Complex Adaptive Systems (CAS), and they argue that: "leadership should be seen not only as position and authority but also as an emergent, interactive dynamic —a complex interplay from which a collective impetus for action and change emerges when

heterogeneous agents interact in networks in ways that produce new patterns of behavior or new modes of operating.” (Uhl-Bien et al., 2007, p. 3).

A CAS is defined as: ”...a dynamic organization where teams are formed, perform and then disappear as the need arises. What forms the foundation (or cornerstones) of this dynamic are clear *people* processes and policies, sound and flexible information and communication *technology* systems, and transparent, inclusive and flexible *strategy* development processes.” (Obolensky, 2010, pp. 26–27). The main argument of Obolensky is that as organizational matrices today have become more and more complex, and that more and more organizations solely work as a project organization, CAS and CLT become more important than ever before, as managers and leaders need to embrace the uncertainty and chaos, and adjust to it (Obolensky, 2010).

According to Uhl-Bien et al. the leader’s role in the interactive dynamic that is complexity leadership, is to influence the dynamic and outcome (Uhl-Bien et al., 2007). So leadership is not performed by the leader, but is rather supported and influenced by the leader. They argue that in order to defeat the complexity found in businesses today, managers and organizations should not try to simplify the processes and strategies, but rather embrace the complexity and fight it with complexity (Ibid.). Furthermore, they argue that in CLT there are three co-existing types of leadership, administrative leadership which are the formal acts that coordinate and structure the organizational activities (Ibid., p. 4), adaptive leadership which is what happens in emergent, informal adaptive dynamics in the organization (Ibid., p. 4), and finally, enabling leadership that serves to foster and maneuver the context in order to further adaptive leadership and enable emergent dynamics (Ibid., p. 11).

### **Summary of leadership literature**

From the above it becomes clear that all three leadership theories are applicable to a project context. Both the project management literature and the project leadership literature mention situational leadership theory as a useful tool for project managers, but it was nonetheless not explained thoroughly in either of the literatures, why project managers would have to find the original theory in order to get the full understanding of it. The same was the case for transformational leadership that the project management literature mentioned, but the project leadership literature did not. However, by looking at the definition of leadership in the transformational leadership theory it becomes clear that a transformational leader is able to align objectives of the project team members as a result of understanding the needs of the project team members according to Bass and Riggio. Hereby it becomes evident that transformational leadership permeates the project management and project leadership literature by having similar definitions of

what leadership is. I introduce complexity leadership theory as a leadership theory that complements the other two leadership theories presented, as it adds new perspectives on leadership that are not seen in the project management literature and project leadership literature. Complexity leadership theory does not consider leadership as vested within the project manager or leader, but rather as a dynamic, that the leader can influence, but not control.

# **Findings**

In the following section, I introduce the different case companies. Firstly, I briefly introduce the case companies. Then I introduce the way the case companies approach projects and project management. Furthermore, a brief introduction to the nature of the projects in the case companies is given. Finally, I analyze the different themes that recur throughout the different interviews and support this with quotations from the interviewees as well as from the experts.

## **Introduction to the case companies, their project approach and projects**

### **Case companies**

In total, I interviewed 10 project managers from four different case companies. The case companies were: FLSmidth, Alfa Laval, Banedanmark and COOP. Four very different companies, yet with enough similarities to be comparable.

#### ***FLSmidth***

FLSmidth is a Danish public company. It is a global supplier of equipment and services to global cement and minerals industries. They both supply small parts to new factories and build complete factories. They also have the capabilities to run the plants after having constructed them, so they can build a completely new plant from scratch to being the ones eventually running it.

FLSmidth currently employs more than 15.000 people in more than 50 countries all over the world. Their revenue was as of 2012 at €3,3 bn. and 99% of that revenue was generated outside of Denmark.<sup>5</sup>

#### ***Alfa Laval***

Alfa Laval is a Swedish public company. It is a global supplier of specialized products and solutions within heat transfer, separation and fluid handling. Alfa Laval currently employs around 16.000 people spread around the world in more than 100 different countries. Their revenue was in 2012 around €3,4 bn. 50 % of their current orders come from fast-growing markets. They are market leaders in all of the above-mentioned technologies, but heat transfer is by far their biggest product accounting for 54% of sales in 2012.<sup>6</sup>

#### ***Banedanmark***

Banedanmark is a Danish company. It is responsible for maintaining and controlling the traffic on the Danish railway network. They operate only in Denmark and currently employ around 2200

---

<sup>5</sup> <http://www.flsmidth.com/en-US/About+FLSmidth/FLSmidth+at+a+Glance>

<sup>6</sup> <http://www.alfalaval.com/about-us/pages/about-us.aspx>

employees. In 2012, they had a revenue of €885 m. Banedanmark is a government agency and therefore has a different corporate form than the two previous case companies.<sup>7</sup>

### ***COOP***

COOP is a Danish private company. It is the largest retailer of groceries in Denmark employing over 36.000 employees in around 1200 stores all over Denmark. In 2012, the revenue was around €6,7 bn. Currently they run 7 different supermarket chains.<sup>8</sup>

### **Project approach in case companies**

The case companies I interviewed had some different approaches to projects and project management. In the following section I introduce the four different approaches to projects and project management as well as finally comparing the four different approaches. When conducting the interviews I asked different questions to figure out the degree of project formalization in the companies. The degree of formalization is in this case measured as the degree to which companies have their own project management programme or any formal requirements to the project managers they hire. Furthermore, to measure the degree of formalization, I asked the case companies if they have any formal project management tools in the organization that are a requirement for the project managers.

### ***FLSmidth***

FLSmidth was one of two case companies to have its own project management education. FLSmidth and Mannaz have constructed the education together based on PMI principles. However, FLSmidth are not very consistent in who has to take this education. It is very much up to the individual to determine if he or she finds it necessary.

FLSmidth did not have any formal project management tool that all the project managers had to follow, but let it be up to the individual project manager to run the project as he or she sees fit. (C. H. Jensen, 2013; Olsen, 2013; Pedersen, 2013)

### ***Alfa Laval***

Alfa Laval was the other case company to have its own project management training programme that they have had since 2003. In 2016 Alfa Laval are introducing a new training programme with a combination of e-learning and classroom training. Both the “old” training programme and the new training programme have been created in cooperation with Mannaz.

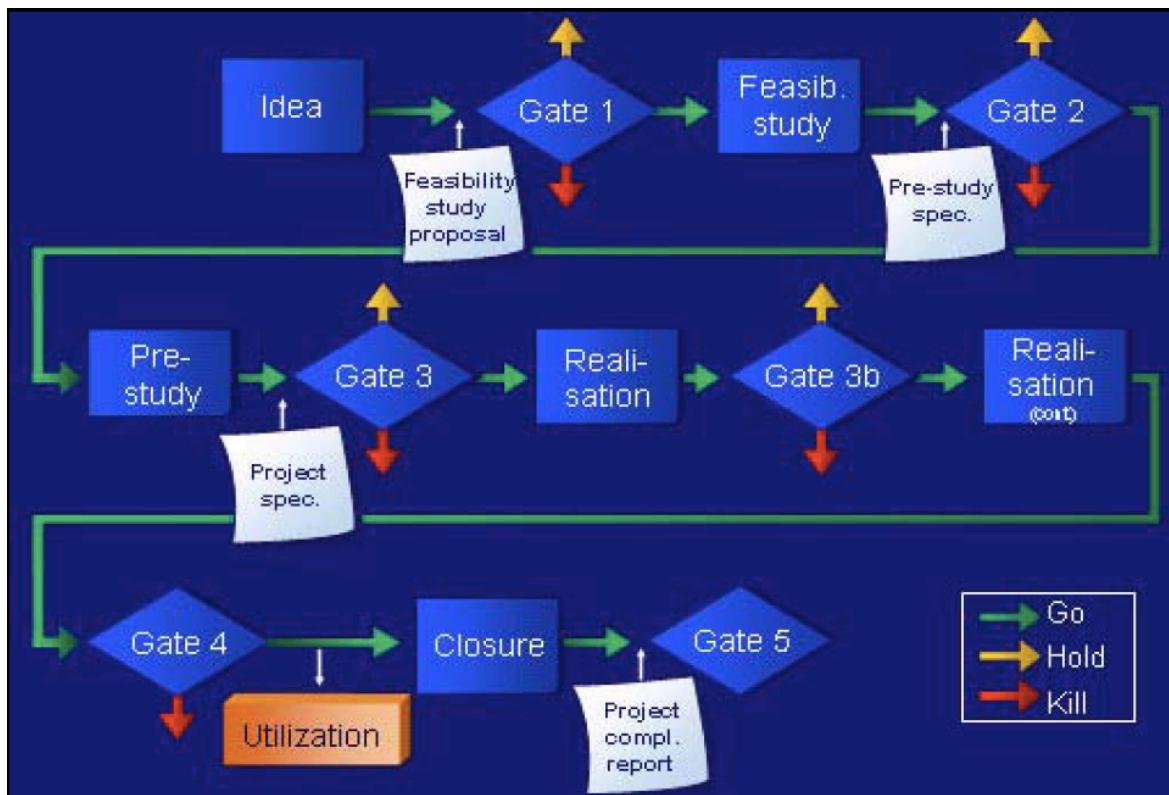
---

<sup>7</sup> [http://www.bane.dk/visEmne\\_projekt.asp?artikelID=19](http://www.bane.dk/visEmne_projekt.asp?artikelID=19)

<sup>8</sup> <https://om.coop.dk/koncern/Coop%2Dfamilien.aspx>

Alfa Laval does not require their project managers to hold certain certifications, but in IT projects they usually work according to the PRINCE2 model and in the rest of the projects they work according to the IPMA framework.

Alfa Laval also has its own project management process model called PROMAL (**P**roject **M**anagement **A**lfa **L**aval). It is a model built up of six sequential phases and each phase is followed by a tollgate before moving on to the next phase (see figure below for graphical depiction of the PROMAL model). This model is used in every project within Alfa Laval and they are very consistent with this. (Hyldager & Renblad, 2013)



**Figure 11: PROMAL Model**

*Source: Alfa Laval*

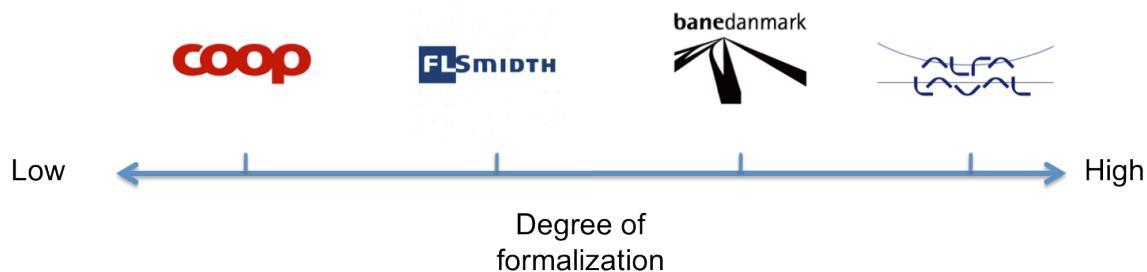
### Banedanmark

Banedanmark does not have its own project management education. However, all the project managers I interviewed in Banedanmark were working on projects in a big programme called "The Signalling Programme" and in this programme every project manager is required to hold a PRINCE2 certification, as it has been a requirement from the beginning that everyone uses the same tools. (Ahlgren, 2013; Carøe & Marxen, 2013; Krogh-Nielsen, 2013)

## **COOP**

COOP does not have its own project management education nor do they require any certifications of their project managers. COOP is different from the other case companies in this sense. The interviewee of COOP is still quite new into the job, but did not meet any expectations of following a certain model laid out by COOP, as is the case in Alfa Laval. (Kingo, 2013)

### **Comparison of the different case companies**



**Figure 12: Degree of formalization**

*Source: Author*

In the above depiction of the degree of formalization of project management in the case companies, it becomes clear that Alfa Laval has a high degree of formalization due to the fact that they have their own project management training programme and their own project management model (PROMAL). At the other end of the specter COOP are not at all formalized. This has several reasons, but the most apparent reason is that COOP is not as project-oriented a company as the three other companies, but rather has a grocer's culture as corporate culture according to Malene Kingo (Kingo 2013, 18:59). This has the effect that they just go about projects as they come, and do not have any formalized practices and hereby it is up to the individual project manager to decide how to run the project. Banedanmark has a higher degree of formalization in that Banedanmark is very consistent in terms of certifying all project managers working on the signalling programme with a PRINCE2 certification. Which means that they both make sure their project managers have the theoretical background as well as use the same tools on the project. FLSmidth has its own project management training programme developed in collaboration with Mannaz and also has some project management tools for the project managers on the intranet of the company. However, even if FLSmidth has its own project management training programme and has supplied its project managers with tools on the intranet, they do not send all of their project managers to do the training programme, nor do they require project managers to follow the tools provided on the intranet. That organizations increasingly formalize their project management practices the more they work in projects is called “Projectification” (Aubry & Lenfle, 2012). Jan Christian Rasmussen also

describes this “Projectification” process companies undergo, as he argues that it has something to do with the project management maturity of the companies as a company that works a lot in projects and with project management is more likely to formalize its approach in order to get the best results and get some continuity.

”In relation to maturity, as in **maturity levels**, some organizations are very immature when it comes to project management, **they have no project models**, so when they work on projects, they have **many different ways of doing it...**” (Rasmussen, 2013, 29.43)

Hereby Jan Christian Rasmussen concurs with the idea of “projectification” described by Aubry and Lenfle. This is also apparent in the case companies as COOP, the company with least project experience is the ones who are the least formalized and Alfa Laval who have a long tradition for working in projects have a high degree of formalization.

### **Introduction to the different projects in the case companies**

As the projects of the interviewed project managers vary substantially, I find it necessary to introduce the projects of the different companies. I introduce each case company in its own section and where necessary I introduce the different projects of the project managers separately.

#### ***FLSmidth***

At FLSmidth, the project managers are working on similar projects. They are all working on projects in Russia where the goal is to build new cement plants or renovate and rebuild existing cement plants. Common for these projects are that they all carry an element of culture in them, as the projects are all located in Russia and a lot of the work is performed in close collaboration with the Indian subsidiary of FLSmidth. (C. H. Jensen, 2013; Olsen, 2013; Pedersen, 2013)

#### ***Alfa Laval***

At Alfa Laval, the project managers were working on several projects at the time of the interview. Both Caroline Renblad and Niels Hyldager are working on a project to improve the current project management training programme that Alfa Laval offers its employees. Niels Hyldager is mainly working on supply chain projects where production is moved from one location to another or a production facility is built from scratch. Caroline Renblad is working on a marketing related project, but has previously worked on product development projects. (Hyldager & Renblad, 2013).

## **Banedanmark**

At Banedanmark, the project managers are working on different projects within the signalling programme. Alis Carøe is working on a training project which purpose is to communicate and train the employees of the Danish railroads in whatever changes may come from the projects in the signalling programme (Carøe & Marxen, 2013). Nina Marxen has a similar function as Alis Carøe, but is in charge of training and communicating the changes to the internal organization (Carøe & Marxen, 2013). Bent Ahlgren has a completely different project that revolves around the rules and regulations for the train conductors. His project is currently writing a new book on rules and regulations based on the new technologies, rather than just adding to the old rules and regulations (Ahlgren, 2013). Oana Krogh Nielsen is working on a more technical project which purpose is to implement the new communications system in the trains called Global System Mobiles for Railway Communications (GSM-R). The system is to be implemented throughout Europe so every train can cross the borders without having to switch communications system (Krogh-Nielsen, 2013).

## **COOP**

At COOP, the Change Manager, Malene Kingo is working on a big IT project within COOP, where the goal is to implement SAP throughout the organization to replace the numerous IT systems existing today. At the time of the interview, the project was about ready to implement SAP at the Head Office of COOP which is then to be followed by an implementation in the many supermarkets (Kingo, 2013).

It is interesting to look at the different projects run by the project managers interviewed for this thesis, as it gives a picture of the diversity of the projects and also serves as a foundation to understand the statements given in the following sections.

## **Project leadership in the case companies**

### **Project leadership in general**

In the literature review, the project management literature argued that leadership in projects comprise of both internal leadership roles and external leadership roles (Caldwell & Posner, 1998). Mogens Mikkelsen, however, argue that leadership is important in relation to three different categories:

”... in relation to the **team**, in relation to the **business** and in relation to **other stakeholders**” (Mikkelsen, 2013, 28.01).

The first category of leadership within the team corresponds to the internal leadership roles, the second and third aspect of leadership focused on the business and the other stakeholder, are both comparable to the external leadership roles. Hereby he supports the view of project leadership as having both an internal leadership side and external leadership side to it, but he argues that both should be considered in order to get the best results. Hereby, he contrasts the statement by Caldwell and Posner that a focus on only the external leadership roles is relevant (Caldwell & Posner, 1998). However, for the sake of my purpose of finding out how project managers and theorists portray leadership in projects, such a division is not necessary. Rather, I will divide the following section into convergences and divergences between the literature and the reality of project managers in order to find out what parts of leadership are important for practitioners in order to achieve better results in projects.

In the following section, I divide the interviews into different themes that recurred in the interviews. I analyze the statements made by the interviewees drawing upon the literature reviewed. I divide the section into two main sections, one with the convergences between the theory and practice and subsequently, one with the divergences. Furthermore, to further accentuate the differences, I perform a comparison of the theoretical view on leadership in projects with the practical view of leadership. Finally, I explore and analyze the reason why leadership is important in projects.

## **Convergences with the literature**

The interviews with the case companies and experts show that convergence exists to a large degree between practice and theory. Practitioners and theorists agree on the majority of the leadership aspects in project management, as seen from the below analysis. However, there are also some divergences that will be presented throughout the analysis and some major divergences that will be presented in a section of their own.

From the interviews it becomes clear that the interviewees all talk about leadership in the same way as the literatures. However, the interviewees elaborate and complement the theory as they suggest practical ways of performing the leadership aspects in projects.

## **Managing project stakeholders**

In the case companies, managing the stakeholders was one of the first aspects of leadership the interviewees mentioned. A successful management of stakeholders contributes to the success of the project, as many projects are dependent on resources in the organization to supply some of the work or need the support of the project steering committee to be able to reach the goal set out.

According to Jan Christian Rasmussen, it is important for the project manager as well as the project team to manage the stakeholders. He argues that not knowing who the project owner is might result in a feeling of confusion in the project team. He says that:

”[Projects] are increasingly made up of internal resources and are established internally, which might make it difficult some times to figure out who the project sponsor really is, who the project owner is, because sometimes it might be the line manager. In addition to this, no steering committee is established, no temporary organizations with a project group and a project manager is established. It is a bit confusing, and makes people doubt whether it really is a project or if it is not a project” (Rasmussen, 2013, 6.31).

From this statement it becomes clear that if the project manager and the project team do not know all of their stakeholders completely, it can become quite difficult for the project to succeed as the project members might not get the sense of a project that has the support of the project owner. This supports the argument by Bee and Bee who argue that a project manager must manage the stakeholders in order to avoid uncertainty and manage risk (Bee & Bee, 1997, pp. 37–39). Mogens Mikkelsen adds to this and argues that it is crucial to know and collaborate with the stakeholders, who are pivotal for the success of the project:

”... and then the last one was about **getting stakeholders to communicate**, and it is really much about communicating and promoting, facilitating the other processes that must happens for one’s own project to be successful.” (Mikkelsen, 2013, 28.52).

Hereby, Mogens Mikkelsen adds something new to the statement by Jan Christian Rasmussen, as he argues that management of stakeholders is necessary for the project to be successful and not just as a way of managing uncertainty as suggested by Jan Christian Rasmussen. If the project manager does not succeed in getting the stakeholders to buy into the project then the benefits coming out of the project once completed could be lost. Caldwell and Posner support this part of managing the stakeholders as they argue the project manager must facilitate the work between the project team members and the external stakeholders of the project (Caldwell & Posner, 1998, p. 302). This is in

fact, the sole purpose of both Nina Marxen and Alis Carøe's projects, which goals are to make the organization and the train conductors ready for the changes made in the signalling programme. This suggests that Banedanmark are well aware that for the signalling programme to be a success, the stakeholders have to be prepared for the changes to be implemented successfully. Thus, in big programmes like the one in Banedanmark, it could be a benefit for project owners to construct whole projects that focus on managing the stakeholders and preparing them for the changes.

Anders Skærlund adds another dimension to the above statements as he argues that it is important for the project manager to realize that it is difficult to get the proper resources, and that these resources are sometimes working on several projects at a time. Hereby it is extremely important to be able to manage the stakeholders successfully as it can be a struggle to get anything through if the relationship with external stakeholders is weak.

”You have to acknowledge that this is also just an **internal battle of resources**, that's just how it is” (Pedersen, 2013, 51.55).

Cleland and Ireland further elaborate on this point by as they argue it is crucial to manage the stakeholders, as they are many times part of the project deliverables in some way, whether it be in releasing employees from regular tasks to a project or other things (Cleland & Ireland, 2002, p. 467).

Hereby the practitioners concur with the theorists that a successful management of the stakeholders is important. The interviewees do not come with specific ways to how this could be done and does not elaborate any further. This is also the general tendency in the literature, with only Briner et al. suggesting communication and good interpersonal skills as requisites in managing stakeholders efficiently (Briner et al., 1996). Thus, both the practitioners and the theorists argue that managing the stakeholders is important, but judging from the way they describe how to manage these stakeholders is very superficial and suggests that it is just something they have learned from the literature that is an important aspect rather than actually thinking about how to do it.

### A clear vision

Another recurring theme is the importance of a clear vision. The interviewees argue that a clear vision inspires commitment from the project team members and that it helps give the project team members a sense of purpose. Johhny Kim Jensen argues that it is something that has always been important, but has not always been at the top of the project managers' agendas, resulting in failed projects:

”It is still the same story, make sure you involve your project team members as early as possible, make sure to be more **focused on what kind of vision we have of the project and make it more visible**. I don’t think, we have been good enough at this in the past” (J. K. Jensen, 2013, 11.28).

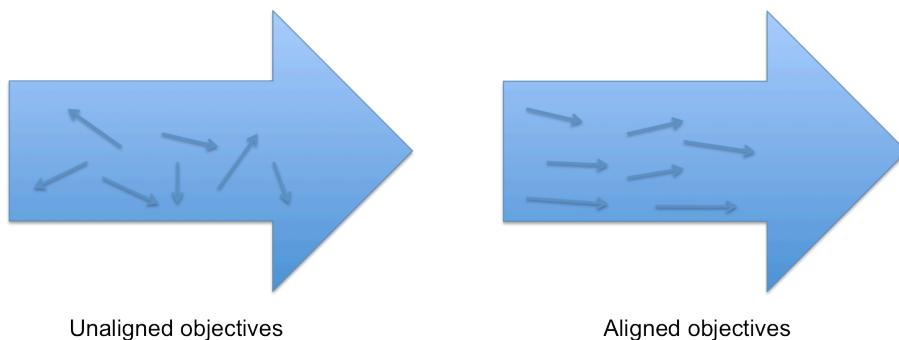
Johnny Kim Jensen hereby makes it clear that he believes creating a clear vision and involving the project team members as early as possible are tasks that have been in project management for some time, but has not been utilized to its full extent and that projects therefore have suffered from it. This is in accordance with Müller and Turner, who argue that a clear vision is important for the project to succeed, but they argue that it should come from the project sponsor and not the project manager, differentiating them from the above statement by Johnny Kim Jensen (Müller & Turner, 2010, p. 32). Furthermore, Bass and Riggio suggests that “inspirational motivation” is one very useful way of motivating and inspiring commitment in the project team members (Bass & Riggio, 2006, pp. 6–7). Hereby it becomes clear that a shared vision in the project team can help improve the results achieved by the project.

Oana Krogh-Nielsen supports the view of Johnny Kim Jensen as she argues a clear vision helps align project team members’ objectives to those of the project and hereby gives the project members a sense of purpose. If the project team members feel there is a purpose to the project they are working on, then it can serve as an intrinsically motivating feature of the project (Bee & Bee, 1997), whereas if the project team members do not see the purpose of the project it could be detrimental to the outcome of the project.

”Communication is linked to alignment; we communicate because we want to achieve something, in our case **we wish to achieve alignment and a common understanding of, what we are doing**. And when or why we do what we do” (Krogh-Nielsen, 2013, 16.51).

To better understand the effects of aligned objectives that follow from a clear vision I have made a graphical depiction based on the above descriptions. So in a team where the objectives are not aligned, people are not working towards the same objectives and hereby decrease the possibility of project success whereas in a project with good alignment between the individual objectives and the team objectives the project is more likely to achieve good results. Hereby it is easy to see the effect

of unaligned objectives and why it could be dangerous for projects to not pay attention to aligning the objectives of the individual team members to those of the project. In the case of a clear vision and aligning the objectives of the project the project team members, the interviewees as well as the literature comes on a bit stronger than was the case with managing the stakeholders. They do this by giving some more practical ways of creating a vision and aligning objectives, as seen from the above statements where communication plays a pivotal part.



**Figure 13: Unaligned objectives vs. Aligned objectives**

*Source: Author*

### **Communicating openly and frequently with team members**

Oana Krogh-Nielsen argues that communication serves a great purpose of helping to align the objectives of the project team members, but several of the interviewees argue that communication plays a pivotal part in other aspects of the project as well. Johnny Kim Jensen believes that a project manager should be communicating clearly. In order to do this the project manager should be attentive towards the project team members as a way of understanding their point of views:

“I think **being present**, really, with the people in the team that you understand them and are able **to communicate with them clearly**”  
 (J. K. Jensen, 2013, 20.42).

Alis Carøe concurs with Johnny Kim Jensen that is of the essence that the project team is able to communicate openly and frequently. She comes up with a very practical solution to how this could be done:

”We are all situated around the same people, in an open office landscape, but **we are situated very close to each other**, no one is on the next floor or something like that. So we have **a lot of**

**informal updates** all the time and are **able to keep up** with what's going on" (Carøe & Marxen, 2013, 40.08).

Hereby, she does exactly what Müller and Turner suggests, by making "availability for communication, setting the stage for mutual exchange, and finding the right level of communication detail" (Müller & Turner, 2010, p. 24). This is then a practical suggestion to how this could be done. Furthermore, she elaborates on the point made by Johnny Kim Jensen in the sense that she sees sitting close together as a facilitator for informal communication and thus a way of getting to know the project team members better.

However, not all project groups have the luxury of having full time project team members that sit in the vicinity of each other. In this case, other measures are necessary. One way is to make sure that the project team actually knows each other, and thus facilitating a more informal communication as seen from Alis Carøe above. Lars Rølmer Olsen argues that this can be done by going away from the project setting and interact in a less formal setting. In this way, the project team members will have broken the initial barrier of formality and will feel it more natural to just go to other team members in order to solve a problem on the project:

"You do a time out where you say: okay, and just **spend some time getting to know each other** outside the reach of your desk, and this **makes it a bit easier for people to talk**, not having to do everything over e-mail and long meetings, but being able to telephone someone and know each other" (Olsen, 2013, 9.18).

In general, communication is one of the most important aspects of project leadership according to the interviewees as highlighted below from the quotation by Oana Krogh-Nielsen where she is asked if management or leadership activities take up most of her time:

"It is often communication, **it is probably 80% of my work which consists of communication**, the remaining 20% is actually reports and so on" (Krogh-Nielsen, 2013, 16.51).

Nina Marxen elaborates on the above points by stating that it all comes back to the personality of the project manager. If the project manager himself is calm and easygoing the project team will also feel like they can go to him in times of trouble or in any other situation:

”... somehow it often shines out of the manager or the project manager, **an informal mild tone, which makes you feel free to share something** and gives you someone to play ball with, because it is not just your own problem. But also an easy-goingness like: great, back to work, that is a nice environment which **makes it easy to cooperate**” (Carøe & Marxen, 2013, 44.00).

This argument is complemented by Lars Rølmer Olsen who suggests that communicating openly with the project team will increase the probability of the team members to go to the project manager when a problem arises, giving him time to act before the problem escalates:

”I also tell people that **if they can't make it** and meet the agreements, they should **say so a week before rather than to days after the meeting**, and then come to me and say: I didn't make it”  
(Olsen, 2013, 29.20).

From the above it becomes clear that the interviewees find communication to be one of the most important aspects of project leadership, but the project management literature does not reflect this, as it is only Briner et al. and Turner and Müller, who accentuate for the importance of communication in the project leadership literature. However, as Caldwell and Posner suggested they did not want to go into depth with the internal leadership roles as they were similar to already tested and applicable theory, the same could be the case for communication in projects, at least in the project management literature, that tends to only focus on the main points as seen from the superficial descriptions of the leadership aspects. Nonetheless, the interviewees suggest many benefits of open and frequent communication in projects, but the main point is that it results in knowledge flowing across the project team more easily.

### **Motivating and engaging team members**

Another very important aspect of leadership in projects is the ability to motivate and engage project team members so the overall performance of the project team improves. All of the interviewees at the case companies talked about the importance of motivating and engaging project team members. Johnny Kim Jensen argues that it is extremely important for the project manager to know his team members so that he will be able to know what motivates them:

”Leadership is about you being able to motivate. You need to have **empathy for the persons** sitting there. You need to understand their problems, you need to understand their situation that is very much it, having a good equal communication with the people in the team (...) **maybe if you get close enough** to them too, and understand what is happening in their surrounding worlds, you might **drive them and motivate them** all the time” (J. K. Jensen, 2013, 20.42).

Burke, and Bass and Riggio complement that argument as they argue that in order to align the objectives and motivate project team members, the project manager must know and think of the needs of the individual project team members in order to know what motivates whom (Bass & Riggio, 2006; Burke, 2003, p. 314). Through the statement above, Johnny Kim Jensen adds that there is a maybe in that you need to get close enough with the project team members be able to know exactly what motivates the followers. This adds an element of the tough reality project managers experience to the idea of Burke that a project manager must understand and react to the needs of the project team members in order to motivate and engage them to the project. Another way to engage and motivate project team members is to share team successes and failures so that everyone feels involved in everything in the project according to Alis Carøe. She argues that it helps project team members to feel like a team and serves as a way of motivating team members.

”We need to share victories and hard times, it’s no good if only one benefits from it, when something succeeds, I really want many of them to benefit from it. **We each had our little part in it.**” (Carøe & Marxen, 2013, 43.12).

According to Jessen it is particularly important for the project manager to focus on motivation if the project team members are full-time resources on the project because these resources no longer gets the need fulfilled in the line organization, as is the case in most of the projects in Banedanmark (Jessen, 1992, p. 100). However, Lars Rølmer Olsen points out that it is also extremely important in teams like his own where project team members are not only working on his project, but on several other projects at the same time:

”I think it is important to motivate people and **give them the freedom to make them take responsibility**, and that they in projects feel that it’s their projects” (Olsen, 2013, 22.23).

Lars Rølmer Olsen hereby gives an example of how to overcome the issue suggested by Johnny Kim Jensen. He suggests that giving team members freedom is his way of motivating team members. This is a very clear example of a delegating leadership style (Hersey & Blanchard, 1977). Furthermore, it is very common to when Burke argues that project managers can delegate some responsibility to the project team members as a way to inspire commitment and motivate the project team members (Burke, 2003, p. 309).

Bent Ahlgren also supports the idea of Lars Rølmer Olsen to empower the project team members. He comes with a practical way of empowering the team argues that he does not supply his project team members with the solution of what he wants to get done, but rather let it be up to the team members and hereby might get a different solution and even better solution than what he thought at first.

”I never provide the solution, I want implemented, I prefer to coach until we get to a solution which the person can vouch for, because then he will defend it next time he needs to defend it to a stakeholder. I’d much rather do that than provide a set solution” (Ahlgren, 2013, 23.30).

Hereby it is evident that it does not matter if the project members are working full time on one single project or they are working on several projects at a time. Most of the time project team members are highly skilled workers and therefore need a sense of freedom over the task ahead in order to feel motivated. However, not all project team members are able to cope with the freedom given by the project manager and sometimes need a friendly push to get the work done. This is what Claus Hagen Jensen suggests as a way of ensuring the work gets done when project team members are not sitting in the same location and are working on several projects at a time.

”... the best thing to do is to **show up in person**, because you’ll then often be able to get them to start the task while you are still there, and then you can say: now you’re almost finished, could you then just... Some times I might even **stay with them until they**

**finish**, simply to make sure that they do finish" (C. H. Jensen, 2013, 46.35).

Hereby, Claus Hagen Jensen agrees with Hersey and Blanchard who argue that some situations in projects may require a more task-oriented leadership. Hereby Claus Hagen Jensen makes use of a combination of selling and telling leadership style as he tries to persuade the project team members into doing the work for him they were supposed to (Hersey & Blanchard, 1977, pp. 169–170). At the same time he goes against the argument by Burke that empowering the teams is always a motivating factor.

Thus, it becomes clear that there are several ways of motivating your project team members, but that it is very important to understand what motivates the individual team members, whether it be autonomy over the tasks at hand or making sure that the project team gets along socially. Hereby, the interviewees, most of the way, support the literatures' view of motivation being a key success factor in projects. The interviewees do not add anything new to this aspect of leadership in projects compared to the literature, which is partly due to the fact that the motivation aspect of leadership in projects is one of the aspects that is very much elaborated even if it is not that prominent in the project management literature compared to the project leadership literature that suggests that several different ways of motivating team members. In the project management literature Maslow's Hierarchy of Needs serves a very practical and rational purpose of motivating team members, and therefore is popular in project management circles.

### **The professional nerd**

The opportunity to act out the professional nerd that is within many highly skilled members is another important aspect of leadership in projects. This is supported by the Transformational Leadership Theory which argues that part of the leader's responsibilities is to make room for "intellectual stimulation" for the followers so they also have an opportunity to be creative and hereby improve the chances of innovations in the project (Bass & Riggio, 2006, pp. 6–7). Projects always carry an element of change or innovation; therefore, if the project manager allows for team members to be creative, it will enhance their motivation for the job at hand. According to Claus Hagen Jensen, he does not mind if some of his project team members want to try out some idea they have for a new feature on a machine as long as he can defend spending the money on it:

"So if people come to me with an **experiment that they would like to do**, it will take ages to apply for resources for it through our Development department, so if there is a small experiment for

something, which I can **justify spending money on** in my project, I'll say: okay, let's do it." (C. H. Jensen, 2013, 30.00).

Claus Hagen Jensen here provides us a good example of intellectual stimulation for his followers in the above statement (Bass & Riggio, 2006). This is something that Bent Ahlgren also encourages as he feels that it sometimes help create a certain pride in what you are working on. Furthermore, he argues that it can be motivating for project team members that they know they get to work with the professional nerd that is inside most project members.

**"To nerd a little bit that's another motivational factor,** getting to live out the inner nerd. And speaking of rules (...) we often start talking safety, safety culture, and how we contribute, and that's one of the things that makes us proud, being able to contribute to an improvement of Banedanmark's safety culture. And the project team members should get to **be proud of that nerd element."**

(Ahlgren, 2013, 24.08).

The statement by Bent Ahlgren hereby agrees with Burke who suggested looking at the Maslow Hierarchy of Needs as a way of motivating the project team members. In the case of both Claus Hagen Jensen and Bent Ahlgren they let their project team members fulfill some of their self actualization needs (Burke, 2003, p. 314). Furthermore, they give space for the intellectual stimulation of their followers as a way of getting the project team members to come up with creative solutions to the problems. This is also likely to help project team members commit to the project and hereby increase the possibility of project success (Bass & Riggio, 2006, p. 35). This is not accentuated in the literature, other than as a small part of the needs of the followers. Therefore this aspect and these statements add a sub-category to the aspect of motivating team members, but it has been given its own section, as it was a recurring theme throughout the interviews alongside motivation.

## Divergences with the literature

The interviewees support all of the leadership aspects introduced by the literature. However, it also adds to the existing body of knowledge by being very elaborate on some aspects, that did not receive any attention or in the best case, very little attention. This was the case for the aspects: *connecting the project to the organization*, and *social aspects*. Connecting the project to the organization resembles the management of stakeholders, but is different in the sense that the interviewees here argue specifically that preparing the organization for what the project delivers is

an important aspect of leadership, as many projects may have succeeded in reaching the goal of the project, but not succeeded in connecting it to the organization, rendering the project outcome useless. The other aspect is the social aspect, where the interviewees focus on the importance of maintaining social relationships with the project team members in order to improve results.

### **Connecting the project to the organization**

A project always brings about an element of change or something new. Because of this, a project can encounter problems when it is done and needs to be implemented throughout an organization due to the fear of change. In COOP, they are on the verge of implementing SAP throughout their organization, but as employees will then have to stop working on old systems they have worked on for a long time, employees have raised concerns of the new system. According to Malene Kingo, this is normal and just requires the project leader to be aware of the potential pitfalls. She argues that not only the project team needs to commit to the project but the organization as a whole in order for the project to successfully deliver the desired results as seen from the below quotation.

”Typically, they are **not bound by a lot of deliveries** in the same way. Then it is all about **motivating and mobilizing them** to it, to the product you’re working on, and **help them understand**, why is this important for you and what’s in it for you, what are the benefits, but at the same time be honest about the disadvantages”  
(Kingo, 2013, 25.00).

Most of the project managers interviewed talk about the importance of connecting the project to the organization as a way of making sure the results achieved in the project do not get lost after the end of the project because the organization does not feel ready to implement them or simply tries to resist the change. This is both seen from Malene Kingo above, but also Nina Marxen argues that it is as important to make sure the organization is ready to implement the changes made by the project as it is crucial if the change coming from the project is to have any impact.

”... one thing is finishing in time but does the organization feel ready and equipped to use it, **do they even see the point** with it...”  
(Carøe & Marxen, 2013, 32.20).

Bent Ahlgren adds to the above statements as he argues there is a different way of connecting the project to the organization. He argues that project managers should use it to their advantage that

they usually have someone in the organization that is used to leading the project team members, and therefore can provide some useful tips on how to lead the team members:

”... I take on the role as leader, but their real line manager is in another organization and they report to him, and sometimes **I use him as a sparring partner** to say where we are and which challenges we have, and how I take care of the people in the organization...” (Ahlgren, 2013, 29.28).

Bent Ahlgren argues that it is a very big advantage for the project manager to connect the project to the organization in one way or another, as he then has got a sparring partner with knowledge on how the team members function best.

From the above, it becomes clear that connecting the project to the rest of the organization is of great importance to the project managers interviewed, as well as the experts interviewed prior to the case companies. This is somewhat different from the theories reviewed, as they do not mention connecting the project to the organization specifically. It could be argued that connecting the project to the organization should fall under the category of stakeholder management. However, I have given it a section of its own, as it was mentioned by a lot of the interviewees as a different thing than stakeholder management.

### Social aspect of projects

According to many of the project managers interviewed it is important not only to have a setting where project team members' needs for professional development are met, but that also the social needs are met. According to Johnny Kim Jensen, it is extremely important to make sure to have social activities, and maybe even more so when the project team members are not sitting together on a day to day basis, but rather have meetings occasionally as in FLSmidt.

”...to **talk with them**, and **understand how they are doing**, and how their families are doing, which means **a lot of involvement**, and to keep it at a relatively **high social activity level**. That, at least, is leadership” (J. K. Jensen, 2013, 21.58).

It is therefore one of the project managers many tasks to make sure that the project team also takes time out of their often stressful days and do something social outside of the project. Malene Kingo supports the view of Johnny Kim Jensen, as she argues the project manager should push to make

sure the project team does things together outside of the project setting as it will make the team cohesion stronger and improve the collaboration within the team.

”...and to try and **push for us to have some social activities** and things like that in order to bring us together as a team working towards a shared goal” (Kingo, 2013, 21.02).

In a project where the team members are full time resources it is even more crucial to make sure the project team also interact in a social setting rather than the project as it is then very important that the social needs of the project team members are met in the project since they do not get these from the regular organization any more. This can be done in several ways, but Bent Ahlgren suggests taking time out of the project from time to time to eat breakfast or lunch together or go out to dinner outside of work.

”... maybe even in our spare time where we can **get a beer together** or something else. It's also a **need for social interaction** that's fulfilled this way, and you get to **talk informally** about many different things.” (Ahlgren, 2013, 24.08).

It is hereby seen that for a project to function well it is important to remember the social aspect of projects, supporting the argument made by both Johnny Kim Jensen and Malene Kingo. According to Nina Marxen it will only be increasingly important for project managers to remember the social aspect. This, she argues is because of the change in the mentality of the workforce where younger people are less likely to stay in a company for 50 years if the social needs are not met.

“... it results in a completely different switching of jobs and unless you are an extreme technical expert and get to sit for yourself and just nerd away, very **few people do not have a great need to thrive in the interaction.**” (Carøe & Marxen, 2013, 1.08.40).

From the above section, it becomes clear that for the experts as well as the interviewees of the case companies, it is extremely important to do things outside the workplace in a less formal setting. In this way, the project team will bond in a different way. However, it can also serve as an informal way of creating stronger team cohesion, increasing the possibility for project success. It has been given its own section, as it was a very important issue for many of the project managers. But as

important as it is for the experts and interviewees at the case companies, it is not represented to the same extent in the literature. Hereby, there is a clear discrepancy between the reality experienced and the literature.

### **One project manager – two roles**

However, a successful project manager is not just a good leader, he is also a good manager. Interestingly enough, almost all of the theories reviewed argue it is important to bear in mind that a project manager has two different roles, one as a project manager, and one as a project leader (Bee & Bee, 1997; Briner et al., 1996; Caupin & International Project Management Association, 2006; Cleland & Ireland, 2002; Davis & Pharro, 2005; Müller & Turner, 2010; Turner et al., 1996). Furthermore, the majority of the texts are from the project management literature, which is a bit paradoxical as the project management literature brushes leadership off as an afterthought, and does not go into great detail on the different leadership aspects, but at the same time argues that a project manager also needs the leadership aspect. Nevertheless, it becomes clear that in order to be a successful project manager, you do not only have to be a highly skilled project leader, you also have to be a highly skilled project manager. Hereby, they argue that leadership is an integral part of the project manager's work. Jan Christian Rasmussen supports this view on dividing the project manager's roles into two, as he argues a project manager cannot only rely on only one of the aspects.

"I think (...) that there is a more noticeable recognition of the fact  
that there is a need for us to **not do everything by method**, we  
also need **behavior and personality**." (Rasmussen, 2013, 19.41).

Thus, he links behavior and personality to leadership, and methodology to management, which may be a bit too black and white. But it is also supported by Mogens Mikkelsen who argues it is important that a project manager not only focuses on the management tools he has in his toolbox, but also focuses on other aspects of project management. He calls leadership what is beyond the tools.

"I think that the focus the whole way through has been that it is  
important that you are **more than just the tool box you carry**."  
(Mikkelsen, 2013, 22.51).

Hereby, two of the experts interviewed concur with the literature that project managers should comprise both roles in order to get the best results. According to Turner et al. it is important to make the division as it is the manager's responsibility to manage the work and team members, but

the leader's responsibility to make sure the climate in the project enhances the possibility of success (Turner et al., 1996, p. 99). Hereby, the two roles complement each other.

Oana Krogh-Nielsen elaborates on Mogens Mikkelsen's statement and accentuates that it is important to be able to be both a project manager as well as a project leader in order to get the best results.

"I think that project management is most successful when you combine, manage to **combine, technical project management tools with leadership tools.**" (Krogh-Nielsen, 2013, 26.04).

Niels Hyldager also argues that if the project manager wants to reach the goals set out in the beginning of the project it is necessary to not only focus on the management tools, but also focus on the individual.

"It is **not enough to just be a manager** and put everything into excel, you also have to **pay attention to the individual** and that is just as important in order to achieve the business results we want, as the management part." (Hyldager & Renblad, 2013, 51.27).

Here he therefore defines leadership when the leader pays attention to the individual, which is a bit vague.

Based on the above statements of the interviewees, they clearly argue that leadership is an important part of the project manager's roles, and that it is necessary in order to achieve the desired outcome of the project. Hereby, they align themselves with the literatures, but the difference is that they argue more on why it is necessary, which is further accentuated in the following section later on why project leadership is necessary.

## Comparison of the literature and the reality of project managers

	Theory	Practice
<b>Managing Stakeholders</b>	●	●
<b>Clear vision</b>	●	●
<b>Communication</b>	●	●
<b>Motivation</b>	●	●
<b>Intellectual stimulation</b>	●	●
<b>Different roles</b>	●	●
<b>Connecting the project to the organization</b>	●	●
<b>Social aspect of projects</b>	●	●

**Figure 14: Comparison of theory and practice**

*Source: Author*

From the above sections, it becomes clear that there are some gaps in the literature. This is illustrated in Figure 16. Managing the stakeholders is something both theorists and practitioners argue is important, but none of them actually give specific examples of how to manage the stakeholders. Both practitioners and researchers argue that a clear vision helps align objectives, and are therefore in accordance with each other on this aspect of leadership in projects. This however, is not the case of communication, which is not represented in the project management literature reviewed, but played a big part in both the project leadership theory and for the interviewees. Intellectual stimulation was another aspect that did not receive much attention in the project management and project leadership literatures, other than being mentioned as a need that project managers should fulfill (Burke, 2003), but is mentioned in the transformational leadership theory as an important aspect (Bass & Riggio, 2006). I have also included the aspect of the different roles, which is not a leadership aspect, but rather an interesting note the interviewees and in particular to the literature, as the project management literature argues that leadership should be part of the project manager's responsibilities, even though it does not play a big part in the literature.

Theory and practice therefore agree on what is project leadership to a great extent, but the literature does not include the aspects of connecting the project to the organization and the social aspect of project leadership. Hereby there is room for improvement in the literature on project leadership, as these two aspects were given much attention by the interviewees, and they argue that both are crucial to a project manager.

## Why is project leadership important?

Based on the statements in the above section on the different roles it becomes clear that the project manager comprises two roles, one as a project manager, and one as a project leader. So it appears that the project management literature is aware of leadership and knows that it is important in practice, yet the theorists treat it as an afterthought in the literature, and when they define the aspects it is generally in buzz words mostly, only giving brief descriptions of the different leadership aspects. Furthermore, the way the literatures define project leadership are very similar to one another, and are clearly permeated by popular leadership theories, rather than being leadership theories adapted to projects, it is more of basic leadership in projects. The project management literature is in general very focused on the project management side of projects, and not the leadership side. This is in line with the argument by Caldwell and Posner, who argued that the internal leadership roles in projects are the same as for a line manager, and therefore would not receive separate attention (Caldwell & Posner, 1998). However, there are several reasons why project managers are including leadership in projects to an increasing degree and why it should become a bigger factor in the project management literature. One of the main reasons is better results, in terms of project costs, project scope and the time needed to complete the project. According to Malene Kingo it is very simple, a focus on project leadership will make more projects succeed.

”I think we get a **larger success rate**. A much larger success rate.”

(Kingo, 2013, 33.49).

This is also supported by Jan Christian Rasmussen who believes that project leadership will help deliver better results as the project team members will be better at adjusting along the way and not just stick to the fixed deliverables that were set at the beginning of the project. He argues that projects will become more agile and act better according to the context. He calls this the paradox of projects:

”It is such a paradox that **the more you need to know the less you know** and just before you finish the project, you know a lot but that

actually doesn't matter, because now it's all been delivered. So leadership will address that paradox about how you time it intelligently because you become more agile, you can act in accordance with what is happening, you are more capable of changing dynamically." (Rasmussen, 2013, 31.36).

One reason why the projects deliver better results lies in the more motivated project team members according to Niels Hyldager. He hereby supports the idea of Burke, and Jessen, who both argue that motivated project team members are essential to project performance (Burke, 2003; Jessen, 1992). Furthermore, Müller and Turner argue that managing the resources of the project as well as motivating project team members account for 9% of the project results (Müller & Turner, 2010, p. 22). This is quite a bit, compared to how little attention is on the subject in the project management literature. This is supported from the statement below where Niels Hyldager links the happiness of the team member to the performance:

"I think that **leadership is also a part of getting motivated employees, and motivated employees they perform better**. So, I think it is about yeah, the manager showing interest in his employees so they know that they have his attention. I think that means a lot to people and that will in the end give results."

(Hyldager & Renblad, 2013, 1.03.35).

However, the need for motivation in the projects varies depending on the duration of the projects. If a project is very short then people may not need a big leadership effort from the project manager as they then will not need to be motivated or developed to the same extent as in longer projects (Müller & Turner, 2010). This is very much in line with the statement by Caroline Renblad earlier on that a project manager takes on the role of the line manager in longer projects and therefore also needs to act as a leader and not only as a manager.

"So you have to **think more as a line manager**, where if you have a short project for 6 month, you need to motivate them of course but it is a very short term perspective." (Hyldager & Renblad, 2013, 49.45).

Hereby she partially concurs with Caldwell and Posner on the argument that general leadership theories are applicable in a project context. However, she argues that it is only the case when the duration of the project is long, as the project team members then need to be developed and motivated to a greater extent if they are not to get tired and worn out in the project. Nina Marxen supports Caroline Renblad, in that leadership becomes more important the longer the project is.

“If you have two-week project you may be able to burn the candle at both ends, but **when you have 10-12 year project like for instance the Signalling Programme, leadership becomes a bit more important**, because otherwise you may just risk burn your star employees out, and then they will apply for new job elsewhere where they can get better conditions or try something else.” (Carøe & Marxen, 2013, 58.12).

Thus all of the interviewees believe that leadership is an indispensable tool for a project manager who wants to achieve success, as it is closely linked to the project success, even if a lot of their thoughts rest on assumptions and beliefs. Caroline Renblad further accentuates this view as she argues that the better the organization is at handling leadership, the better the results.

”I think that **if we can handle leadership we can also start delivering on time and cost and within scope as well**, be clear on what we want, clear on objectives, so leadership is for me at least a way to deliver the hard parts, **if we can handle that, then we can also deliver the hard parts.**” (Hyldager & Renblad, 2013, 1.03.01)

Furthermore, Ander Skærlund Pedersen argues that Project Leadership will not cause the projects to improve the results dramatically, but the effect are still significant as even a small percentage of improvement in big projects means a lot of money saved, both for the organization itself, but also, and perhaps in particular, the clients of the projects.

”I think that an increased attention on this will make us achieve better results faster. I’m not talking about getting something done 30% faster or better, I am talking about getting the last part of the iceberg, the part above water, to become more refined and faster.

**You may be able to gain 5-10% on it, but that is actually a big difference when we are dealing with these large sums of money that are typically involved.”** (Pedersen, 2013, 1.03.28).

Hereby the practitioners make it clear that there are several reasons why project leadership is an important aspect to them. They argue that better results will follow as project team members' happiness increases. Furthermore, the practitioners argue that project leadership will help reduce uncertainty and help deal with the hard parts of projects. Finally, the practitioners argue that project leadership can serve as a way of dealing with the complex situation a project often is, as the projects of longer duration demands a lot more from the project team members, but also from the project managers, who have to take over more of the line manager's leadership roles. Hereby, it becomes clear that project managers argue that project leadership is very important for projects to succeed, but is it really project leadership? Or are they just calling it that, as a way of giving leadership a new name as Mogens Mikkelsen suggests in the following quotation:

”So, we've just begun pouring old wine in new bottles, but it is the same wine that is about you doing something with other people...” (Mikkelsen, 2013, 22.51)

Therefore, I will analyze what leadership theories permeate the practitioners definition of project leadership in the following section.

## **Leadership in general**

From the above, it becomes clear that a successful project manager needs to comprise both the manager role and the leadership role and that project leadership is an important aspect of project management. But what leadership theories permeate the underlying assumptions on which the different aspects of leadership are based on? In general, the leadership portrayed by the literature as well as the practitioners presumes two groups of people: the leaders and the followers. So there is a clear tendency to view leadership as the actions one person, the leader, can do in order to inspire his subordinates, the followers. This is apparent in the literature review through the definition by Caldwell and Posner, who argue that leadership is *the things a project manager does* (Caldwell & Posner, 1998). But it is also the case for the interviews with both experts and case companies. Here it becomes clear throughout the above analysis, when Johnny Kim Jensen argues that one aspect of leadership is when the project manager motivates the followers (J. K. Jensen, 2013, 20.42). However, some of the experts and interviewees from the case companies point out that leadership is not necessarily only vested in the project manager, but is also vested in other people.

## **Leader-centered leadership**

In the literature review, the literature terms leadership as a set of different *things* or *tasks* the project manager must be aware of, like the management of stakeholders or motivation of team members. The same is the case for the Association for Project Management who argue that it is the project manager's task to take care of leadership, but that the leadership effort depends on the phase of the project (Association for Project Management, 2006, p. 106).

Furthermore, both Transformational Leadership Theory and Situational Leadership Theory focus on what the leader can do to inspire and motivate the followers and hereby they have a very clear distinction between the leader and the followers (Bass & Riggio, 2006; Hersey & Blanchard, 1977). Since these two are clearly permeating the literature on project management and project leadership, they serve as the basis for many project managers' understanding of leadership.

All of the interviewees at the case companies show signs of believing that leadership is vested in the project manager in their way of talking about leadership. The statement of Niels Hyldager who says that leadership is when the *manager motivates* his team members shows that he also speaks of leadership as something vested within the project manager (Hyldager & Renblad, 2013, 1.03.35), supporting the definition by Hersey and Blanchard (1977), and Bass and Riggio (2006). The same goes for Johhny Kim Jensen who argues that in times of trouble in the project, *you*, as a project manager, need to use *your leadership skills* even more in order to make the project team members understand why they must work hard to deliver the good results for the project (J. K. Jensen, 2013, 24.00).

## **Leadership vested in others than the leader**

However, some of the interviewees also mention that leadership is not only a thing or a task that the project manager must do, but that it is also vested within the whole group. According to Uhl-Bien et al., it is better to look at leadership as a complex dynamic and that the leader as an influencer of this process (Uhl-Bien et al., 2007).

That leadership is not only vested in the leader is somewhat seen in the way Turner et al. describe leadership, as they argue that the project managers: "...main responsibility is to manage the team and its work to *deliver the promised results*; it is the leader's responsibility to create the climate for success." (Turner et al., 1996, p. 99). Hereby it is seen that the project manager must create *a climate for success* and this, they argue, is leadership (*Ibid.*). This goes against the tendency of many of the other theories that list a number of leadership tasks the project manager must do in order to get the best results, as illustrated above. This is somewhat along the lines of Uhl-Bien et

al., and Obolensky, who suggest that the leader should influence the dynamic of leadership, i.e. make sure that leadership can and will happen, but not perform the leadership itself.

Alis Carøe argues something comparable, as she believes leadership is not just about the leader, but also about the followers, as they are part of the leadership process:

“Leadership, it’s **not just the project manager**, it’s **also all the people in the project**. You won’t get anywhere, if it’s only the leader who wants it and understands it.” (Carøe & Marxen, 2013, 1.11.18).

Alis Carøe suggests that leadership is also vested in the followers. However, she still focuses on the division of leaders and followers, when she argues that for leadership to happen, followership has to happen as well. But Alis Carøe is not the only interviewee to bring up that leadership is more than the leader. Jan Christian Rasmussen also adds that the situations where leadership fails are when the project steering committee does not take part of the leadership in the project, as he argues they are as much a part of the leadership in a project as the project manager.

”... when I see it go wrong with the leadership, **it’s really not the project manager that much, to a greater extent it’s the project sponsor, project owner or the steering committee**, who generally never really joins the battle and who are not aware of their responsibilities.” (Rasmussen, 2013, 22.25).

Hereby, Jan Christian Rasmussen brings up an important aspect of leadership as vested in more than one person, even if his statement illustrates that leadership is still considered to be top-down, and hereby implies that the project leader, the steering committee, the project owner and the project sponsor perform leadership to the followers in a joint effort.

### **A new approach to project leadership?**

The above analysis of the different aspects of project leadership suggests that leadership is still very much leader-centered. Furthermore, the project management literature and project leadership conceptualize leadership in projects in a way that is almost identical to the leadership theories permeating the two theoretical fields. Thus, it becomes clear that project leadership is not so much project leadership as it is leadership in projects. However, the current literature does not focus on newer leadership theories that suggest leadership not to be vested in the leader, but rather is a

process that the leader can influence rather than control. Hereby, the complexity leadership theory, as introduced in the literature review, would be of benefit to project managers, as the complexity leadership theory is built around complex situations that resemble projects.

As suggested by the projectification theory by Aubry and Lenfle, project management is becoming increasingly important as the business world and in particular, organizational matrices have become so complex, that whenever something needs to be done, it is easiest to form a project. Caroline Renblad supports this with an example from Alfa Laval:

"Alfa Laval has **a very complex organizational matrix**. So a project organization **becomes a way of overcoming the complexity** in the organizational matrix. So it is a way to actually be able to deliver business results. Because in the organization matrix it is very difficult and the project becomes a way to do that and overcome the complexity." (Hyldager & Renblad, 2013, p. 47.50).

Thus, she supports Aubry and Lenfle in that the increasing complexity in organizations means that the application of project management tools will increase in organizations as a way of coping with the complexity experienced in the organization (Aubry & Lenfle, 2012).

Uhl-Bien et al. suggest that this complexity should be coped with not by simplifying the practices, but rather by embracing the complexity. Embracing the complexity can be done in several different ways. Obolensky suggests that in organizations today, it is more a polyarchy, i.e. where many people lead, rather than the oligarchy that was prevailing a couple of decades ago. This is a result of the increase in knowledge levels and standardization according to Mogens Mikkelsen:

"... **our competencies need to be certified to a greater and greater extent** and we need more and more skills (...) and in this way there is an **inflation in the knowledge level and the standardization.**" (Mikkelsen, 2013, 10.54).

## **Summary of findings**

Based on the above analysis, leadership is seen as an important aspect of project management according to practitioners as well as theorists. The interviews illustrate that there is a difference between theory and practice. In particular, the difference lies in the depth of the literature that does not offer as many practical suggestions or aspects of project leadership as the practitioners. However, that does not change the fact that leadership is an important aspect of project

management according to theorists, but what is important to remark is that the definitions of leadership in projects resemble the definitions of leadership in transformational leadership theory and situational leadership theory, with the only difference being that the practitioners come with suggestions of good leadership practices adapted to a project context rather than mostly just adding leadership to project management as it is without the adaptation. The interviews suggest that connecting the project to the organization and the social aspect of projects, are also part of project leadership, but these are not included in either of the literatures. Finally, the leadership theories permeating the definitions in both literature and practice are very practical and rational in nature, just as the nature of project management literature. To add something new to project leadership, I suggest that project managers apply complexity leadership theory to projects, as the project management on one hand, and complexity leadership theory on the other, complement each other very well. I find in my research that project leadership is more of leadership in projects than an actual adaptation of leadership to the project context in the literature in particular. Therefore, I would like to discuss in the following section if project leadership should continue to be a field in its own right or if existing leadership theories are enough.

## Discussion

In the following discussion I will discuss whether it is necessary for project leadership to have its own theoretical field. This is already seen by Caldwell and Posner who argue that leadership is already such an applicable field that it does not need to be adapted to project management (Caldwell & Posner, 1998). This, however, is contrasted by Müller and Turner who argue that such an adaption is necessary as a project is a temporary organization with other characteristics than a line organization, and that most leadership theories have been made for line organizations, i.e. where the leader has a permanent leadership function (Müller & Turner, 2010). Hereby they suggest that in order to get the best results from leadership in projects it must be adapted to the project context.

However, Mogens Mikkelsen suggested during the interview that there was not a very big difference between being a project leader and a leader:

”... the difference between being a leader and being a project leader **is not very big**.” (Mikkelsen, 2013, 22.51).

Thus, he aligns with Caldwell and Posner, on the argument that project leadership is very similar to leadership. This suggests that leadership already is a very useful tool to apply in a project context and does not need any further adaptation, contrasting it to the idea of Müller and Turner.

The literature review does not suggest much otherwise, as the literature on project leadership and leadership in project management do not differ significantly. This is seen when the lists of the different aspects of leadership in the two different literatures are very similar. Furthermore, the way they define leadership correspond a great deal to how situational leadership theory and transformational leadership theory define leadership. Hereby, these two serve as the underlying principle of leadership in many of the books on project leadership and project management, and hereby also underlie the practitioners' understanding of leadership. These theories imply a leader-centered approach to leadership and it is interesting to see that the leadership theories covered in the literatures are often very practical and rationalized leadership theories, such as situational leadership theory and transformational leadership theory, that both have a very hands-on approach, making it easy to grasp for project managers.

Mogens Mikkelsen further adds to the discussion as he argues that there is an increase in people wanting to get a certificate for their skills, and adds, that it might just be the researchers and educators wish to get a new hot topic to sell to customers, that has furthered the linguification of project leadership:

"… you can **discuss whether project leadership is even necessary** or if we just need to have project management and leadership (...) does project leader as a concept even have its relevance or is it simply the educational institutions' tyranny because it's more convenient." (Mikkelsen, 2013, 39.23).

Another thing that might influence whether project leadership will remain a theoretical field is the development of the current project management literature. I argue that the "projectification" (Aubry & Lenfle, 2012) process that is in order at the moment will influence the field of project management, as organizations will increase their formalization degree of project management as they increasingly operate in projects. They do this in order to maximize the benefits from project management tools adapted to the context of their business, and at the same time streamline the tools and methodologies used in the organization, such as the example of both Banedanmark and Alfa Laval in this case study. This will increase the probability of organizations also considering how the leadership aspects of projects should be performed in order to get the best results. Once this happens, the demand for more leadership in a project context increases and creates a purpose for a more leadership oriented project management literature. Jan Christian Rasmussen accentuates that the more mature an organization becomes within project management, the more likely they are to also formalize their leadership approach to projects:

"It has climbed the project maturity ladder, where we also **start talking about capabilities and saying that maybe we need a model for both the leadership and management disciplines** or for the methods or for what I call content of peoples" (Rasmussen, 2013, 30.02).

Therefore I argue that if the project management literature does not begin focusing more on project leadership, then project leadership will definitely own its right to be an individual theoretical field that goes hand in hand with project management, because the one thing all of the theorists and interviewees could agree on, is that leadership is an important factor in project management, but

that the current literature in project management does not correspond to the reality of practitioners. Therefore I am sure that project leadership will see an increase in attention in the coming years, as the organizations formalize their project management practices and project managers thus become aware of the potential of leadership in projects.

## Conclusion

The project management literature that serves as the fundamental literature for project managers only touches lightly on project leadership. The ambition of this thesis has then been to study the field of project leadership in order to find out why practitioners value it more than the project management literature.

My findings illustrate that the practitioners add more aspects of leadership and elaborate much more on the different aspects of leadership suggested by the project management and project leadership literature. The practitioners argue that project leadership is a necessary feature of project management today as complexity levels rise in organizations and projects. They argue that leadership can help the project team members to cope better with this complexity and that it will improve the results of the projects due to more motivated project team members.

The practitioners especially accentuated communication as an important aspect of project leadership, and this was not mentioned at all by the project management literature, whereas the project leadership literature found it an important aspect of project leadership. Furthermore, the practitioners add a couple of new aspects of leadership that are not seen in the literature. Firstly, they argue that it is important to connect the project to the organization as a way of ensuring the changes the project delivers, are applied in the organization afterwards, so the resources have not been wasted. Secondly, they argue that the social aspect of projects is an extremely important aspect of leadership, as it can increase the possibility of information flowing more freely across the project. It also serves the purpose of fulfilling the social needs of project team members, and is especially important in projects of longer duration, as the project manager then has to fulfill the needs of the team members that are normally fulfilled by the line manager. Hereby, I add to the negligible aspects of project leadership that exists in current project management literature.

The project management literature and the project leadership literature were surprisingly similar in their way of defining project leadership. The project management literature with a very insufficient focus on leadership in projects only introduced very practical and rationalized project leadership aspects, such as managing stakeholders and aligning objectives of project team members, but without any specific ways of doing so. The project leadership literature was more thorough in its depictions of the different leadership aspects and was more in line with the reality experienced in the case companies.

The different aspects of leadership clearly point to an underlying leadership theory that is leader-centered. This was both the case for the literatures, and in the case companies where transformational leadership theory and situational leadership theory were clearly permeating the definitions of leadership, as seen from the different aspects of leadership corresponding to the definition given by the transformational leadership theory. Because of this I suggest an alternative leadership theory, the complexity leadership theory that would be useful for project management, as its definition of a Complex Adaptive System is almost identical to the definition of a project.

Finally, based on the similar definitions of leadership permeating the literatures as well as the practice of the interviewees, I discuss whether project leadership should even be a theoretical field of its own. I do this, as project leadership is strikingly similar to the existing project management and leadership literatures. I argue that it depends on the direction of the future project management research. The number of projects in companies is ever increasing and with the projectification tendency increasing it would be highly advantageous to include more leadership aspects into the project management literature as this still serves as the foundation for project managers. If this does not happen, then there is definitely room for project leadership as an individual theoretical field.

## Suggestions for future research

This thesis suggests that the current literature on leadership in project management and project leadership is not elaborate enough and is just an extension of leadership literature. Therefore, future researchers should look to update the literature on leadership in projects, as there are some discrepancies between the theory and the practice. This is also suggested by Müller and Turner who argue that there is an under-representation of leadership in the project management literature and that there should be a greater focus on the leadership aspects as it accounts for a lot of the project success (Müller & Turner, 2010).

This study has only been performed in Denmark, therefore with the majority of the theory originating from the U.S. Hereby, part of the discrepancies could stem from the differences in culture. This is also something the interviewees in the case companies remark, as the leadership aspect in projects may be closer to the Danish culture than in other countries (Carøe & Marxen, 2013; Pedersen, 2013). In this case study, Anders Skærlund Pedersen, suggest that he may be a good leader here in Denmark, but is not considered a good leader in Russia, as they value completely different qualities in a leader (Pedersen, 2013). Thus, it would be interesting for researchers to investigate how several other countries define project leadership and maybe do a case study of companies operating in different countries in order to get a broader perspective on project leadership.

Furthermore, the case companies I interviewed were all recommended to me or chosen based on the fact that they have a focus on leadership in projects. Had I interviewed random companies, I am not sure I would have found the same results. Therefore, if a study wants to find out how the reality is in terms of the extent to which leadership is present in project management and projects, it would not show the same degree of awareness of leadership in projects, as it does in this study, but would give a more truthful image of project leadership in organizations. Hereby, it would become clearer, what needs to be done with the literature in order to make project managers aware of the benefits of leadership in project management.

Finally, it would be relevant for project management theorists to look at the complexity leadership theory as this would serve as a better platform for project leadership, as this theory does not see leadership as the same thing as the leader, but rather suggests the leader is an influencer of the dynamic that is leadership. Complexity leadership theory would be beneficial for project management as it embraces complexity rather than simplifying in order to cope with the

complexity, the argument of Uhl-Bien et al. is that this focus on simplifying as a measure of coping with complexity hinders innovation, which is a key success factor in many projects.

Consequently, the increase in knowledge and standardization, coupled with the complexity experienced in modern companies acting worldwide, means it would be beneficial for companies to embrace the complexity as it could help them reap the rewards of this complexity, rather than fighting it at the cost of innovation. Hereby, I suggest that the project management literature and project leadership literature look into the potential of complexity leadership theory, as it is very well suited to the project context. This becomes particularly clear when Obolensky defines the Complex Adaptive Systems (CAS) as: "...a dynamic organization where teams are formed, perform and then disappear as the need arises. What forms the foundation (or cornerstones) of this dynamic are clear *people* processes and policies, sound and flexible information and communication *technology* systems, and transparent, inclusive and flexible *strategy* development processes." (Obolensky, 2010, pp. 26–27). Comparing this to the definition of a project given in the introduction: "A *project* is a unique, transient endeavor undertaken to achieve a desired outcome." (Association for Project Management, 2006, p. XV) Thus, the resemblance between the two statements is striking, as both have features that are unique, time-limited, and constructed to deliver a product in the end.

## References

- Ahlgren, B. (2013, August 26). Banedanmark 3.
- Andersen, I. (2010). *Den skinbarlige virkelighed: om vidensproduktion inden for samfundsvidenskaberne*. (4. udgave, 3. opłøg.). Frederiksberg: Forlaget Samfunds litteratur.
- Association for Project Management. (2006). *APM body of knowledge* (5th edition.). High Wycombe, Buckinghamshire: The Association.
- Aubry, M., & Lenfle, S. (2012). Projectification: Midler's footprint in the project management field. *International Journal of Managing Projects in Business*, 5(4), 680–694.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Mahwah, N.J: L. Erlbaum Associates.
- Bee, R., & Bee, F. (1997). *Project management: the people challenge*. London: Institute of Personnel and Development.
- Briner, W., Hastings, C., & Geddes, M. (1996). *Project leadership* (2nd ed.). Aldershot, England ; Brookfield, Vt: Gower.
- Burke, R. (2003). *Project management: planning and control techniques*. Chichester: Wiley.
- Caldwell, D. F., & Posner, B. Z. (1998). Project Leadership. In *The Project Management Institute: Project Management Handbook* (1st ed., p. 468). San Francisco: Jossey-Bass Publishers.
- Carøe, A., & Marxen, N. (2013, August 22). Banedanmark 1.
- Caupin, G.-M., & International Project Management Association. (2006). *ICB IPMA competence baseline, version 3.0*. Nijkerk: IPMA, International Project Management Association.
- Cleland, D. I., & Ireland, L. R. (2002). *Project management: strategic design and implementation* (4th ed.). New York: McGraw-Hill.
- Danermark, B. (2002). *Explaining society: critical realism in the social sciences*. London ; New York: Routledge.
- Dansk Projektledelse. (2013). Symposiet Projektledelse 2013: Projektledelse i forandring.
- Davis, T., & Pharro, R. (2005). *Relationship manageren: fremtidens projektledelse*. Kolding; [Haslev]: Birmar.

- Easterby-Smith, M. (2008). *Management research* (3rd ed.). Los Angeles ; London: SAGE.
- Hersey, P., & Blanchard, K. H. (1977). *Management of organizational behavior: utilizing human resources* (3rd ed.). Englewood Cliffs, N.J: Prentice-Hall.
- Hyldager, N., & Renblad, C. (2013, August 28). Alfa Laval.
- Jensen, C. H. (2013, August 29). FLSmidt 2.
- Jensen, J. K. (2013, June 10). PEAK Consulting Group.
- Jessen, S. A. (1992). *The nature of project leadership*. Oslo, Norway; Oxford: Universitetsforlaget ; Distributed world-wide excluding Norway by Oxford University Press.
- Kingo, M. (2013, August 22). COOP.
- Krogh-Nielsen, O. (2013, August 26). Banedanmark 2.
- Kvale, S. (2007). *Doing interviews*. Thousand Oaks, CA: Sage Publications.
- Kvale, S., & Brinkmann, S. (2009). *InterView: introduktion til et håndværk* (2. udgave, 1. oplag.). Kbh.: Hans Reitzels Forlag.
- Mikkelsen, M. (2013, August 19). Mannaz.
- Müller, R., & Turner, J. R. (2010). *Project-oriented leadership*. Farnham, Surrey [England] ; Burlington, VT: Gower.
- Obolensky, N. (2010). *Complex adaptive leadership: embracing paradox and uncertainty*. Farnham, England ; Burlington, USA: Gower.
- Olsen, L. R. (2013, August 29). FLSmidt 3.
- Pedersen, A. S. (2013, August 29). FLSmidt 1.
- Rasmussen, J. C. (2013, June 3). Valcon.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students* (5th ed.). New York: Prentice Hall.
- Thoms, P., & Kerwin, J. J. (2007). Leadership of Project Teams. In *The Wiley Guide to Project Organization & Project Competencies* (p. 330). Hoboken, N.J: John Wiley & Sons.
- Turner, J. R., Grude, K. V., & Thurloway, L. (1996). *The project manager as change agent: leadership, influence and negotiation*. London ; New York: McGraw-Hill.

Uhl-Bien, M., Marion, R., & McKelvey, B. (2007). Complexity Leadership Theory: Shifting leadership from the industrial age to the knowledge era. *The Leadership Quarterly*, 18(4), 298–318.

Yin, R. K. (2009). *Case study research: design and methods* (4th edition.). Los Angeles, Calif: Sage Publications.

# **Appendices**

## **APPENDIX 1**

### **Executive summary**

In the following thesis, I explore how the practice of project leadership relates to the project management literature and the project leadership literature. I do this to find out how come leadership does not play a bigger part in projects and why it is necessary to include it in project management according to practitioners. To figure out the current state of project leadership, I include literature on project management and literature on project leadership. Finally, I supplement the two theoretical fields with relevant leadership theories to find out what type of leadership is prevalent in the project management and project leadership literature.

In my literature review, I find that leadership is defined as being something a leader does to motivate and inspire commitment in followers to achieve a desired outcome. I discover that leadership is defined in similar ways in both project management literature and project leadership literature with the only difference being that the leadership parts are more elaborate in the project leadership literature than in the project management literature. To supplement the literature on leadership in projects, I conducted a series of qualitative interviews with consultants working with project management as well as a series of interviews with project managers in large national and multinational companies based in Denmark.

In these interviews, I found that the practitioners to a large degree talk of leadership in similar ways as the literature, but that they also add a more practical perspective to many of the leadership aspects due to the brevity of the leadership chapters in the project management literature. The interviews also show that project leadership is increasingly important for project managers as the business context is changing towards a more complex context where project management serves the basis to overcome the complexity. Therefore I suggest complexity leadership theory to be applied by project managers, as it embraces complexity and offers a different, more process-oriented definition of leadership than transformational leadership theory and situational leadership theory that permeate the current body of knowledge due to their practicability and rationalized nature.

Therefore, I argue that leadership in projects will become more important in the coming years due to the increase in complexity and due to the general lack of focus on the subject from the project management literature.

## APPENDIX 2

### Interview guide - case companies

- Introduction
  - Who am I?
  - Purpose of the interview
    - To get an insight into how projects are managed at your company
  - Formalities
    - Record the interview?
    - Anonymity?
- Personal questions
  - What is your position?
  - How did you get into what you are doing now?
  - Any formal training in project management?
    - Which?
    - Why/why not?
- Project management - general
  - Which projects are you working on currently?
    - Similar to previous?
  - What constitutes a project?
  - What is project management?
  - Has there been any changes within project management in the last few years?
    - Which?
- Project management – specific
  - How are projects run at your company?
    - Team composition?
  - Formalized/Non-formalized?
  - Do you use the same tools in every project?
    - Which?
    - Why/why not?
- Project leadership – specific
  - What do you do to motivate and engage project members?
  - What is leadership to you?
  - How do you use leadership in projects?
  - What is the purpose of leadership in projects?
    - What does it add?
  - What challenges do you see for leadership in projects?
    - Why?
    - How to overcome these challenges?
  - Good examples/bad examples of leadership in projects
  - What would be the result of focusing even more on leadership in projects?
- Future of project leadership
  - What future do you see for project leadership?
    - Why?
- Final remarks
  - Is there a question you think I missed that you would have asked?
  - Anything else to add?

## APPENDIX 3

### Interview guide – experts

- Introduction
  - Who am I?
  - Purpose of the interview
    - To bring to light new points of view on project management and help support arguments for or against current ways of doing things
  - Okay to tape the interview?
  - Anonymity?
- Personal question
  - What is your position?
  - How did you get into what you are doing now?
- Project management – general
  - What types of projects are you working on now?
  - Similar to previous?
  - In your opinion what constitutes a project?
  - What is project management?
  - Why has project management become so popular?
  - Are project management theories universal?
    - Why/why not?
  - What possibilities do you see in project management?
- Leadership - general
  - WBS and Gantt charts not motivating in itself, what do you/PM do to motivate their project members?
  - Is this leadership?
    - No, then what is?
    - Yes, what else does leadership entail?
  - Why do you think leadership is surfacing more and more in project management texts?
- Leadership – in projects
  - How is leadership used in projects?
  - Do you have any good/bad examples of leadership used in projects?
  - What can leadership add to project management?
  - What do you think of leadership compared to management?
- Project leadership – in companies

- Have you helped any companies who were using leadership in their projects?
    - Formalized/Non-formalized?
  - Why/why not do you think?
  - What were/would be the results of focusing more on leadership in projects?
- Underrated?
  - Can you come up with an explanation as to why leadership at the same time is immensely popular yet underrated compared to management?
- Asking the right questions?
  - Is there a question I did not ask you would be asking if you were me?
  - Anything to add?
- Who to contact?
  - Do you have any suggestions as to which companies would be interesting to interview for the project manager side of things?

## **APPENDIX 4**

**Transcribed interview with Caroline Renblad & Niels Hyldager – Alfa Laval**  
28 August 2013

**Caroline Renblad = CR**

**Niels Hyldager = NH**

**NH:** "For us in Engineering Supply it is when we have a contract with a customer, we have to execute this with a defined scope, with an agreed timeframe and agreed cost. This is a project, then we execute it and complete it." (13.17)

**CR:** "You cannot handle it by yourself or within your function, that you have to involve other functions and so you can't handle it within your own budget frame." (14.01)

**CR:** "A lot of things, how we define PROMAL is that project management is three things. One thing is the process that they use stage gate process, from idea to feasibility to pre study, so there is a process there. The second thing is that we have some roles and responsibilities in project manager, steering committee, project owner, project orderer, we have some roles and certain responsibilities. And also that we have some documentation that are mandatory or semi-mandatory kind of within the process. So these three things are kind of explaining the project management thinking of Alfa Laval as it is today." (14.50)

**CR:** "Everything needs to go a lot faster than 5-6 years back. You have to involve more people in the decision making process. Because it is more obvious today that more functions are affected by the results or have resources involved in the project so you have to establish more of a decision making process, where before it could be one or two who took the decisions, but nowadays you have to talk to 5-6 persons to make the decision. I think it is also a tougher climate in general, it changes rapidly in the environment we work in, so the decision to start up a project that becomes even more important now, so we know more what we start up, because we will not get a second chance and you have to put the resources in the right places, it is much more important now than it was 10 years ago." (16.09)

**NH:** "I think time is probably the thing where it is most important. Yeah, we can see that in the organisation that some parts of the organisation have a target and the time they have to complete the activity that is taken into consideration when they prioritize activities, so they have to complete in a certain time. So focus on time, that is extremely important." (17.40)

**CR:** "We have profiles on project leaders and project managers rather than project team members. I think project team members can vary a bit. They are mainly more in the project because of their special competence in a certain areas. We are not looking so much into that they have a certain personality or certain communicative skills or whatever. For the project managers it is more formalized." (23.12)

**NH:** "When we talk of team composition it depends on the nature of the project. But when we talk about engineering supply, when we make our projects we will typically have a person with a certain mechanical background and with process knowledge, electrical background. So you have all the technical backgrounds and that forms a team and that would be independent if it is a development project or if it is a customer project." (23.54)

**CR:** "We only have four documents that are mandatory and we have four documents that are to be used along the project, like status report, it differs when you are getting to the more detailed documentation. And I will say that for some of the product development projects they have a list that is much longer than just four documents you need to provide during the project lifetime." (25.01)

**NH:** "Especially these checklists, because a checklist for an IT project would be very different from a, yeah one of our projects." (26.10)

**NH:** "Just one more comment on that, what you see there is what is generic across the company, so everybody at least on the internal projects, if we disregard the projects that we are running in engineering supply, they actually follow that structure and I think that is good. We have small variations, but we still have the gate decision, we have project specification and I think that is really a strength we have that structure in the organization because we talk the same language." (26.18)

**CR:** "We can also see that it is a good strength when we acquire some companies and there it is a strength when we can say that we have a project process because many of them don't have that and we can support them in how we run projects in an efficient way." (27.06)

**CR:** "You can do a lot of different things. I think you can do a lot of things, but I think one important thing that is to set a goal that everyone understands and could wake up in the middle of the night and say I should deliver that on that time and that. Because that helps a lot that everyone sees the same picture. But in terms team development and so on you can do a lot of different

things. I mean, normally I think most project managers have some regular project meetings, in some cases they have like pulse meetings, short meetings, just to check up on status and so on. But they are also, there is often very limited budget on doing more extensive things like going away. We always try to have like dinners and whatever activities outside the company, but it is not that we get a lot of money for that.” (29.01)

**CR:** ”It also depends a little bit on the project of course, I can see that in some like product development projects, it is more or less the same persons, they more or less know each other. They have worked several projects together, they don’t need the teambuilding, but if it is a new projects group they will need this. We will also have the challenge that we are worldwide, we also work on the distance, sometimes in projects and that is a real challenge, to make that team feeling in a project when you have people sitting on 3-4 different sites.” (30.45)

**NH:** ”In my part of the organisation, I have actually been involved since the beginning where we introduced PROMAL and that has actually been a very interesting journey. In the beginning I had a target of initiating 3 projects for an entire years and that was considered as a stressed target, so we were not that ambitious at the time, but at that time we worked a lot, or I worked a lot with motivating the individual project managers to secure that they had a person they could talk to, that they knew what it was about. So working a lot with the individual project manager to show that the benefits of running a structured project. But then my individual effort, if we need to go further and also embedded in the organization it needs management attention, and now I think we have 50+ projects running according to PROMAL and that if this hadn’t become a part of managers’ bonus schemes we would never had succeeded. So if manager who is manager for the entire engineering supply, or 660 people in 14 different locations, but if he does not put this as a bonus target it will never fly. So it was very much about management incentives to make this work.” (31.43)

**CR:** ”That is also part of the new training programme we have, because we involve the manager, the project manager or the people who participate in the project management training, their managers they are informed before they go to training, what the training is all about, what is expected from them as a manager to support them , especially when it comes to the e-learning and the virtual, because it takes, it is one thing when you go away for training, but once you have e-learning at home so to say it is that they consider that the participant have enough time to be able to do that. And we also have similar discussions after the training with the manager, saying now your member of your team has been in this training and in your next development talk we suggest you bring up how that person should go even further in that role as a project manager and we alsop actually measure before training and after training and after 3-4 months in job, how much they have learned and how much learning actually stays and that their behaviour changes also stays.” (33.22)

**CR:** "We talked all morning about what leadership is for Alfa Laval. Because we have during spring and summer, Alfa Laval launched, so to say, what is Alfa Laval leadership competencies, that has not been defined in such a sophisticated way before. So we have more or less just got this recently, but we had a discussion in the morning what is exactly leadership and what is management, but this is the way Alfa Laval has decided to say this is leadership. So in the middle it is our Alfa Laval core values: action, courage, teamwork and profit, and then connected to that Alfa Laval had this defined I think it is 12 different leadership competencies: driving and handling change, leading yourself, leading others, working strategically, customer focus, business acumen, networking and influencing, engaging the individual, creativity, decisiveness and execution, planning, and assuring quality. But that is a quite new definition for us. So what we have done this morning is talk about where do we actually have project managers in this and where should we expect them to be good in leadership in these different areas. And we just started to see if we actually manage to handle all of these in our training and we are not really there, but we are in good way. And especially we see what we call the advanced training programme that is very much focused on leadership and all of the soft things when it comes to change management and I mean leading others and taking responsibility and not only yourself but also bring others forward." (38.20)

**NH:** "This was communicated by top management, it was communicated at a top management conference earlier this year and now it is our task to make sure it is conveyed through our training programmes to our project managers, how do we integrate it into our daily work." (43.09)

**NH:** "As we have discussed earlier, we also have different types of project managers also when it comes to level, and we have these two training courses, one called practical project management and one called advanced project management. And we also have different ambitions for the people attending in these courses." (44.22)

**CR:** "Accordig to Alfa Lavals definition it adds a lot. Because all these parts are important parts in the project and for a project manager definitely. But if we see leadership as more of the softer parts, I see that it is becoming more and more important, because we are working more across borders, functions and we are working much more globally. Where we before maybe ran more projects specifically for one function or a certain site in the world. So leadership becomes more important I believe. To be able to be successful and deliver in time and so on." (45.12)

**NH:** "I think it is what you are saying, it is business results, it gives us business results. Basically we should be able to see it at the bottom line, because if we are better in leadership and people are more motivated they deliver on time, deliver on cost, deliver on scope because they would like to do this and if they do that we get business results." (46.14)

**CR:** "Alfa Laval has a very complex organisational matrix. So a project organisation becomes a way of overcoming the complexity in the organisational matrix. So it is a way to actually be able to deliver business results. Because in the organization matrix it is very difficult and the project becomes a way to do that and overcome the complexity." (47.50)

**NH:** "I would say it is just as important, maybe different leadership styles are needed depending on the projects. If you are working on a project with a long duration maybe you need to motivate people to see the long term objective. Focus on the long term vision, people come in and stay there for a month in the project and they also need to be a part of the team and different aspects of that." (48.50)

**CR:** "Yeah and the longer the project is as a project manager it becomes more and more as a line manager. And you have to work more as a line manager as well to motivate people and not looking so shortly of time." (49.21)

**CR:** "I mean I had projects myself that have been running for a couple of years where you have people that are there for a 100% of their time and then you need to think as their line manager, so e.g. I had to arrange certain training and so on, just to be able to get them motivated and get their competence level right to be able to run the project. So you have to think more as a line manager, where if you have a short project for 6 month, you need to motivate them of course but it is a very short term perspective." (49.45)

**CR:** "Spontaneously, time I would say because it is a lot of pressure to deliver according to time, cost and so it is quite easy to, not forget, but to kind of skip the softer parts and make the team activities so to be able to just have half a day somewhere else where you discuss objectives, you do that and telephone meetings or mail or something like that which is not, we believe it is efficient, but it isn't always." (50.38)

**NH:** "I think we should also at least, I can only speak for my own part of the organization, acknowledge that we have a bunch of engineers and if you cannot put in excel it is not worth doing, so really, if there is a soft part, I would say that you should really pay attention to it. I think the distinction between leadership and management and see these are actually two distinct disciplines is helpful. It is not enough to just be a manager and put everything into excel, but you also have to pay attention to the individual and that is just as important to achieve the business results we want, as the management part. So it is also about awareness." (51.27)

**NH:** "Yeah, myself, at least in the beginning, you have to ask people about that, but in the beginning I was focusing more on making my Gantt chart when I was a project manager way back.

And that was what I liked to do, making detailed specifications and now you have to do this and then this, and just expect they come back with the results in two weeks time when I expected them to deliver. So, that was a natural, and again maybe being an engineer, I think it is typical, and I could also see it in the 360 degrees, that I was maybe a little bit too focused on excel. But more attention was needed on the softer parts and I think that, then I had some courses on leadership and I could see that this was more important than I actually expected it to be." (52.20)

**CR:** "I think that I have been running some different projects the last years, and going from some projects where you have more engineers, to having more sales, marketing and communications people involved in the projects and that differs a lot, I would say, because you have to, there are totally different motivation parameters and where engineers are quite happy if they just get a dinner once in a while or something, that is not enough for communication, marketing and sales people in general. You have to find other ways of motivating them, you cannot just come with an excel. You have to actually look into what team members you have as well." (53.33)

**CR:** "To be a little bit creative I think you need to look into what project team members you have and what motivates them to do a good job. That is not so easy." (54.43)

**NH:** "I would say situational leadership was an eye opener for me, I think that is extremely interesting because you can have people who are at different levels and you have to approach them differently and that is of course how it should be. A person with 1 year of experience is different than a person with 25 years of experience, but it still becomes challenging because a person with 25 years of experience can still be at the same level as a person with 1 year of experience within a certain level so you have to really adapt to the situation and say okay, when you approach this person and you ask him to do it, where are they and how do you ask them, is it coaching, is it instruction, how do you do that, I think that is extremely interesting." (55.02)

**CR:** "And it is also a model that we use in our advanced project management training. And also for all our managers. And it is the same thing with 360 degrees. I think it is more or less mandatory for managers, it is not mandatory for project manager." (55.58)

**CR:** "It is one part at least, because it doesn't solve everything. It should at least make you aware that there are some differences and that you have to change your leadership depending on the situation." (56.58)

**NH:** "I think that to train the project manager, but sometimes you also need to train the managers of the project managers, because I have also been in steering committee meetings where I could see that the project manager would benefit a lot with more support from the manager. So it comes in,

one thing is the project manager, but also developing the manager so they about leadership and they can have a conversation and bridge the gap that might exist for the project manager.” (57.15)

**NH:** ”I would say I have seen examples of projects where more support from the line manager would improve the results of the project significantly. But that is more project manager to line manager. Yeah, I have also, I am not mentioning any specific examples, but I have also seen this where the project manager was not able to manage the leadership part which means a lot of the work was done by the project manager because he didn’t manage to take it out in the line organization and make them do what they should, and then the business result coming back to that didn’t go as we planned with big overrun on both project cost, I think we ended up paying twice as much as we planned, but also product cost ended up where we didn’t want, it went 20% over product cost. I’m not saying that leadership did everything but it could have been handled differently by both project manager and line manager.” (58.06)

**NH:** ”I was involved in a project where it involved resources on 3-4 different geographical locations and the person was actually very good, I perceived the project manager as a very good leader and was able to talk to people and network with people, knew how to influence the right stakeholders.” (1.01.13)

**CR:** ”We have had up until this year something we call the PROMAL-award which is a project award where the organization nominates projects that have worked successfully and we look especially on time, cost and so on, but it is very often coming down to the project team communicates well and they have found a way of working together regardless of where they are based or the different roles they have. So it results in being able to deliver on time and cost and so on, but the way there is very often that they are very good in communicating og establishing a way of working together. That softer part is always and gets presented when the PROMAL-award gets presented.” (1.01.52)

**CR:** ”I think that if we can handle leadership we can also start delivering on time and cost and within scope as well, be clear on what, clear on objectives, so leadership is for me at least a way to deliver the hard parts, if we can handle that, then we can also deliver the hard parts.” (1.03.01)

**NH:** ”I think that leadership is also a part of getting motivated employees, and motivated employees they perform better. So, I think it is about yeah, the manager showing interest in his employees so they know that they have his attention. I think that means a lot to people and that will in the end give results.” (1.03.35)

**CR:** "We have very few project managers that has a bonus system that is linked to the results, so there has to be something else that motivates them and the team members. And I think leadership part of motivating them." (1.04.15)

**CR:** "Especially now when Alfa Laval has made this definition I think this is a starting point of actually bringing leadership into projects much more. We just by sitting here a couple of hours today we see some gaps where we believe we can improve and make project managers even stronger in leadership." (1.04.35)

**NH:** "You could say what, again how do we take the Alfa Laval leadership context into our project management training courses to make sure that our project managers have an understanding of this concept. How do we do this? Of course it will require we network with other people on this, we get aligned, we talk to higher management so they also buy into our thoughts. This is what we do to secure that this works in the organisation." (1.05.05)

## APPENDIX 5

**Transcribed interview with Alis Carøe and Nina Marxen**  
22 August 2013

**Alis Carøe = AC**

**Nina Marxen = NM**

**AC:** ”Nogle gange siger vi faktisk at signalprogrammet har så lang en horisont så det nærmer sig drift. Faktisk synes jeg at en del af de funktioner som vi har bygget op, som er PRINCE2, men vi nærmer os noget der ligner drift fordi det er i så mange år det her projekt kører.” (20.15)

**NM:** ”Man kan jo godt diskutere hvornår noget i hvert fald i min projektstørrelsesorden, hvornår er det et projekt. Nogle gange kan jeg drøfte det, i hvert fald med Anette, hvornår er noget under det her projekt, trafikal drift, en eller anden, har vi et underprojekt der handler om et eller andet, eller er det bare en opgave, og så siger hun altid: det er fuldstændig uinteressant at liste op om det lever op til nogle projektkriterier, det interessante er at kigge i projektværktøjskasserne og se ville det være nyttigt at gøre nogle af de her projektagtige ting, så gør vi det og så kalder vi det med glæde et underprojekt hvis det giver mening at have sin egen tidsplan, sit eget budget, sin egen business case og sådan noget. Øh, og hvis ikke det ser ud til at give mening så er det nok bare en opgave der ligger under enten et større projekt eller almindelig organisationsenhed.” (21.07)

**NM:** ”Altså det kunne være, i hvert fald i mit projekt der kunne det være en bred vifte af ting, der er en ting der sådan er meget, øh, hvad skal man sige, overordnet, sådan med at lave PID og SID, du kender dem sikkert til fulde, initieringsværktøjer for en fase eller helt fra starten, men jeg bruger rigtig meget at kigge i stakeholderanalyser, altså have en form for mapning, hvem er det jeg skal huske og have in the loop og hvordan udvikler deres holdning til noget sig og hvordan skal jeg være opmærksom.” (22.52)

**AC:** ”Jeg er mere ovre i den traditionelle, selvom jeg måske ikke kører helt så kan man sige styret som nogle af de tekniske projekter, som jo er store IT projekter, der handler mit projekt jo mere om mennesker, men alligevel så har jeg leverancer som kommer fra leverandører så jeg holder rigtig meget øje med tidsplaner. Jeg har leverancer der skal komme fra andre projekter, som gør at jeg, at mit projekttræning det ligger på kritisk vej, så hver gang der er en forsinkelse andre steder i systemet så mærker vi det. Og jeg holder tonsvis af møder om tidsplaner og bliver udfordret på tidsplaner hele tiden. Så det er i hvert fald et værktøj jeg bruger meget.” (24.41)

**AC:** ”Økonomi fylder også væsentligt mere end da jeg sad i OI, fordi nu er der også noget med at jeg skal have mine stagegates igennem og det får jeg altså kun hvis jeg får et budget der ser rimeligt ud og hvordan ser det ud i forhold til rammen som blev lavet for 3 år siden ik, og hvordan kan jeg forhandle mig til de rigtige resurser fordi nogle gange har jeg brug for resurser der har kompetencer de har oparbejdet i nogle af de andre projekter. Kan de så undværes på det tidspunkt hvor jeg skal bruge dem, øh, så resurser og jeg skal følge op på økonomien en gang om måneden og forholde mig til om hvad der er brugt og svarer det til det vi havde i budgettet, forklare mig, hvis det ikke er så. Så jeg er mere ovre i den traditionelle projektstyring.” (25.30)

**AC:** ”Altså jeg kan kun sige at jeg har jo ikke oplevet det så meget selv, jeg har jo været her i signalprogrammet og der oplever man bare at vi arbejder rigtig meget på at styrke vores management del fordi det er så vigtigt når projektet er så stort og hvis resurserne begynder at skride nu så har det bare enorme konsekvenser fordi der er så mange mennesker, så derfor management er der rigtig meget fokus på og man kan sige med mit projekt så har jeg det næsten også sådan åhhh, det er næsten for meget ik. Og så har vi sådan en quality log, hvor der skalstå nogle ting vi har lavet, ik, og hvis det så ikke lige giver mening skal vi så have noget i, ja det skal vi hvis vi bliver auditeret så skal der stå noget. Der kører audits sådan ret jævnligt. Så der er utroligt mange ting man skal gøre og nogle ting giver selvfølgelig mere mening end andre ting og sådan tror jeg vi alle sammen har det.” (28.48)

**AC:** ”Der hvor jeg har oplevet det faktisk, det var fordi jeg var på Symposium, Projekt Symposium, kender du det? Det er Dansk Projektledelse, de holder hvert andet sådan et stort symposium hvor der kommer folk fra alle mulige virsomheder som arbejder med projektledelse og holder oplæg om alle mulige temaer om projektledelse. Og der oplevede jeg på det seminar, var der en stigende erkendelse af at projektstyring ikke er nok, men at der faktisk er rigtig meget ovre i stakeholderdelen og kommunikation og stakeholder management og sådan noget. Man lykkes ikke med de der store tekniske anlægsprojekter eller hvad det er, hvis man ikke tager det andet ekstremt alvorligt og det synes jeg faktisk gennemsyrede en hel del af de seminarer jeg var på i løbet af de to dage og det er første gang jeg egentlig har oplevet det har fyldt så meget.” (29.56)

**NM:** ”Det er lidt interessant ik, fordi med mine korte erfaring og derfor måske lidt mere teoretiske tilgang nogle gange, så, jeg forstår sagtens hvorfor det ender med at blive økonomi og tidsplaner man fokuserer på, men det er jo ikke noget PRINCE2 går let henover med kommunikation og stakeholderanalyser og sådan. Så det er egentlig skægt at det tit bliver regnet udenfor sådan den rigtige rigtige project management, den helt sådan alvorlige project management det handler om noget med økonomi og tid. Øh, og så er det rigtig dejligt hvis man følger bogen og også gør det med kommunikation og det er også min oplevelse at sådan er det i mange tilfælde.” (31.09)

**AC:** ”Den projektledelse der er, den er jo ikke så styret af PRINCE2, den er styret af de leverancekrav der er og de tidsplaner der er ik. Altså, de fleste projektledere det er det man bliver

målt på. Og det har enorme konsekvenser hvis sådan en tidsplan den skrider, og økonomien skrider.” (31.50)

**NM:** ”En ting bliver hvad projektet sådan skal levere og hvad projektet bliver målt på, og så er der hele den side med hvordan realiserer man gevinsterne, hvad er hele grunden til at man har sat signalprogrammet i søen eller et hvilket som helst andet projekt, hvad er det man vil opnå, og der kan man så sige at man næsten ikke kan overvurdere betydningen af kommunikation og stakeholders, fordi en ting er at man bliver færdig til tiden, men er der en organisation føler sig klar og er klædt på til at bruge det, kan de se pointen med det overhovedet fordi de har været orienteret undervejs og involveret. Og det kan blive meget nedprioriteret i en dagligdag hvor man godt ved hvad der er ens resultatløb ved slutningen af måneden og der er måske 7 år til det rigtig viser sig at for helvede, det var sgu lidt omkostningsfuldt at vi ikke holdt dem her med i loopet, ik. Og derfor ender det med at som utallige eksempler på offentlige investeringer som ikke kommer tilbage, fordi man har udviklet et eller andet fint og fornemt men det passer ikke til dem der skal bruge det.” (32.20)

**NM:** ”Altså det vil jeg da ikke sige man ikke har, og i den ideelle verden kunne man måske også til enhver en tid sige jeg vil gerne plukke og som Alis siger, skal hun være meget opmærksom på hvornår skal jeg bruge xx resurse og hvad kunne de ellers være allokeret til. Øhm, det er ikke sådan at man bare kan ringe ledelsen op og sige i denne her næste fase vi går ind der skal jeg bruge en der har denne her personlighedstype og en der har den kompetence, men selvfølgelig er der mulighed for at påvirke.” (36.05)

**AC:** ”Det er måske et af de steder hvor at det projekt jeg har adskiller sig lidt fra nogle af de andre, fordi jeg tror at jeg kører det lidt anderledes. Og det har også at gøre med at de tekniske projekter ansætter jo specialister som kan lige præcis noget om noget bestemt del af en trafikstyringssystem. De er meget fagligt specialiserede. Hvor jeg forsøgte at have lidt mere bredde blandt dem som jeg har i projektet. Og dermed er det også muligt at involvere dem noget mere i planlægningen, hvordan gør vi tingene og sådan noget, så vi holder ugentlige møder hvor vi taler om status og hvad skal der ske og vi sidder tæt sammen. Vi sidder alle sammen omkring de samme, i åbent kontormiljø, men altså vi sidder tæt sammen, der er ikke nogle der sådan sidder på næste etage eller sådan. Så vi har meget uformelt opdatering hele tiden og kan følge med i hvad der sker. Og jeg har især oplevet det fordi jeg fik en medarbejder der kom fra et andet projekt hvor hun var sådan lidt i starten, jamen jeg er jo vant til at have min egen pakke og så er jeg 100% ansvarlig for det, og nu skal jeg vide noget om så meget forskelligt. Ja sådan er det hos os, der skal man vide noget mere end lige præcis et snævert område som man selv sidder med fordi jeg vil gerne kunne fordele og omfordеле opgaverne, fordi det er meget forskelligt hvornår der er spidsbelastninger.” (40.08)

**AC:** ”Man forsøger at holde et pænt højt informationsniveau på tværs af projektet sådan at de andre ved også godt noget om det som naboen sidder med og det tror jeg ikke de gør eller kan i alle de

tekniske projekter. De er mange af, de har det sådan med at de afleverer en pakke og så er du 100% ansvarlig for det her og så skal leverancen ligge der om 3 måneder. Og der kan man sige at der arbejder vi sådan mere organisk.” (42.20)

**AC:** ”Det er i hvert fald en vigtig ting for mig. Og jeg tror på det er noget af det der er med til at gøre at folk trives i hinandens selskab fordi de kan hjælpe hinanden og de kan forstå hinanden og leve med når der er noget der ikke går. Så det er en vigtig del for mig når jeg skal opretholde et engagement. Vi skal være fælles om sejre og når der er noget der er svært så nytter det ikke noget at der kun er en der har glæde af det når der er noget der lykkes, så vil jeg rigtig gerne at der er mange der har glæde af det. Vi har hver især haft en lille bid af det.” (43.12)

**NM:** ”Jo og så hvis jeg må blande mig, jeg sidder jo tæt på jer, altså en enorm på en eller anden måde stråler det jo tit ud fra lederen, eller projektlederen, en uformel mild tone hvor man godt tør at dele for helvede nu et eller andet og netop har nogen at spille bold op af fordi det ikke bare er ens eget problem, men også sådan en easy goingness med at fedt, tilbage til arbejdet, der er et rart miljø som gør det nemt at samarbejde.” (44.00)

**NM:** ”Det er sådan ledelse by example eller hvad skal man sige, altså hvordan gør Alis bliver jo rigtig meget udslagsgivende for hvordan fungerer det i gruppen. At du selv giver fra dig og deler og tager del i at hjælpe til, eller ikke hjælpe til, men tager en stor del selv når der en spidsbelastning, det bliver jo, det danner præcedens, at sådan er vi sammen her.” (46.10)

**AC:** ”Det jeg hørte der var i hvert fald at der var flere der var blevet bevidste om og kunne se eksemplerne på hvor det var det der var årsag til at det ikke lykkedes. Og så når de missede fordi der var noget kommunikation der bare ikke virkede og noget stakeholder management de slet ikke havde haft blik for og det har nogle gange været årsag til fatale fejl i projekter. Og det blev italesat.” (47.55)

**NM:** ”Måske er det i virkeligheden et fokus på kommunikation og deslige udadtil i forhold til at når man når i mål i forhold til det projektet skulle opnå, men det har jo også en meget afsmittende projekt ind og ud af projektet. Det gør noget ved det fokus man har i projektet og ens forhold til hinanden, at man er orienteret mod andet end tid, pris og kvalitet kun.” (48.30)

**AC:** ”Det kunne man jo håbe at det går den vej, men man kan godt se altså at når noget bliver presset, og det kan jeg da også mærke i mit eget projekt at når tiden presser på, øh, så er det ikke det vi når, hvis det ikke er hægtet op i en tidsplan.” (49.20)

**AC:** ”Altså man kan jo sige at det er jo ikke så målbart. Og det er det jo generelt ikke, men vi har dog fået lidt i signalprogrammet, hvor der er lidt fokus på det, cockpit kalder de det, men hvor alle projektledere skal sætte sig nogle mål for den personlige udvikling og det er jo meget sådan i forhold til hvordan leder man projekterne.” (52.18)

**NM:** ”Så får det pludselig en betydning om der en meget høj, eller uhensigtsmæssig høj medarbejderomsætning, at folk kommer og går og viden vandrer ud af butikken hele tiden og vi skal hele tiden bruge tid på at lære nogle nye op. Det er sådan et sted hvor jeg i hvert fald tænker at leadership spiller en kæmpe rolle at hvis man ikke trives i forhold til sin leder, ikke trives i det miljø der på nogle andre parametre herinde, det der gør at man går glad på arbejde og har lyst til at blive her og ikke et andet sted, for der sidder jo vældigt mange dygtige folk i den her organisation som godt kunne kigge andre steder hen, andre steder i verden endda.” (53.20)

**NM:** ”Der er massere at sige om det gode i at den gode vilje hos ledelse og sådan noget, men det er jo også det som alle siger, at det der bliver målt på, det som er presserende lige nu det bliver det som kommer til at fylde. Jeg tror det er en bevægelse hen imod at det skal fylde mere. Ikke at tid, pris og kvalitet skal skrues nedad, men om det så er en dedikeret person, som har noget blik for det, jeg ved ikke om det kan adskilles fra projektlederen.” (55.00)

**NM:** ”På en eller anden måde er det også det lange sigt, det lange sigt at give opgaven til en der vil tage 50% længere tid om den, i hvert fald de første par gange og det er jo et blik for at være økonomisk og tidsmæssigt bevidst, men lige her og nu der er det jo i projektrekantens regime, er det jo skørt ikke at gøre det der er mest effektivt og det er vel der at leadership og project management kan komme på kant. Hvis man har et to ugers projekt så kan man måske godt brænde sit lys i begge ender, men når man har et projekt der er 10-12 år som signalprogrammet f.eks. er, så bliver leadership lige det mere nødvendigt, fordi så har man brændt x antal stjernemedarbejdere af og så søger de videre hvor de kan få nogle andre vilkår eller prøve noget andet af, de er sygemeldt med stress eller hvad ved jeg.” (58.12)

**AC:** ”Det sikrer stabilitet, og sikkerhed for leverancerne. Man eliminerer et hav af de der risks der ellers ville være hvis man kører minimalt, og lader styringen fyde det hele. Så hvis vi siger at alle statusmøder de går med at hakke en tjkliste af.” (1.03.54)

**NM:** ”Lys. Det vil sige jeg tror, det lyder måske meget sådan ungdomsrevolutionært. Der kommer en generation af sådan nogle som os, ik Rasmus, når ikke lige der er mere krise, så vil man jo finde sig i rigtig meget i sit job, så bliver der en helt anden ikke-loyalitet, som man ikke har set de sidste 50 år på arbejdsmarkedet, der bliver en helt anden zappen, og medmindre man er en ekstrem fagspecialist og kan få lov til at sidde for selv og bare nørde derudaf, så er det jo de færreste der

ikke har et stort behov for at trives i interaktionen. Og det bliver et så meget mere flydende arbejdsmarked.” (1.08.40)

**AC:** ”Der er jo også noget kultur i det, ik. Jeg tror måske har vi lettere ved det i Danmark end i nogle andre lande, altså. Jeg tror det ligger tættere vores måde at være i forvejen og det kan jeg jo høre på folk, med andre udenlandske deltagere, der er det rigtig svært. Leadership det er jo ikke kun projektlederen, det er også alle dem der sidder i projektet. Altså man kommer ingen vegne hvis det kun er lederen der ønsker det eller har forståelsen for det.” (1.11.18)

**AC:** ”Jeg tænker nogle gange på hvordan PRINCE2 kunne få sat mere fokus på det, fordi PRINCE2 er så meget på vej ind mange steder, og i forhold til IPMA, der, det er en færdigbeskrevet opskrift på hvordan man skal gøre, tror man måske nogle gange når man tager den ind i huset, men jeg tænker hvordan kunne man pakke den i noget leadership, øh, så folk ikke eller mange virksomheder ikke kun køber PRINCE2 pakken men også sørger for at få det andet med.” (1.14.06)

## **APPENDIX 6**

### **Transcribed interview with Bent Birger Ahlgren – Banedanmark**

26 August 2013

”Mange projektledere, de møder frem med antagelsen at de er jo bare projekt managere og derved der bliver leadership vurderet som værende, meget i fokus.”(1.27)

”Det er en afklaret og begrænset periode og et begrænset produkt og produktet, det er det der leveres til business for at de kan lave deres business change bagefter hvor projektet ikke er en del af den business change. Det vi leverer det er det rekvirenten ønsker for at han kan lave sin business change efterfølgende. Men i projektet er der en klar afgrænset definiton af tid, økonomi, indhold, kvalitet og det må være projektet.” (9.40)

”Sikrer at levere det produkt og vi sikrer at levere det produkt på baggrund af de input der fra den business vi skal levere det til. Det vil sige jeg skal sikre input fra en stakeholder, interesserntgruppe, øh, og jeg kan identificere hvad er det for en interesserntgruppe der er, der har det sidste ord.” (10.17)

”Når vi er i et projekt så er der altså også tilknyttet nogle mennesker. Jeg er i den heldige situation at der er tilknyttet 10 mennesker til projektet som arbejder 100% i projektet, det vil sige jeg er ikke i tvivl om at jeg har noget ledelsesansvar overfor de 10 mennesker. Og i det daglige hvis der er nogle udfordringer, både på at holde ferie eller noget andet omkring direkte personaleledelse så tager jeg mig også af det, hvis der er problemer med at levere indenfor den ramme der er givet, tid, økonomi og kvalitet så er det også mig de sparrer med omkring det. Så alle de personlige forhold omkring det at lede et projekt, det er ikke kun management, det er også at udføre personaleledelse.” (11.10)

”PRINCE2 har været en stor forandring især med at vi har fået defineret de roller der skal til, altså Senior Useren, han er rigtig god for jeg har brugt meget tid i projekter på at definere eller diskutere hvem er det der beslutter hvad der skal leveres. Er det projektlederen, er det interesserntgruppen eller hvor finder man den, hvem er det der har myndighedern? Den rolleopdeling der er der den er rigtig god. Jeg kan egentlig også godt lide, selvom det nogle gange hænger en ud af halsen, at der er en styregruppe som man refererer til omkring de andre parametre, øh at man får mulighed for at sige det er her jeg er. Man ved nogenlunde indenfor hvilke rammer man kan, det skal være defineret, et er teori noget andet er praksis., men man ved nogenlunde hvilke grænseværdier man har at arbejde på både på tid, økonomi og kvalitet. Og når der er et emne der skal eskaleres ned så ved man også at man har en styregruppe at snakke med det om, det giver en god ro i maven selvom det også kan være stressende.” (12.10)

”Et stort emne på det kursus jeg deltog på ude på DTU det var om projektledere var manager for projektet eller han var manager og leader. Og jeg ved at mange projektledere på det kursus opfattede sig da de startede på kurset som værende projekt managere med langt mindre fokus på leadership, men da vi tog hjem fra kurset der var langt mere fokus på at øh, det at performe i et projekt det kræver noget leadership som ikke kun fås fra ens basisorganisation og det er typisk den gamle konflikt mellem basisorganisation og projektorganisation at der er en udfordring for mange projektledere. Jeg er heldig i, jeg har 100% af det, så jeg har ikke den udfordring. Den var tilstede også tidligere, men jeg vil mene at jeg har altid arbejdet både med leadership og management omkring projekter.” (13.57)

”Jeg prøver altså, øh, ud fra opgaven og få set på når jeg planlægger næste periodes arbejde og så se på om der er nogle ting der skal til for at motivere. Et af de værktøjer jeg har brugt, det var da vi skulle i gang med skrive reglerne. En stor masse af regler. Vi havde brugt rigtig lang tid på at identificere hvilken masse vi havde og så skal vi bare i gang fra en ende til en anden og det var en periode der godt kunne tage en halvanden, to år, hvad skal der til for at styre det fra ende til anden og der tog vi et værktøj i brug der hedder SCRUM, hvor vi definerer en backlog af aktiviteter der skal gennemføre og så tager vi og deler perioderne op i 14 dage ad gangen og indenfor de 14 dage der definerede vi fra vores backlog hvor meget skal vi når.” (15.42)

”Der gjorde vi det at vi på SCRUM mødet om morgenen krydsede på kryds og tværs af interesser, men også kompetencer, sådan så alle, og det havde jeg også behov for, at alle udviklede sig samtidigt, så der var ikke nogle der ikke fik lov til at tage sig af nogle aktiviteter, alle blev involveret i alt, fordi der var behov for at alle fik udviklet viden indenfor området. Og det fungerede det værktøj kanon godt til, efter 1,5 år hænger det også folk langt ud af halsen.” (18.09)

”Det er der stor opmærksomhed på, de ting som vi har udviklet her, eller ikke udviklet, de værktøjer som vi har brugt og som jeg som projektleder er blevet uddannet i da vi startede, det var dels min egen personlighedsprofil, der brugte vi JUNG, eller JTI, og det at jeg selv var igennem sådan en JTI, det gjorde mig bevidst om styrker og svagheder indenfor hvilke områder og det gjorde at jeg mere var opmærksom på hvad er det for personer i gruppen der kan komplimentere mig og hvem kan arbejde godt sammen, det brugte jeg aktivt. Men det er et lidt mere sådan med at føle sig frem end det er super bevidst.” (19.14)

”Jeg er startet i det projekt her i 2005-6 stykker og det er jo den samme ting der er gået igen, den er blevet opdateret, men det er næsten de samme værktøjer der bliver brugt igen og igen. Vi er også ude for en gang imellem så er der, tage nogle udpluk ned fra hylden, en SWOT analyse er også meget god at gøre en gang imellem for at se hvilke muligheder har man i en given situation. Øhhh, også på det personlige, personlighedsprofilen, der er mange værktøjer, men der er ikke nogle der er formelle, men stort set alle medarbejdere har en eller form for personlighedstest og jeg er ikke

bange for at spørge under en 1 til 1 samtale, hvordan har du det i den situation her, hvordan ser din profil ud, de fleste deler den gerne for at se hvor styrker og svagheder er.” (21.00)

”Jamen altså, feedback er en vigtig ting, daglig feedback. Også en formel feedback som vi giver i forbindelse med at der er en medarbejdermåling, så trækker vi lige til side og laver en formel feedback. Det er også vigtigt for mig at være involveret selv, jeg prøver på at være faglig ansvarlig os på nogle aktiviteter, det gør at jeg involverer mig også i det daglige arbejde i projektet, i produktet. Og det har jeg et indtryk af at det er velset af medarbejderne. Jeg har indenfor sikkerhedsområdet, det har været mit karriereforløb, en stor og lang erfaring, den trækker jeg på og den udfordrer jeg medarbejder på, og i den udfordring der er jeg i stand til at møde dem også på deres fag og udfordre dem på deres fag og det tror jeg også motiverer dem lidt at okay Bent kan også udfordre dem på det faglige.” (22.23)

”Jeg vil aldrig, og det er jeg elsket og havet for, jeg kommer ikke med den løsning jeg gerne vil have gennemført, jeg vil hellere coache igennem til en løsning som personen kan stå inde for, for så vil han også forsøre den næste gang han skal præsentere den for en interessen. Det vil jeg langt hellere end at jeg kommer med en fast løsning.” (23.30)

”Man skal også se på, hvad er det der motiverer, altså, der er flere forskellige ting der kan motivere, der er behov for socialt samvær, altså der er forskellige faktorer, behov for socialt samvær det er også en motivationsfaktor og hvis man husker den fredagsmorgenmadsseance, en tur ned til havnen og spise vores frokost sammen, måske også i fritiden hvor vi kan drikke en øl sammen, eller et eller andet, det er også behov for socialt samvær der dækkes på den måde, og man får snakker uformelt om alt muligt andet. Der er det at nørde en lille smule, der er en anden motivationsfaktor, at man får lov til at udleve den der indre nørd. Øh, og når vi taler regler så kommer vi, det er det mit projekt, så kommer vi også meget hurtigt til at tale sikkerhed, sikkerhedskultur, og hvad vi bidrager med og det er en af de knager vi hænger vores stolthed på, det er at vi bidrager til en forbedring af Banedanmarks sikkerhedskultur. Og det nørderi det skal projektmedarbejderne også have lov til at, jamen, være stolte af.” (24.08)

”Leadership det er at være tilstede, danne de rammer, øh, der skal til for at kunne gennemføre projektet. Jeg skal ikke gennemføre projektet, jeg skal ikke tage beslutninger. Leadership er at skabe de rammer for projektmedarbejderne, nogle gange er rammen at det er os der er herre over en beslutning og andre gange er det andre der er herrer over en beslutning og der kan jeg godt vejlede lidt i hvornår vi står i den ene og hvornår vi står i den anden situation. Leadership er også for mig at når rammerne er dannet, hvis der er nogle der ikke performer, vil jeg også gerne prikke på skulderen og sige skulle vi ikke se at komme derudaf, øh, og det næste bliver så et stort spark, øh, det er også en del af leadership.” (26.28)

"Det er jo medarbejdernes motivation som vil påvirke produktet og produktet i et projekt er jo både kvaliteten og resurserne og tiden. Så det er at kunne levere det rigtige, det er leadership, men leadership for mig er også at personen, øh, velegnet, personen han får sine behov og et behov for en person er jo også sådan noget som kompetenceudvikling, at han kan se sig selv i fremtidens, altså den kommende struktur, den kommende organisation, at han kan se sig selv udviklet i den retning han gerne vil, øh, for en person det er jo ikke bare at kunne performe her og nu, han skal også være klar til morgendagen." (27.38)

"To, i et kæmpe program, som signalprogrammet er, der bliver meget fokuseret på projektleverancer og en rådgiver, hans rolle det er at levere projektet og så at hans kompetenceprofil den opbygges ved enten at deltage i projektet eller gennem anden aktivitet. Mens jeg har nogle interne Banedanmark folk, er det en udfordring for mig både at være leder og bruge resurser på det at lede, det er en udfordring. Den anden udfordring det er måden vi har organiseret os, det er ikke kun en udfordring, det kan også være en fordel, men der er ingen af personerne i projektet der refererer ledelsesmæssigt til mig på trods af at jeg, og det har jeg jo redegjort for her, påtager mig rollen som leader også, men deres reelle linieleader sidder i en anden organisation, hvor de refererer til ham og ham bruger jeg engang imellem som sparringspartner, for at sige hvor er det vi er henne, hvad er det for udfordringer vi står i nu, de mennesker der er i organisationen hvordan tager vi vare på dem, også i fremtiden. Og det er en af udfordringerne der giver mig den ekstra dimension, at jeg skal huske på leadership og også at koordinere." (29.28)

"Det falder meget naturligt, øh, også fordi at han og jeg vi sparrer meget godt sammen. Og der er ved at komme, det er der accept af også fra signalprogrammets ledelse, øh, programlederen, og det betyder at der er nogle ansatte i Banedanmark som også kan have en fremtid og det er der også fokus på. Og der er en bred accept i at jeg deltager i projektet også som leader, at det ikke bare er projektmanagement." (31.03)

"Jeg kan måske godt finde nogen (eksempler, red.), både tæt på og længere væk, øh, og hvis jeg så holder mig på et generelt niveau, så er det værste jeg ser når der er nogen der ser alene leverancer på kvalitet og tid, øh, enten den ene eller den anden, kvalitet eller tid, og, eller en sådan bestemt sum penge, som værende den væsentligste del og så alt andet, den menneskelige faktor, den kan komme til at lide under det, hvor vi ser stresssymptomer og der ikke bliver reageret på dem." (32.00)

"Jeg synes jo at den måde som vi bl.a. med vores personlighedsprofiler, samarbejde i ledelsesgruppen i signalprogrammet, det har været med til at skabe et rigtig godt klima i ledergruppen, som gør at vi kan tale åbent og direkte, og det er en af vores ledelses, fordi at vi kan tale åbent og direkte til hinanden, det synes jeg er rigtig godt, det har skabt et godt klima og det skaber også gode resultater." (33.24)

"Jeg tror kun det vil give god kvalitet, og kvalitet ikke kun på produktet, men indenfor de tre typiske rammer. Det tror jeg at det vil påvirke positivt ved at fokusere på ledelse." (34.40)

"Jamen, jeg ser at der vil være mere og mere ledelse, det er også innovation i projekter. Uden lederskab i et projekt er der ikke nogen innovation og mange projekter indeholder en stor grad af innovation. Øh, så jeg ser mere og mere leadership i projekter og strukturstyring, governance vil der samtidig være mere brug af, så det er ikke det ene eller det andet, det er både management og leadership der vil komme i fremtidens projekter." (35.12)

"Jeg havde stor glæde af at deltage på det kursus vi talte om på DTU, for en af de ting vi talte, vi var igennem det var projektlederens værktøjskasse, byggede en værktøjskasse op af forskellige, både på de bløde værdier, og der var især fokus på de bløde værdier, omkring leadership, der så man også at ledelse var en vigtig del af et projekt. Så at give mig det ene kursus det har gjort at jeg har en værktøjskasse jeg kan dykke ned i, også bløde værktøjer, hvor jeg i en situation altså, en af vores, et af emnerne vi havde oppe var, stresshåndtering og det var da utroligt givtigt og vi havde et kursus om helt konkret stresshåndtering som gruppeprocess, i stedet for at håndtere stress sådan individuelt, problem for individet, så så vi at det ofte var gruppen der havde et problem med at håndtere stress." (36.00)

## APPENDIX 7

### Transcribed interview with Oana Krogh Nielsen – Banedanmark

26 August 2013

"Min opgave i Signalprogrammet, det handler om at sikre at rulle ud den nye teknologi henover det danske jernbaner der hedder GSMR, R for rail. Infrastrukturmessigt og det teknologi der skal ind i selve togene. Som sagt infrastrukturen er blevet rullet ud på de nationale baner, den er ved at blive rullet ud på de private baner i år. Og selve togfleeten, det vil sige togene de bliver så udstyret med det nye GSMR her med opstart i september og så hele vejen resten af året, der har vi planer om at færdiggøre hele S-banen og næste år det bruger vi på at færdiggøre alle fjerntog og private baner og andre operatører, danske operatører. Og det vil sige alle de projekter der har, det der kendetegner, kan man sige GSMR programmet eller samlingen af GSMR projekterne er selvfølgelig den her udrulning af den her GSM baserede teknologi på de danske baner, det er sådan meget enkelt." (5.24)"

"Min rolle, jeg er jo så projektchef, det vil sige jeg er ansvarlig over den ansvarlige for alle de her projekter de skal lykkes indenfor de givne tidspunkter og indenfor det givne budget, det er så mit fornemste formål her i Banedanmark. Øhm, hvis du kigger stringent på leverancer, jeg er her selvfølgelig også i forhold til den leadership du efterlyser, det er selvfølgelig også en opgave at jeg skal gøre de her opgaver med et team af medarbejdere som er, øh, tilfredse og som leverer de her resultater og som fungerer sammen og bag i alt det ligger jo det leadershipmæssige som i den grad spiller en stor rolle i hvorvidt vi bliver succesfulde eller ej. De her projekter de involverer jo enormt mange mennesker, noget af det er selvfølgelig vores egne medarbejdere i Banedanmark, men størstedelen af det ligger joude ved vores suppliers, øh og det vil sige man skal jo kunne co-eksistere, offentlige ansatte i Banedanmark sammen med privatansatte hos mange forskellige suppliers både i ind- og udland og det er et større puslespil som man skal få til at gå op. Det handler i høj grad om ledelse og netværk og relationship management imellem eller mennesker imellem og få dem til at fungere sammen, få dem til at leve det her store puslespil til tiden og under budget."(7.06)

"Ja, men det ville jeg synes at jeg har. Jeg, øhm, jeg har jo synes selv jeg har indført forandring. Jeg er blevet hyret til at indføre en forandring i den periode hvor vi har overtaget projektet som sagt fra et anden del af virksomheden hvor projektet har kørt, kan man sige, på en anden måde. Øhm, måske med forsinkelse, med mindre struktur på og så videre, der har min rolle været først og fremmest at få det rettet op, få det her projekt bragt på skinner igen så det kører, det kører rigtigt og det synes jeg at mit team og jeg har formået at gøre det. Det har vi jo så påvist ved at leve infrastrukturden til tiden og under budget og det er en fantastisk resultat for os og det vi gør nu det er selvfølgelig vi arbejder videre med de nuværende projekter hovedsageligt den her udskiftning af onboard radioerne hvor vi så igen forsøger at lave de nødvendige optimeringer der skal til for at kunne nå vores deadlines og kunne nå vores budgetter." (8.40)

”Der er kommet en del mere fokus på projektledelse end tidligere. Så, men altså, når man taler om projektledelse der ligger jo det hele projektledelsesmæssige del. Fagligt, værktøjer som man har, som man kan bruge til når man navigerer et projekt i mål, men så ligger der også de ledelsesmæssige værktøjer, det ligger jo i ordet projektleder, leder. Jeg kan faktisk bedst lige at kalde det projektledelse end project management, management det lyder sådan en lille smule teknisk med at nu manager vi hen med nogle værktøjer sådan rent projektledelse, eller project management mæssige værktøjer, men projektledelse det inducerer at du har med mennesker at gøre som har behov for motivation og inspiration og ledelse og retning og behov for at have det godt for at de selv kan yde deres bedste og så videre.” (9.52)

”Det er jeg jo vel, men altså det er nu også sådan at den verden jeg lever i, og formentlig er den sådan alle steder at en del af det er man herre over og en del af det arver man, man arver jo det man kommer med i et kultur som har været der før man er kommet. Den kultur er man jo nødt til at respektere og være ydmyg overfor. Det er et stærkt element det kulturelle i enhver organisation og det er noget af det første man som udefrakommende man indser at man er selv nødt til at tilpasse sig kulturen og ikke omvendt. Selvom man forsøger at influere kulturen omkring sig mod det bedre, men det sker jo i små skridt så forandring sker jo i små skridt og den bedste måde at køre forandringsledelse på det er selvfølgelig at opnå resultater på kort sigt og bagefter forankre de nødvendige adfærdsmæssige ændringer og procesmæssige ændringer som førte til de her succeser, dem er man nødt til at forankre i den større organisation og det er noget der tager tid ligeså snart det handler om menneskelig involvement. Processer kan vi hurtigt ændre, dem kan vi skrive om og så er de ændret, men at overbevise mennesker om de virker, det er det der tager længere tid.”(10.58)

”Altså Banedanmark kører efter PRINCE2 projektledelsesværktøjerne, kan man sige og det fungerer jo kan man sige udmarket. Der har man brugt mange resurser og krudt i Signalprogrammet og sikre sig at man har nogle konsistente processer hele vejen igennem. Om der er sådan decideret change management ledelses værktøjer, det synes jeg er meget op til de enkelte projektledere. Vi er, de projektledere der er ansat, eller projektchefer der er ansat i signalprogrammet, er jo meget forskellige og jeg er sikker på at alle sammen har meget forskellige indgangsvinkler og forskellige muligvis også metodologier og det synes jeg er kun godt for det bringer jo værdi med sig. Der er ikke nogle der siger at det kun er den ene form for ledelse der virker. Det er godt at få prøvet lidt forskelligt ad.” (12.30)

”Jeg vil sige at jeg har et godt fundament selv som jeg har fra min tidligere erfaring og som jeg har fra, øhm, ja, de uddannelser og de educations jeg har rundt omkring, men samtidig med det så er vi jo nødt til at forblive, hvis vi ser på vores projekt som en levende organisme, det er vi nødt til for vi har med mennesker at gøre, vi er jo nødt til at forny os og holde ører og øjne åbne og få suget masser af visdom ind til os fra andre, fra vores omgivelser, fra noget vi læser, fra noget vi oplever, fra vores peers i signalprogrammet og så anvende deres lessons learned eller den viden de kunne komme med så er gavnligt til os. Det anvender vi så. Om jeg så anvender det samme, jeg tror nok jeg har en basis som jeg ved der virker, det har jeg set virke mange gange, men samtidig med det så

er der altså altid også god grund til at tilføre ny viden igennem forskellige veje til netop vores projekt og til værktøjskassen.” (13.52)

”Jamen altså, først og fremmest så lægger jeg enorm vægt på at alle sammen forstår formålet med hvorfor vi er her i Banedanmark i lige netop det her projekt eller projektgruppe og det synes jeg er enormt vigtigt når man aligner omkring objectives og formål for at få en fælles forståelse om hvad konteksten er for det vi går og laver. Dernæst så er det jo selvfølgelig meget vigtigt at man sørger for at de mennesker der er inde i ens gruppe har de rigtige kompetencer og har viljen til at bidrage til succesen for vores projekter. Dernæst er det vigtigt at menneskerne de trives, det vil sige de har det godt på deres arbejde. Vi bruger meget humor, vi er jo tit i pressede situationer, det skal jeg ikke sætte skjul på. Altså når man er i så store projekter og har ansvar for så mange penge og så mange mennesker så kommer man under pres om man vil eller ej fra tid til tid. Så der er det vigtigt at vi indbyrdes har det godt sammen og vi bruger jo meget humor til at løsne nogle af de her spændinger der kan opstå. Og så simpelthen gøre hverdagen så let som mulig for os alle sammen. Folk skal have lyst til at komme på arbejde, de skal have lyst til at gøre deres bedste og så skal de være trætte når de kommer hjem, men på den gode måde. Så har man ligesom udnyttet sine kapaciteter.” (15.08)

”Jeg tror leadership for mig det er at have gode resultater med glade medarbejdere og nu er jeg altså ret kompetitiv. Så når jeg siger gode resultater så mener jeg de bedste resultater. Det er tit kommunikation, det er nok 80% procent af mit arbejde der består i kommunikation, de resterende 20% det er rent faktisk rapporter og så videre, men kommunikation fra, indad mod teamet og udad mod mine peers eller op mod mine chefer, det er noget som jeg beskæftiger mig med hvert evig eneste minut af min hverdag. Kommunikation hænger sammen med alignment, vi kommunikerer fordi vi gerne vil opnå noget i vores tilfælde, at vi gerne vil opnå alignment og fælles forståelse for hvad er det vi skal. Og hvornår eller hvorfor vi gør tingene som vi gør.” (16.51)

”Altså, i mine projekter, jeg synes det er nogle gange meget subjektivt, men for mig så leadership, det handler om at glade medarbejdere som udnytter deres potentiale og deres kunnen, deres kompetencer til at opnå, øh, nu når vi kører projektledelse så hænger det jo meget sammen med leverancer, resultater og deadlines, men til at opnå de fælles objectives som vi har defineret i vores projekt. Og ledelsesdelen det er simpelthen at få det hele til at hænge sammen, du arbejder igennem mennesker, man arbejder jo tit i vores tilfælde der arbejder vi jo med ny teknologi, det er jo det vi implementerer, men teknologier kan man jo sige det er en død ting, hvis ikke det var for menneskerne der sad og betjente det og brugte det og sådan noget. I vores tilfælde er det projektdelen vi skal sørge for at teknologien bliver implementere og så er der nogle andre der overtager det og begynder driften og bliver ved at drifte det i forhåbentligt mange år for de danske baner.” (17.58)

"Jeg synes leadership det hænger enormt sammen med ordet menneske og med sammenholdet og de fælles formål vi har. Det hænger meget sammen med alignment og med kommunikation." (19.26)

"Det tilfører, det får det menneskelige til at få fungere. Der er selvfølgelig en masse andre værktøjer vi også skal bruge, for du kan jo ikke tage enhver folk fra gaden og uanset hvor meget ledelse du tilfører dem vil de jo ikke kunne leve det de skal så derfor er kompetencerne enormt vigtige. Så kompetencerne og de værktøjskasser folk har de er enormt vigtige. Men det er ikke nok i sig selv, der skal jo ledelsesværktøjer til som kan få det menneskelige til at spille sammen." (19.52)

"Der er altid tiden, tiden er selvfølgelig vores største fjende og ven. Ven i den form at nu er jo mennesket skabt på den måde at man, de fleste af os arbejder jo bedst under pres, når vi ved at presset er der og det er aktuelt, der er nogle på den anden side af hegnet der venter på vores leverancer, der giver vi os det optimale. Det kender vi jo fra vores fortid som studerende, vi vidste vi skulle til eksamen, men man satte sig ikke at læse op til eksamen, altså der var nogle få nogle der gjorde hele året rundt sådan at de bare valsede ind til eksamenslokalet, men de fleste, sådan 80% af dem de læste op til eksamen i sidste øjeblik, det er noget som mennesket har i sig, vi kan godt lide pres, men vi hader også pres for pres kan jo, eller for meget pres, det kan jo blive usundt for mange. Og så tiden er vores fjende og vores ven." (20.31)

"Så tiden er en udfordring. Selvfølgelig en anden udfordring det er, øhm, et stort projektgruppe består af mange forskellige folk, sådan noget som situational leadership, det er enormt vigtigt, folk de er ikke ens, deres kompetencer er forskellige de er vant til forskellige ledelsesstile, de reagerer på en anden måde og det at man skal lære hvordan man motiverer de forskellige grupper og de forskellige medarbejdere, det er en udfordring. Man skal kunne gøre det fra det ene øjeblik til det anden, nærmest fra den dag man bliver ansat og helst ramme rigtigt og det kan jo selvfølgelig i store grupper til tider være vanskeligt, men man gør jo sit bedste." (21.33)

"Øh, det er såmænd, det, i vores konkrete tilfælde det gjorde så at jeg har taget mig rigtig god tid, det gør jeg faktisk en gang imellem, tager mig god tid til at snakke med mine medarbejdere. Da jeg så fik projektet, der brugte jeg de første mange uger på at tale med mennesker, simpelthen, tale omkring alt hvad de kunne lide, hvad de ikke kunne lide, hvad der fungerer, hvad der ikke fungerer, hvad synes de der skulle laves om, hvad synes de der ikke skulle laves om o.s.v. Og det er sådan nogle processer som vi gerne vil gentage en gang imellem for ligesom at sikre os at folk er stadig med og de retninger vi har taget, de er stadig nogle retninger alle har taget. Det er det det tit handler om, det er den retning jeg selv synes projektet har skal helst være den samme retning de andre synes projektet har. Og det er selvfølgelig, det er udfordringen, for du skal tage dig tid til at beskæftige dig med nogle bløde ting frem for at beskæftige dig med nogle hårde ting som er helt

forbundet til dine leverancer. Tiden er altid en stresfaktor, fordi der bare ikke er nok af det.” (22.22)

”Ja, altså vi har haft, jeg synes et godt eksempel er netop i vores projekt at vi kan få de mange forskellige mennesker i projektet til at enes. Altså, jeg har konsulenter der kommer fra det private, de private virksomheder, jeg har medarbejdere som har været offentligt ansatte i rigtig mange år, sågar måske i hele deres karriere, jeg har leverandører som kommer fra udlandet, jeg har leverandører der er danske og det jeg synes der har været godt i det her projekt, det er at vores stakeholder management evne har været fantastisk. Vi har simpelthen kunnet formå at få de her forskellige grupper til at se det samme formål og de samme retninger, eller den samme retning vi skulle tage og give os det bedste af hvad de kunne for at opnå vores mål. Og det har vi jo bevist vi kunne.” (23.44)

”Et mindre godt eksempel, jamen altså vi har, det er ikke altid det er så nemt at se tegn hos nogle medarbejdere som måske har brug for lidt hjælp. Det synes jeg til tider har været vanskeligt netop fordi at det med at tage sig tid til det er så enormt hårdt i en periode hvor der skal hele tiden leveres, dag efter dag efter dag, og det er sådan noget jeg bliver mindet om hele tiden, jeg skal tage mig tid, jeg skal tage mig tid til at spørge ind til mine folk, til hvordan de har det generelt. Ikke nødvendigvis hvordan de har i projektet, generelt hvordan de har det som mennesker, om de trives, om de har behov for noget og om jeg kunne gøre noget for at gøre deres liv lettere.” (24.49)

”Jamen altså jeg tror at projektledelse lykkes bedst når man kombinerer, formår at kombinere de tekniske projektledelsesværktøjer sammen med de ledelsesmæssige værktøjer. Og det ved jeg at, nærmest alle skoler, om det så er den engelske, danske, amerikanske, eller hvad det nu er, projektledelsesskoler, de har alle sammen det under fokus, men en ting er det akademiske i det og det du hører når du er på kurser og en anden ting det er når du så er ude i livet. Så det er simpelthen, jeg tror som projektleder det bedste man kan gøre det er at sikre sig at man i hvert fald har det akademiskmæssige hvad man kan, det fundament man kan erhverve sig igennem og tage den her uddannelse eller de kurser der skal til, men ellers forblive åben i forhold til det nye der tilføjes, tilfører ens viden enten ved at holde sig orienteret, deltage i netværksarbejde, f.eks. projektledelsesnetværksgrupper, hvor man så hører hele tiden omkring nye metoder og nye teknikker og nye indspark, indslag. Det er ligegeydigt om det er det ledelsesmæssige eller mere projektfaglige, man er nødt til simpelthen hele tiden at udvikle sig. Det er lidt ligesom at vi er nødt til at følge med i alle de computerspil vores børn er involveret i. Det er faktisk en god sammenligning. Jeg synes det er vanskeligt, men det er vi nødt til for at kunne hjælpe vores børn bedst muligt. Så er vi nødt til at forstå hvad det er de går og laver.” (26.04)

”Fremtiden for project leadership det er at udnytte ledelsesmæssige værktøjer mest muligt, men selvfølgelig i sidste ende det det handler om i et projekt det bliver projektdefinitionen, det er at

ændre noget fra A til B, altså når man skifter en tilstand fra A til B, det er ligegyldigt om man skal skrive en bog eller implementere ny teknologi.” (27.54)

## **APPENDIX 8**

### **Transcribed interview med Malene Kingo – COOP**

22 August 2013

”Det man jo typisk risikerer i sådan et program og det er jo selvfølgelig meget eksplisit her i min rolle, det er at nogle får en ide, typisk topledelsen, om at noget skal laves, en eller anden dims, det kunne være en møtrik eller et IC4 tog, eller det kunne være og så, det foregår ligesom i en skal for sig, og så sidder der nogle brugere og nogle, altså en organisation ude på den anden side som jo skal tage de her ting i brug efterfølgende. Og tit og ofte så er de ikke involverede i hele den der proces med at designe og hvordan skal den her dims vi udvikler se ud og hvad skal den bruges til og hvordan passer den sammen med alt det vi har i forvejen og hvad gør det overhovedet godt for og hvad får jeg ud af det. Og nogle af alle de der spørgsmål ik. Så får man rigtig meget modstand når det skal implementeres, altså når sådan, hvad skal man sige, skal deployes ned i organisationen, at tages i brug, hvad enten det er et tog eller et SAP, eller en møtrik eller hvilken som helst ting, hvis man ikke har haft organisationen med, så får man rigtig rigtig svært ved at få taget det i brug og så er den investering som man har gjort i det her man nu har udviklet hvad end det er, det er fuldstændig ligegyldigt.” (10.25)

”Man har noget der har en start og en slutning i virkeligheden ik. Altså, projektet har en start og en slutning og det ikke rigtigt når man dagligt arbejde, og daglige drift, så kan man have nogle små projekter som er så små indsatser, initiativer, som ligger inde i en daglig arbejdssdag, men det er typisk drift. Så jeg tænker at projekter det er nyudvikling af noget.” (13.35)

”Det er at føre en ide til et afsluttet produkt faktisk. Og sikre, for mig er det også, sikre at projektet, produktet er taget i brug. Og det tror jeg, det ser man forskelligt på i forskellige modeller og det er nok også qua den rolle jeg ofte har i projekter og netop at være change manager, jamen så har jeg, så er det min opgave i virkeligheden at binde projektet og forretningen sammen og jeg har bare set for mange projekter som er gennemført og egentlig til aftalt budget og til tid og det har også haft den kvalitet der skulle være i det men det er bare aldrig taget i brug. Øh, og det er fordi der ikke er nogle der har tænkt de kommende brugere ind i det og så kan man ikke bruge det til noget jo.” (16.32)

”Jeg synes der er blevet mere fokus på forandringsledelse faktisk. Øhm, og jeg synes også jeg kan se at der er flere og flere der søger forandringsledere til projekter i stillingsopslag. Så jeg tror faktisk der er blevet mere fokus på det.” (17.36)

”Jeg har ikke fundet nogen projektledelsesmodel endnu. Det fandtes i NETS, den fandtes også i DSB, de var begge to baseret på PRINCE2, øhm, understøttet af alle de her forskellige værktøjer

man nu skal bruge, ik. Øhm, jeg er ikke stødt på den i COOP endnu, det kan godt være den er der, det er typisk, øhm, ja, men jeg tror det faktisk ikke.”(18.25)

”Jamen, jeg tror det har noget med kulturen at gøre. Altså nu ved jeg jo ikke om der en, men jeg er ikke stødt på den endnu. Øh, den her måde vi kører programmet på, det kører efter sådan en metode vores implementeringspartner har, men jeg kunne tro at det kunne have noget at gøre med at vi er sådan meget en købmandskultur, og det betyder at tingene går meget stærkt, vi handler, fra det ene øjeblik til det andet og det der med at sidde med en masse dokumenter, det har vi ikke rigtig tid til.” (18.59)

”I DSB der blev der arbejdet i flere år på den der projektorientering og så da vi kørte det her strategiske program, så var der lige pludselig 100 projekter der skulle køre gennem de samme kanaler og det var sådan en god måde at få det integreret i hele organisationen på, men det var rigtig svært og det gav rigtig meget modstand fordi du jo selvfølgelig kommer og stiller nogle krav til projektlederne om hvilke skabeloner de skal bruge og altså, hvis man ikke har styr på sit projekt er det bare mega irriterende der kommer sådan nogle hele tiden og prikker en på skulderen og siger har du nu lavet og nu skal du også lige lave statusrapport og det betyder jo ikke noget hvis man har styr på sine ting, altså, men hvis man ikke helt har styr på sine ting så betyder det noget.” (19.48)

”Jamen altså det tror jeg også man skal se i lyset af at vi er en programorganisation på ca. 100 mand. Og min rolle er selvfølgelig primært forandringsledelsen ud imod forretningen, at sikre forretningen tager de her ting i brug, men jeg arbejder også på de interne fronter fordi det er klart at vi har også behov for at have et performende team og det man kan sige det er at ud af de 100 mand der er der ca. 60% som er eksterne og 40% som er interne, det kan også være det er 55/45, men det er deromkring. Øh, og det giver selvfølgelig nogle udfordringer fordi vi ikke alle sammen er helt på samme hold, det vil sige vi har den samme målsætning, men det er alligevel ikke helt det samme, fordi nogle af os skal leve med det der kommer ud bagefter og konsulenterne de pakker taskerne og går og så er de videre på næste projekt. Så jeg har været i gang med både og arbejde sådan, påvirke vores programledelse til at lave, holde vores møder på nogle andre måder så man danner et mere enhedsindtryk af hvad det er vi skal, frem for altid at måle på hvilke leverancer vi skal nå. Og så har jeg været med til at etablere nogle forskellige foraer for de interne medarbejdere, og prøve at ligesom at skubbe på for at vi skal holde forskellige sociale aktiviteter og sådan noget for ligesom at bringe os sammen som et team der arbejder mod et fælles mål. (21.02)

”Både det sociale, men også det faglige. Altså at sikre at vi alle sammen lige engang imellem kommer op i helikopteren og ser hvorfor er det egentlig vi er her og hvad er det for en fælles udfordring vi har. Det kan godt ske at Susanne som sidder nede i finansteamet hun har nogle udfordringer med at finde ud af hvordan styrer vi debitorer i fremtiden, men hun skal også forstå hvordan det er det hele det hænger sammen. Altså at vi i efteråret skal have sørget for at få testet og vi skal sikre at uddannelsen bliver korrekt og hvis hun laver noget om i debitorstyringen så skal

hun huske at fortælle det til os for det er os der skal ud og undervise i det og hvis ikke lige vi kender de seneste udfordringer, eller de seneste ændringer, så har vi ikke en chance for at kunne undervise de nye medarbejdere, eller de medarbejdere der skal have træning.” (22.39)

”Jeg er stødt på at der nok nogle der kører sådan mere ”management-way” end ”leadership-way” og øhm, og det er bare ikke sådan jeg synes man kører projekter og programmer, der er jeg nok mere på leadership delen og tænker at det er nogle af de ting det handler om langt mere end at følge, altså selvfølgelig skal man også sørge for at følge op på om leverancerne bliver leveret og sådan, men altså, ja det skal være en kombination af de to ting, ik. Især når det er projekter fordi der er rigtig mange leverancer som, ja, skal leveres hver uge til bestemte tider, for at tingene passer sammen, man er afhængig af hinanden på den måde, men man har også brug for at bruge leadership delen så man kommer op i helikopteren og får det samlede overblik over hvor er det at vi skal hen i programmet. Ellers så kommer man til at nå dertil hvor man oplever det som en ligegyldighed om man afleverer til denne her leverance eller ej, for hvordan passer den ind i det samlede puslespil.” (23.38)

”Leadership ligger jo både i det at få hele programorganisationen til at leve og engagere sig i det program de er i gang med, men jeg synes også, jeg synes i ligeså høj grad det handler om det at engagere hele forretningen. Altså de er jo typisk ikke bundet op på en hel masse leverancer på samme måde. Der handler det jo meget mere om at motivere dem og mobilisere dem til den til den vare man er i gang med og få dem ligesom til at forstå hvorfor er det her vigtigt for jer og hvad får I ud af det, hvad er fordelene, men også være ærlig omkring hvad der kan være ulempene.” (25.00)

”Jamen jeg tror det handler om det der med at, altså at der er for mange der har haft oplevelsen af at de har kørt rigtig mange store projekter og programmer, det tror jeg også medierne har været fyldt af de sidste 10 år som i sidste ende er fejlet fordi de ikke er taget i brug og når de ligesom er blevet, det kan man også mærke på nogle af de der projektmetoder der bliver brugt på IT projekter i hvert fald, at når man ligesom er kommet ud med det endelige produkt så har der siddet en organisation og tænkt, hvad fanden skal vi så bruge det her til. Øh, det passer jo stadig ind i den måde vi arbejder på i dag f.eks., det tror jeg der er alt for mange der har haft oplevelsen af at de har investeret rigtig meget i programmer og projekter og så er det hele faldet til jorden. At de simpelthen ikke har kapitaliseret på den investering de har lavet og det tror jeg er gået op for flere og flere at det også handler om at få hele organisation involveret i den opgave man har gang i.” (25.52)

”Jamen det er nok den at man typisk, eller at man nemt kommer til at falde ned i nogle af de, sådan, management huller, ik, når man ligesom ser at, føj for pokker nu er der nogen leverancer som ikke er leveret, så må man lige ned og grave i dem og sige nu skal de leveres til den og den dato eller, altså, ja, så bliver det meget sådan micromanagement.” (26.59)

”Jamen det er jo nok fordi man har, altså, også rent projektledelsesmæssigt er trænet til at, altså leverancer og milepæle og, altså, det er jo også bare det som hele PRINCE2 metodikken går på ik også. Den har i min optik, og nu skal jeg lige skynde mig og sige at jeg er ikke selv certificeret, så jeg har kun fulgt de flere hundrede jeg kender der er certificeret, og det er ikke mit indtryk, jeg har godt også læst bogen, men det er stadig ikke mit indtryk at der er særlig meget fokus på leadership der.” (27.27)

”Jamen altså, det ved jeg sgu ikke, det har jeg ikke sådan tænkt over. Det kommer lidt an på hvad for en skole man er til, nu er jeg så selv gift med en der er IPMA certificeret på relativt højt niveau, og der synes jeg nu nok, at i hvert fald mange af de dialoger vi har, handler om leadership delen, og jeg synes IPMA er langt mere fokuseret på leadership. Altså, det er en mere sådan hel projektledelsestilgang.” (28.21)

”Ja det gør der, og når man også bevæger sig op på programniveau, som den her MSP certicering, så kommer der også nogle flere leadership ting ind, altså der er bl.a. også nogle af alle de her ting i forhold til mission, vision og opfølgning på KPI’er og altså den er sådan en lille smule mere rund end PRINCE2.” (29.05)

”Jeg synes da nok at jeg nogle eksempler på nogle IT projekter hvor det ikke er gået så godt fordi der har været rigtig meget fokus på procesoptimeringen af det og at projektet i virkeligheden er drevet af at der skal være nogle rationaliseringer. Øh, så det ikke så vigtigt egentlig, så leadershipdelen har ikke været så vigtigt, de har fået stillet et værktøj til rådighed og det var så det projektet kunne udvikle.” (30.24)

”Især hvis det er IT delen ik, at det har givet rigtig meget modstand og en del af de projekter jeg set i mine tidlige jobs er direkte, hvad hedder det, de er blevet udviklet på en platform og de er egentlig kørt, men de er bare ikke blevet taget i brug for der har været så meget modstand fra forretningen som bare har sagt, vi kan ikke bruge det I kommer med der, det tager alt for lang tid og så har de bare stillet sig på bagben, så har man ikke fået taget det i brug og så, altså, du ved, så får man dels ikke den gevinst man havde håbet på at få ved det system og det bygger sig måske på nogle andre, altså at der skulle så måske bygges nogle andre systemer ovenpå, ik, så hvis man aldrig har fået taget grundstenene i brug så kan man aldrig hente den gevinst. Så man har både fået modstand og man har faktisk overhovedet ikke fået noget ud af den investering man har lavet.” (31.21)

”Jamen altså, jeg synes jo det der store strategiske program som jeg kørte i DSB, som var fuldstændig på topledelsens dagsorden og vi havde møder hver eneste uge og der var massiv kommunikation. Altså det var jo sådan en samlet leadership opgave fra DSB’s topledelse. Øh, og det var før alting begyndte at gå ned af bakke og det kørte over næsten 3 år det program og altså vi

havde nogle målsætninger om hvor mange, hvor meget kundevæksten skulle være, hvor højt et image vi skulle have, hvor mange internationale kunder vi skulle nå og alle de ting nåede vi, plus at kundetilfredsheden steg de, i den periode og indtægterne steg og da vi så stoppede programmet og der skete alle mulige andre ting, så kunne man se, så faldt det hele tilbage på gammelt niveau. Men det var også, det var ikke bare leadership af en person, det var fordi der var en rigtig stærk topledere der ville det hele tiden, det var også fordi der var et fælles, vi var fælles om det ik.” (32.31)

”Jamen jeg tror man får en større succesrate. Langt større succesrate.” (33.49)

”Helt klart. Langt mere end project management. Altså, men igen, jeg tror det er jo ikke enten eller, det er jo både og, altså fordi der skal også være noget management, ik, altså der skal også være nogen der følger op på budgetterne, der skal også være nogle der følger op på, på, på leverancerne og sådan nogle ting, jeg tror bare det er jo rigtig svært at være den samme person i de to roller fordi man typisk har, apropos, forskellige DISC profiler i forhold til det. Altså, min DISC er jo simpelthen et ”I” der er ved at springe skalaen, og det skal den også være når man skal være udadvendt og ud imod forretningen og så, der nytter det ikke noget at man har et lavt ”I” og helst ikke vil uden for sin egen dør.” (34.07)

”Så tænker jeg måske det er vigtig pointe, i hvert fald fra min optik, så er det ikke, så er det ikke blevet så moderne endnu at det sættes på dagsordenen at det er project leadership, det er meget drevet af den enkelte person. Og jeg ser også typisk at virksomhederne vælger PRINCE2 certificeringer i øvrigt, der er ikke ret mange der vælger IPMA som standard i virksomhederne.” (35.53)

## **APPENDIX 9**

**Transcribed interview with Anders Skærlund Pedersen – FLSmidth**

29 August 2013

"Altså der kunne man godt mærke at der kommer man fra den her rå ingeniørverden, hvor der er tingene enten sorte eller hvide og der er altid en eller anden form for sandhed, til denne her psykologverden hvor der ikke var nogen sandhed andet end der var nogle formodninger man kan kunne forholde sig til at det var vidst sandsynligvis sådan her. Og alene det, undervisningen gik fra at være meget struktureret til at være sådan mere, altså ej det her det er sgu spændende og det var meget, det ændrede simpelthen fuldstændig karakter, hvilket der var mange på det her studieprogram der simpelthen ikke kunne lide." (15.22)

"Hvornår er et projekt defineret, jamen det er det når alle papirer af salg er blevet skrevet under og vi har modtaget forudbetalingen. Så er projektet defineret. Det er sådan vi har valgt at definere hvornår et projekt starter." (37.19)

"Det jeg synes generelt det er at der en for lidt konsistens i den måde vi kører projekter på. Jeg kører det på en måde, min nabo kører det på en anden måde og min genbo kører det på en helt tredje måde. Vi har nogle procedurer og retningslinjer for hvordan man kører projekter. Mange af dem er begravet tilbage i stenalderen, dvs. De blev lavet tilbage i 2004, 2003 og vi bliver ikke holdt op på om vi følger dem. Det er overhovedet ikke formaliseret. Eller hvis du går ind på intranettet så er det nok formaliseret, men der er ikke et døjt her eller en eneste der har læst det. Jeg kan ikke finde en kollega som formentlig har læst de retningslinjer. Jeg har ikke selv gjort det." (38.42)

"Jamen det ville gøre, fordeloen ville være at man har vel nemmere ved at overtage fra andre, i ferier, sygdom, opsigelser, det er og der vil være mere konsistent kvalitet overfor kunderne, de vil opleve FLSmidth som one company – one source, som er vores strategi ik, hvis man er lidt mere formaliseret. Det vil også kræve lidt af projektlederne for du tager lidt af deres frihed, det er korrekt og det er traditionelt noget der vil være meget modstand overfor." (39.38)

"Det er jo sådan set ligemeget om det er i Brasilien eller om det er i Rusland man kører et projekt, den måde man agerer overfor kunden i det store hele bør jo være det samme, man bør jo bruge de samme holdninger og værktøjer og jeg så gerne der var lidt mere opfølgning på om man bruger de værktøjer, men også at der var lidt vedligehold af værktøjerne, for det nytter ikke noget at sige at man skal bruge en procedure fra 2004 og så der slet ikke bliver fulgt op på det. Altså jeg får ikke bonus for at overholde eller ikke overholde det, jeg bliver ikke spurgt af min chef om jeg bruger de værktøjer der er på "Insight". Insight det er vores intranet." (40.29)

"Det er lidt en joke at man gerne vil have folk igennem det her kursus her, men mange af de procedurer der er, det er ikke en del af project management department her hos os. Så det kan godt være ledelsen godt vil have vi bruger det, men hvad fanden nytter det når at der ikke er nogle formaliserede arbejdsgange." (41.50)

"Man får tildelt resurserne. Jeg kan bare håbe på jeg får de resurser som jeg godt kan lide at arbejde sammen med. Det er meget svært at ønske sig noget og få noget her i firmaet. Altså man får tildelt, altså projektorganisationen består typisk af jeg som overordnet ansvarlige og så har man projektleder mechanical og electrical og så har jeg en assistent der hjælper med alt det her projektstyring og så har man også, hvad skal man sige, projektleder indenfor indkøb og shipping og det er typisk mekaniske og elektriske projektledere man har mest med at gøre. Det er dem man ligesom uddelegerer meget af det her til. Det er sådan organisationen er bygget op." (43.15)

"Nej det har jeg ikke gjort fordi at jeg udvikler mig også og jeg har taget nogle af de her ting også fra PMI, som jeg har lært, specielt det med risikostyring fordi der kan jeg lide den måde som de er meget konsekvente på. Og det bruger jeg i mit nye projekt og løbende følger op og det synes jeg har været godt i forhold til at få klarhed for hvad er der af problemer i krystalkuglen. Og så kan jeg rigtig godt lide storytelling. Jeg kan rigtig godt lide at fortælle hvorfor er det vi laver de her projekter. Jo jo, alle ved jo godt at vi skal tjene nogle penge og komme hjem og kunne købe en kæmpe Ferrari til vores garage, men det er jo ikke kun det det handler om her i livet, folk skal også være glade for at kunne gå på arbejde, og for at være glade skal de altså også vide at vi gør det her for også at gøre kunden glad, at vi gør et land glad, Ukraine får mulighed for at producere cement billigere, man skal hele tiden sådan have fokus på hvorfor er det vi gør det her. Så har jeg selv en tro på at folk vil gøre en ekstra skalle for at få ting gjort. Og det har jeg brugt rigtig meget på det her nye projekt og det er noget jeg har et konstant større fokus for jeg synes det er ret vigtigt. Og specielt i en virksomhed som denne." (44.48)

"Der bruger jeg meget storytelling. Og jeg tror også jeg gør det mere end mange af mine kolleger. Og jeg synes også det er vigtigt at prøve på at fejre, hvad skal man sige, milepæle der bliver opnået også selvom firmaet lige har valgt at fyre eller afskedige 1200 medarbejder, så kan det altså være svært at stå og fejre noget, men man skal også alligevel gøre, man bliver nødt til at afsætte de resurser, for de kommer igen de udgifter eller omkostninger man måtte have, de kommer tenfold igen. Hvis du bare kan få en projektingeniør til at arbejde en halv time ekstra en gang imellem, det er altså guld værd, det kan betyde at dem her de får en tegning en uge før på et tidspunkt pga. Meget det hænger sammen, så det er rigtig godt givet ud." (46.49)

"Jamen altså her for nyligt, det er sådan at når vi holder kickoff møde så informerer vi og starter her, men her på det her projekt der var vi sådan set allerede startet så der var ikke nogen ide i at holde et kickoffmøde da vi så endelig fik en effektiv kontrakt, så derfor så inviterede vi så bare til

kage. Vi købte en massr god kage og smed, inviterede alle der arbejdede på projektet her i Danmark op til en halv time og ved at sætte kage på bordet og lidt kaffe og jeg lod lidt billeder fra site køre i baggrunden så de bare kunne se det er så langt de er på site og de var nået rigtig langt, det er en god måde at forklare folk, det her det er ikke bare luftkasteller, kunden har virkelig brug for den her information. Så holdt jeg en 5-10 minutters peptalk hvor jeg først og fremmest takkede specialisterne, for de skal også have ros når de laver noget godt ik, også takkede dem som havde været udsat for en masse kritik undervejs, jeg var inde og kort fortælle status på projektet og jeg var inde og forklare hvad de primære 3-4 udfordringer er i den kommende tid vi går i møde.” (47.47)

”Med hensyn til vores indiske kollegaer, så var det lidt mere besværligt og jeg ville i hvert fald ikke få ros for at bruge 50-60.000 for at tage dertil og give kage dernede, det ville jeg nok ikke få ros for, men jeg var dernede i Indien for 2 måneder siden og samle et projekthold til kickoff dernede fra for det er dem der de vigtige, det er dem der laver 90% af arbejdet i det her projekt. Så er de ikke med på holdet så får vi ikke lavet noget. Så vi var dernede og holde det primære kickoff møde og så have vi Danmark med på videkonference, normalvis ville folk jo nok have gjort det anderledes og tage det fra Danmark med dem på konference, men det er dem der er de vigtigste så det er dem jeg skal tale med. Så kan dansker komme i anden række, det var min holdning.” (49.35)

”Vi er ved at lave et gruppefoto hvor at alle der er en del af projektet, vi tog et billede ude foran vores fine bygning i Chennai, og nu hvor kontraktet er blevet effektiv, der sender vi i projektteamet et kort ud med billedet foran, hvor vi lige skriver det her var i juni 2013 og det var projektteamet vedrørende det her projekt og lige skriver kort vi er glade for jeres arbejde og kort om hvad vi har opnået og så lige kort om hvad vi vil. Det er formentlig en meget lille ting, men jeg har en naiv tro på at, jeg håber ikke det har været så naivt igen, jeg har en tro på at de hænger det her kort op som de alle har dernede, som er i øvrigt lige foran deres computer, og så kigger de på det, og hvis der så er to telefonopkald, et fra mig og et fra et konkurrerende projekt, så håber jeg på de prioriterer mit opkald.” (50.43)

”Man må erkende, det er også bare en intern kamp om resurser sådan er det bare.” (51.55)

”Nu er leadership lidt af en diffus størrelse jo. Det kan hurtigt blive diffust. Du definerer sikkert leadership på en måde og jeg definerer det på en anden måde. Ja det er det jo nok, det er ikke noget jeg tænker over til dagligt. Man prøver jo lidt at være visionær, prøver at udstikke en retning uden at skulle gå rundt at sige nu skal du gøre det her lille Jens. Det er mere at sige jeg har tillid til I tænker over hvad det er I laver og I har en ide om hvad der er vigtigst i øjeblikket og så kommer vi med opbakning og vi kommer sådan set med det her mål langt ude i fremtiden.” (52.28)

”Så, jamen, det er faktisk ikke nemt, for jeg har ikke tænkt over det tidligere, men jeg synes at det er vigtigt at få mange af de andre ting til at køre og alene det er en kamp i firmaet. Jeg tror hvis jeg

skal nævne en anden ting, så er det at, når vi har folk på site, så er min holdning det at det er dem der ved hvad der foregår, jeg ved ikke noget og jeg skal ikke rende rundt her fra 8.000 km væk og bestemme hvad folk de laver på site og der tror jeg vi er meget ens her, vi udviser meget stor tillid til de folk der er på site og vi kræver meget stor selvstændighed og der gør jeg at jeg prøver ligesom at forklare hvad den overordnede, kun den overordnede linje er for hvad vi skal køre og så ved jeg at folk, nu har jeg mand der sidder alene ude i Sibirien, og han sidder ikke kun alene, han sidder langt ude i Sibirien på en bjergtop hvor der er lortemad og hvor der ikke er noget som helst andet at gøre end at gå på nettet og tjekke sin email. Man kan jo gå ud i naturen. Men nu er han inder, så det vil han nok ikke gøre, det er et rimeligt hostile place og der synes jeg det er vigtigt at der skal vi hele tiden have fokus på vi har en mand derude og der gør jeg det at jeg ringer derud og sige hej hvordan går det. Jeg skal bare lytte og så har jeg måske nogle enkelte punkter jeg skal høre om.” (53.32)

”Jamen det er jo fordi der nok er en tro på at leadership er der hvor du får de mest effektive teamspillere ud af det ved at gå ind og udføre leadershippet på dem, det kan jo være mange værktøjer man bruger på dem, mod traditionelt management hvor det her det er det og så kan du rapportere tilbage til mig når du er færdig med det. Og der tror jeg at man i Danmark, der har man en meget, traditionelt har medarbejdere en meget stor ansvarsfølelse og frihed og er generelt set meget fleksible til at få tingene lavet. Og derfor tror jeg det i Danmark er specielt vigtigt at man udviser det her leadership måde at styre eller at få gennemført ting på.” (57.08)

”Den udfordring der er størst det er hvis man ikke selv er klar til det, hvis man ikke selv er på det niveau og jeg har lidt en ide om at leadership kan man selvfølgelig godt tillære sig, men det hjælper også meget hvis det er noget man har medfødt, hvis det er noget der ligger til en. Et eksempel det er at f.eks. mange af vores russiske kunder de er elendige ledere og hardcore managere.” (59.20)

”Der er noget kulturelt i det, der er simpelthen nogle kulturer hvor leadership det er mere altså en del af hvordan man typisk vil gøre ting og der er Danmark godt med. Men man kan så også sige at det her, det er ikke god leadership, det er simpelthen noget hø, der skal du have en stærk leder, bare kig på vores præsident.” (1.00.57)

”Det er vigtigt man starter med sig selv, hvordan tilpasser man de værktøjer til sig selv til at starte med, ellers så kommer det hurtigt til at virke som noget falskt noget.” (1.01.38)

”Man skal også passe på med at man lige pludselig ender i noget der ikke er en selv, for hvis man laver noget leadership som ikke er en selv så bliver det noget hø, så kommer det ikke til at virke.” (1.02.30)

”Så tror jeg reelt set at en større bevågenhed på det her vil få os til at faktisk få nogle bedre resultater hurtigere, jeg taler ikke om at vi får gjort noget 30% hurtigere eller bedre, jeg taler om at vi ligesom får den sidste del af isbjerget, det der er over vandet, til at blive mere raffineret og til at blive hurtigere, måske 5-10 % kan man hente på det, ik, men det gør altså også en stor forskel når vi taler så store penge som det typisk involverer.” (1.03.28)

## APPENDIX 10

### Interview with Claus Hagen Jensen – FLSmidth

29 August 2013

"En ting jeg bruger bevidst når jeg husker det, det er jeg sætter mig ned, når vi starter et projekt så er vi jo en gruppe, så sætter jeg mig ned og får kigget, eller i hvert fald får forsøgt at kigge igennem, hvad er det vi mangler i gruppen som sådan. En typisk ting du kan mangle i projektlederregi, det er afslutteren, vi mangler rigtig meget afsluttere, du finder ikke mange afsluttere hvis du går ned af den gang her hvor der sidder projektlederne. Så der gør jeg meget ud af at præcis, også fordi jeg selv er en dårlig afslutter, så kigger jeg rundt i forsamlingen, afsluttere er tit en lidt stille type, så kigger jeg lidt hvor kan jeg finde en der kan hjælpe mig med at få det her afsluttet. Så på den måde bruger jeg de egenskaber jeg har lært på de kurser, men jeg har ikke nogen afsluttet, formel efteruddannelse." (6.58)

"FLSmidth er et sted hvor der bliver givet rigtig meget rum til egen stil og det jeg, fordi som jeg er som jeg er, det er jeg rigtig glad for, jeg har en stil der er diametralt modsat af, jeg kan nævne et par andre der sidder få meter her fra, som har en helt helt anden stil. Det der er interessant, det er at vi jo alle sammen kommer i mål. Jeg vil ikke sige lige godt, men det vil jeg så mene det er ikke stilen eller personerne, det er ofte det terræn vi befinder os i, der gør vi kommer forskelligt i mål." (8.19)

"Og det giver også en vis ro, at når du f.eks. er ude med holdet og de ender i de diskussioner og dit team kan se at projektlederne ikke er rystede når vi møder urimeligheder, men holder roen, altså man kan jo godt være forskrækket over den utålelige dumhed vi møder nogle gang, ik, men altså det tror jeg er en del af det der gør at jeg altid er heldig at have et godt team omkring mig. Det er at qua det at jeg får den tillid jeg får fra min ledelse, det gør så også at jeg har en ro der gør at jeg tror det flyder ud i projektet." (12.47)

"Et projekt er, kendetegnende ved et projekt er hvis du definerer det, så er det vel et projekt, det er en opgave, som kan løses indenfor en eller anden tid, færdig specifiseret opgave som skal løses indenfor en eller anden tid. Det er vel egentlig det vil jeg sige. Det er vel et projekt. Det der gør et projekt her i huset, det er når vi har solgt en leverance, når vi har lavet en aftale med en kunde om at de skal have et eller andet." (17.40)

"Det jeg udøver der er en indadvendt og en udadvendt. Det udadvendte det er jo mit forhold til kunden. Det er sørge for kunden føler sig godt tilpas, tror på at det jeg er i gang med at levere til ham det er det rigtig. Han bliver løbende rapporteret, får alle de her tegninger alt det her vi producerer, det får han som aftalt, han får udstyret som aftalt og han får den hjælp han skal have som aftalt. Så mit forhold til kunden og min løbende dialog og rapportering med ham, det er den udadvendte grad af projektledelse. Indadtil, der er sådan forskellige discipliner. Vi skal først og

fremmest have defineret fabrikken, den er preliminært defineret i kontrakten, men det går vi lige igennem designmæssigt, holder processen. Når så processen holder, holder maskinerne. Når så maskinerne holder, så skal de placeres på et layout og så sidder der en PMM, en projekt leder mechanical, han laver layout og det har han selvfølgelig nogle folk til, men det er hans opgave at få lavet et layout og en plantegning og sætte udstryret på. Når det er sket, så kan man se hvad vej udstryret skal vende. F.eks. har vi indtag i både venstre eller højre side. Når alt det er fastlagt i grundlayoutet, så bliver det kanaliseret videre til maskinspecialisterne, som så definerer hvilken maskine og hvilken type, men hvilken maskine I typerækken der skal bruges, når det er lavet for man lavet indkøbsspecifikationen, som så bliver konverteret til en purchase order.”(21.57)

”Min opgave det er så at følge op på at alle de her ting de sker til tiden og vi render selvfølgelig ind i rigtig mange, hov var der 14 meter op der, vi troede vi skulle ned, hvad gør vi så. Det skal vi så afklare med kunden, vi skal afklare internt. Internt er der også alle de her, for det første har vi nogle af de her grå bavianer, som er, en af de rigtig store opgaver i et firma som FLSmidth, det er fodre de grå bavianer, for der sidder jo nogle gamle gutter som dels har en relation til kunderne og til dels har en relation vores tekniske afdelinger og måske har en holdning, for de har været her i 100 år, til hvordan vi skal gøre nogle specifikke ting. Det er en af mine opgaver, det er de der, de ikke-formelle stakeholders, de er vigtige i FLSmidth, at man fodrer dem. Så er der selvfølgelig de formelle stakeholder, der indeholder rapportering. De er selvfølgelig også vigtige.” (23.52)

”Og så er der jo når jeg har alle de her maskiner der skal afvikles, vi er jo et hus der er selvom vi fyrer igen, så er vi et hus der er permanent, hvad hedder det, nede, eller underbemandet, eller med for få resurser til at skulle lave de ting. Det er jo en intern beslutning, og det skal jeg forholde mig til. Så en af de ting jeg gør det er jeg sætter mig ned og kigger på tidsplanen og tjekker den. Og så ved jeg jo qua min erfaring hvilke maskiner der bliver forsinkede i det der hedder rekvisitioner. Og der er en af de ting jeg gør det er lidt specielt i forhold til mange andre, jeg sender ikke bare en mail og rykker, jeg letter røven og så går jeg over og sætter mig i stedet for at spørge hvordan går det med forsyningen eller hvad fanden de nu laver og så sidder jeg og chit chatter lidt og så får jeg som regel mine ting frem i bussen. Det er jo snyd, men det er min opgave og det, så i det hele taget og det behøver man ikke gøre ret tit, fordi at når folk ved at du ligesom interesserer dig for dem, og det gør jeg, fordi jeg holder af mennesker ik, så jeg bruger en del tid med at snakke med folk og det er sgu ikke altid vi snakker om projektet, vi kan godt snakke om alt muligt andet.” (24.57)

”Jeg tror egentlig, også fordi at hvis folk kvajer sig og sådan noget, så, jeg ryger ikke i det røde, jeg tror simpelthen ikke på der sidder nogle og dummer sig med vilje, det tror jeg ikke på, så derfor, hvis folk har lavet en fejl, så ved jeg hvis de opdager den, med ganske få undtagelser, men han er blevet fyret, med ganske få undtagelser så hvis folk har lavet en fejl på mine projekter så kommer de over og siger Claus kan vi ikke lige snakke, hvordan gør vi det her og så finder vi en løsning. Og så er den sag ude.” (26.25)

”Og igen, så, det der uformelle løsen, tage kage med til møde og de der små ting, de virker altså så godt, det er så hyggeligt. Og det at lige bruge de første 5 minutter af projektmødet, altså nu var folk ude og løbe DHL stafet i går, så de møder jeg har i dag, der spørger, nå var du ude og løbe i går og gik det godt, og når jeg sidder her nu og forklarer det, så kan jeg godt høre det virker en smule bagtanke-agtigt, men hvis jeg ikke skulle snakke projekt med dem, og skulle sidde i et lokale med så ville jeg sgu nok spørge alligevel, så jeg føler ikke det er en skjult dagsorden.” (29.07)

”Jamen altså for mig selv, der vil jeg sige, at qua, hvad er det det hedder, at den her stil som jeg nu engang har, den tror jeg faktisk godt at dem jeg arbejder sammen med godt kan lide, så jeg tror faktisk at man gerne vil arbejde for mig på projekter, det er sådan mit indtryk. Også fordi jeg er ikke nærig. Så hvis folk kommer og har et eller andet forsøg som de godt kunne tænke sig at lave, så tager det en krig at søge resurser i vores udviklingsafdeling, så hvis der er et lille forsøg til et eller andet som jeg kan retfærdiggøre at bruge penge på det i mit projekt, jamen så siger jeg bare ja, lad os gøre det, hvis folk gerne vil ned og se fabrikken fordi de er i tvivl om noget på deres maskine, så siger jeg bare ja. Og den der, den attitude til tingene der gør at folk kan mærke at jeg er til at have med at gøre og jeg ikke kommer farende med en kniv i ryggen på dem og i øvrigt taler pænt og ordentligt med folk, det tror jeg gør at det ligesom, det har manifesteret sig, eller sat sig.” (30.00)

”Jamen altså det, ja der er jo nogle, man bliver jo klogere hele tiden. Og jeg har da nogle ting jeg, og det er ikke formaliseret på nogen måde, men jeg har da nogle ting som jeg ved jeg skal huske at tjekke, er du nu i virkeligheden projektleder, der er også nogle mennesker jeg ved at jeg er nødt til at tjekke fordi de er notorisk overbebyrdede. Så der er nogle steder jeg ved jeg skal gå ind og lige kigge en gang på noget.” (31.54)

”Man kan sammenligne et projekt med et bjerg hvor der bliver rullet små snebolde ud fra, og de bliver større og større alle sammen jo længere de kommer ned, og nogle af dem kan lave mægtig ravage når de kommer ned i bunden. Det der kendetegner en heldig, eller erfaren eller god og intuitiv projektleder i min verden, det er at han, det er hans evne til at vide hvilke af de der snebolde han skal snuppe mens de er små og han kan smelte dem og du kan ikke altid vide det, så rigtig meget af det, det kører på intuition eller mavefornemmelse.” (32.50)

”Informere om hvad der foregår, forklare hvorfor mit projekt er vigtigere end de andre ting de sidder med. Det projekt jeg sidder med nede i, sydpå nu ik, der er motivationen at en af de ting jeg har gjort rigtig meget ud af at fortælle, det er at hvis det her bliver en succes venner, så vil de bygge en linje til dernede, så hvis det er en success så kører et ellers og især i de her dage hvor vi står overfor at skulle sige farvel til nogle kollegaer, der ved folk godt at hvis ikke der kommer flere ordrer ind så stopper det ikke med det. Det er noget andet hvis du ved de første 1100 skal af sted, det er jo trist nok. Men hvis vi gør os rigtig umage hernede, så varer det om ikke andet længere tid før den næste tur kommer, ik. Det er sådan lidt en trussel, men det er jo ikke den måde jeg siger det på. Jeg siger det på den måde at hvis at vi er gode her, hvis vi er dygtige, så er der store chancer for

at vi får lov til at lave mere henede, så det er ikke en trussel, det er mere en afmontering af en trussel som folk allerede går med inde i hovedet. Det er da i hvert fald en motiverende faktor for rigtig mange.” (36.33)

”Det er jo også at gøre det der med at tage, ikke hver uge, men engang imellem at sørge for at være lidt god ved folk, jeg tager hele PM, hele projektlederteamet har jeg relativt med på site hos kunden til møder, for ligesom så kan de se hvad der foregår, de kan selv få lov at svare på kundens spørgsmål med det samme. Det gør mit arbejde nemmere. For et projekt som det her er det en temmelig dyr affære for det tager 1,5 dag at komme dermed og 1,5 dag at komme hjem, det giver 3 dage bare på at rejse. Det har jeg vurderet er det værd.” (37.52)

”Det er en stor del af det, det er at få mine ting gjort uden at skulle mase på nogle formelle knapper, altså. Det vil jeg sige det vil jeg kalde leadership. Og så er det jo selvfølgelig også, langt hen af vejen at fremgå som et godt eksempel.” (39.35)

”For et projekt der er formålet med leadership det er få dine ting gjort. Og så kan man sige at på det personlig plan at få skabt en god atmosfære i projektet. Men det er jo, min opgave den er benhårdt defineret, jeg skal levere projektet til tiden, og til spec’en og til cost’en og det er det jeg bruger leadership til. Og helt konkret så er det at få gjort tingene er.” (40.07)

”Så er der en bonus ved det at det så også tilfører nogle gode relationer eller en god atmosfære i projektet iblandt de folk der er involveret i projektet.” (42.42)

”Der er jo det at, udfordringen ligger i at hvis der er to projektet der kører sådan samtidigt hvor de samme folk skal deles på flere projekter så har jeg udfordringen hvis der sidder en der er ligeså god til at leadershippe som mig, for så skal jeg feje endnu mere for at få det gjort i forhold til det andet projekt. Det er en udfordring. Udfordringen kan jo også være at der bliver tilført en resurse til mit projekt som jeg ikke kan bruge, som ikke vil noget, som ikke kan noget og det sker jo selvfølgelig også sådan et sted her. Og så kan man sige så kommer leadershipet til kort. Management kommer også til kort der. Nogle skal jo bare ud. Men det sker og der kan også ske det at jeg får en resurse hvor der bare ikke er kemi mellem mig og resursen og der har jeg ikke brugt leadership, der har jeg brugt min projektlederrolle og sagt vi har nogle opgaver vi skal have lavet kan vi sætte nogle datoer og få det løst.” (40.58)

”Det gør jeg ved at, hvad skal man sige, leadership det er den lidt uprofessionelle approach til at få sine ting gjort. Det er egentlig en måde at, det er egentlig bare at vise hvordan vi, det er mindre ordrer, det er mere en demonstration end det er en beordring. Og når jeg kommer til kort på det så er jeg, så har jeg et ansvar, så er jeg nødt til at trække det enkelte kort, og det er at sige hvis ikke du

vil det her som jo egentlig er din opgave så er jeg jo nødt til at kravle tilpas langt op til vi finder en fælles manager og så få ham til at slå ned i den anden. Men man kommer rigtig langt ved at appellere til folks fornuft også selvom de ikke vil leadershipes derhen. Så kan de godt forstå hvis man sætter sig ned og forklarer at hvis ikke du gør det her så kan ham der ikke få gjort det og så står fabrikken stille.” (42.25)

”Den personlige kommunikation, det bedste er hvis man møder op hos folk fordi så kan man oftest få dem til at gå i gang med opgaven mens man er der, og så kan sige nu er du jo næsten færdig, kan du så ikke lige, nogle gange kan jeg finde på at sidde og hjælpe dem færdige for simpelthen at være sikker på at de bliver færdige.” (46.35)

”Det bliver et bedre miljø og mere gnidningsfrit projekt og der bliver ikke så meget støj i projektet som hvis du kører det ind på tvangsvægen. Det afhænger også meget af den organisation du skal lave projektet i. Der er noget der kører sådan rent og smooth, det behøver jo ikke nødvendigvis, der ligger leadershipet jo i den generelle personalepleje, som gør at folk føler sig veltilpassede.” (47.40)

”Det vil jeg sige det er, for du har en meget større gruppe af mennesker der skal arbejde på kryds og tværs og få tingene til at fungere sammen, så ja jeg tror jo større projektet er, jo vigtigere er det for projektet. Men for det rent menneskelige samvær så tror jeg ikke der er nogen forskel på hvor stort projektet er, der tror jeg generelt leadership er vigtigt. Så er spørgsmålet om det er linjeledelsen eller projektledelsen der skal sørge for det kommer ind. Men i store projekter hvor folk ofte sidder i lang tid, der har projektlederen en større rolle i at få noget godt, noget god karma i projektet, hvor man kan sige at hvis det er mange bittesmå projekter hvor du næsten ikke når at lære projektlederen at kende der er det linjeledelsen.” (48.45)

”Den er uundværlig, den skal være der. Den bliver ikke vigtigere, den bliver ikke mindre vigtig. Den har en generelt stor rolle for projektet. Både for projektets afvikling og for dets atmosfære og det hænger sgu sammen. Hvis du har rigtig dårlig atmosfære i projektet så har du også rigtig dårlig afvikling. Så misser du krydsinfluationer og sådan noget. Så god atmosfære er vigtigt og derfor mener jeg leadership er vigtigt. Det er sådan jeg definerer leadership, det er den der evne til at gå ind og skabe noget karma og bevidsthed hvor vi skal hen.” (51.10)

”Hvis ikke folk ved hvor vi skal hen i projektet, så ved, det var så sent som i går der sad der to gutter her, der var nogle problemer på en maskine på en fabrik og de var jo meget nervøse for om jeg havde lavet en lokumsaftale med kunden som de ikke kendte til, for der var jo problemer med deres maskine og det var vigtigt for dem at kende hele historien, der kunne jeg godt finde på at forholde dem en lille smule, men der kunne jeg så høre i går at det er vigtigt for dem, så derfor siger jeg til dem, nu skal I høre her. Og de fik mere at vide end hvad der var officielt, og aftalen var sådan og sådan og sådan og vi går selvfølgelig efter det her, men det her er godt nok, så ved de

både hvor øverste og laveste pind er, vi skal jo over og under, overligger, hvor den ligger, både i forhold til hvad vi skal kunne og hvad vi gerne vil. Det synes jeg måske også er god leadership, at læse dem og forstå hvad der er vigtigt for dem at vide hvor vi skal hen.” (52.18)

## APPENDIX 11

### Transcribed interview with Lars Rølmer Olsen – FLSmidth

29 August 2013

”Målene ved det i hvert fald, det er at levere til tid og kvalitet og til cost’en. Det er sådan bosslinierne er. Men, jamen, jeg tror jo også meget på at for at gøre projektet succesfuld, så er det jo med leadership, at få folk til at tage ejerskab af de opgaver de har i projektet og den vej rundt få folk engagerede i projektet, det har absolut en kæmpe stor faktor at få gjort projektet til en success.” (5.50)

”Jeg bider mig jo ind at det ligger sådan lidt i menneskers natur om man er god til at snakke med mennesker og selvfølgelig kan man lære, men grundlæggende set der er vi jo forskellige i den henseende med at interaktionen mellem mennesker.” (7.00)

”Absolut, jeg kan jo råbe og skrige så meget, men folk sidder jo også på andre projekter. Det er jo med at få folk til at få ejerskab med de opgaver de har i projektet og give dem den frihed til at gøre det så de føler det ikke er bare noget de får trukket ned over hovedet, men at de er en aktiv medspiller i projektet.” (7.18)

”Jeg går ind for at folk de er, har frihed under ansvar og den linje har jeg stort set kørt siden jeg kom her ned og i sidste ende er det mig der siger ja eller nej og mig der får øretæver hvis der er noget der går galt. Men vi er et team omkring det her og det har jeg sagt fra dag et af, det er ikke mig der sidder alene og kører projektet, der er vi et hold og som hold der kører vi projektet. Det er ikke den store revolutionerende hvor man siger at det har jeg gjort anderledes.” (8.24)

”Man tager en timeout hvor man siger okay, lige lærer hinanden at kende uden for skrivebordets rækkevidde og det gør det lidt nemmere for folk at snakke sammen at ikke det hele skal klares over email og langsomelige møder, at man kan gribe telefonen og kender hinanden. Det er jo så også lidt besværliggjort, i anførselstegn, af at vi har nogle afdelinger i Indien, det er selvfølgelig ikke så nemt lige at trække dem væk fra skrivebordet.”(9.18)

”Når man er derude så tager jeg dem der med ud at spise, og det værdsætter de virkelig højt derude, at man ligesom tager dem ud af dagligdagen, at de får den her følelse af at det er sgu ikke kun fra otte til fire og det er bare med at få tiden til at gå.” (9.50)

”Helt formelt så har vi jo nogle helt klare retningslinjer i vores, øh, PM rollemodel, med at Kickoff skal køres sådan og sådan og der er de her informationer der skal gøres og de her designmanualer som skal fyldes ud så alle er klar over hvad er designkriterierne for det her projekt, det svinger jo lige fra sådan noget simpelt noget som minus 40 grader og op til plus 50 grader i Afrika og i Rusland har vi haft en del problemer med at håndtere det her riktig kolde både klima og råmaterialer, så, det er jo første skridt i hvert fald, at man får det her kickoff møde og så at man samler de tropper der er her i København og så dem i Indien på video og så holder man så kickoff møde, og nogle gange gør vi så også det at så tager vi til Indien og holder et separat kickoff møde derude, så igen det her menneskelige fokus, at få det med, så det er jo sådan hvad skal man startproceduren, det er at alle er klar over for det første at her er der et projekt og det her det er rammerne for projektet og vi så ikke begynder at designe et projekt til Afrika som så skal ligge i Rusland.” (11.47)

”Som udgangspunkt så har vi sådan en standard, som vi siger, det ved vi vi kan klare og det er jo så også det der bliver afspejlet i kontrakten at vi bliver trykkede med at gå ind med en leveringstid vi ikke er komfortable med.” (14.27)

”Jeg ville gerne have indflydelse på det, men det er jo så igen, der er, jeg ved ikke hvad projektledelsen derude ville være, hvis hver især skulle sætte sig ned og pille dem ud de gerne ville arbejde sammen med så bliver det nok lidt af, så det er jo typisk styret af, jeg kan sige for mit vedkommende at jeg har en elektrisk projektleder, en mekanisk projektleder og så en processmand. Og der prøver jeg så vidt muligt at få dem jeg gerne vil have og siger hvis det overhovedet er muligt så vil jeg gerne have ham og ham, og nogle gange kan det lade sig gøre og andre gange ikke, vi har desværre ikke mulighed for at sammensætte vores team selv herinde.” (15.13)

”Jamen det sådan set et meget standardiseret, det kører nogenlunde efter samme lastværker og så er det selvfølgelig også alt efter kunden, igen designperioden, der har vi jo så nogle møder med kunden og der er nogle kunder der er lettere at have med at gøre end andre, men stadigvæk de fleste projekter de kører efter en nogenlunde standardiseret model, det er ikke de store afvigelser der er.” (17.12)

”Jo, men helt sikkert, er det russiske kunder, der er personlige relationer ekstremt vigtige, man sidder ikke og skriver breve til hinanden, det er de ikke skide gode til, for at sige det på pænt dansk, men sådan med at få opbygget en tillid til at, gensidig tillid, det er ekstremt svært derovre, de har som udgangspunkt altid en mistro til at det du fortæller dem det ikke er korrekt eller til egen vinding, så det kan godt være lidt op ad bakke indtil man får brudt isen og hele vejen igennem det er en helt anden kultur end det jeg tidligere har været vant, selvom jeg har haft projekter rundt omkring i verden, så er Rusland helt noget andet.” (17.54)

"Både det ene og det andet. Vi har sådan nogle kulturforståelseskurser her i husset, både mod russerne og også mod vores indiske kolleger, de har jo så også en anden mentalitet end vi har, både på godt og ondt, og der har vi så nogle kurser i det og skal lære at forstå det er ikke alle der tænker som os og agerer som os og det er selvfølgelig godt nok at have med i kufferten." (19.14)

"Jeg siger også til folk at hvis de ikke kan nå det og imødekomme de aftaler så skal de hellere komme og sige det en uge før end to dage senere det var aftalt, og så kommer og sige det nåede jeg sgu ikke." (20.29)

"Jeg tror også på at det er en motiverende faktor at folk de får påskønnelse, at der ikke bare kommer en mail rundt, der er sgu noget at fejre, det er et godt resultat vi har noget, der er fremdrift at spore, vi når det vi skal. Det synes jeg da absolut det er. Men der findes sikkert en masse værktøjer jeg ikke kender til." (21.50)

"Jeg synes det er vigtigt at motivere folk og give dem frihed, at de tager et ansvar og i projekter føler det er deres projekter, det er både her og i Indien og også når vi har folk på site, at man stoler på de folk vi har derude og når vi er ude laver en lille happening og går ud og spiser og drikker sammen alt andet end arbejde, det synes jeg er ekstremt vigtigt." (22.23)

"Det jeg specifikt gør på mine projekter, det er så her i huset, udover vi har de her wallroom møder hvor vi følger op på milestones, så to gange om ugen så tager, det ligger fast til start, der indkalder jeg med et års ud i fremtiden, to gange om ugen, hvor vi har fast, der behøver ikke nødvendigvis være noget at snakke om, en time to gange om ugen, hvor vi så sætter os ned her i Valby, dem der er nøglesspillere og lige snakker løst og fast igennem om projektet og hvad vi skal passe på i den næste periode og igen hvis der er noget der er forsinkel eller et eller andet der driller i hvert fald får indhentet eller forsøgt det, kommer udenom. Det er et af de værktøjer jeg bruger, at forsøge at strømme folk sammen og lige sætte sig ned og snakke sammen." (23.04)

"Det synes jeg, at prøve at kommunikere med de folk vi er herinde og give status så folk kan se at vi kommer faktisk fremad selvom det engang imellem føles det går baglæns, i hvert fald i visse perioder." (24.01)

"Jeg kan ikke forestille mig et projekt bare skulle drives frem med stokken, okay leadership det er heller ikke kun det andet med guleroden, det er selvfølgelig også et hierarki og folk skal tage ansvar og tage beslutninger. Men jeg synes at sådan vil jeg selv ikke arbejde med at ikke at have nogle motiverende faktor i et projekt andet end at sige det er mit forbandede arbejde og det gør jeg fra otte til fire og så går jeg hjem." (24.22)

"Formålet det er at, både mens man laver arbejdet skal være sjovt og det skal være sjovt at gå på arbejde og passe sit arbejde og være med i en gruppe og samtidig at vi afvikler projekterne så vi holder det vi lover i huset her og har et arbejde igen når vi om 14 dage og der forhåbentlig ikke skal fyres mere." (24.50)

"Jeg tror da leadership er med til at give en positiv ånd i afviklingsfasen og jeg er da sikker på at hvis folk de som en del af det der med det kun er et arbejde, ikke kun tænker på kassen, men også tænker både før kassen og efter kassen og er med til at luse ud i en hel del fejl og mangler på projekter og dermed undgå en hel del kvalitetscost og gøre flowet nemmere, det er også med til at gøre projektsuccesser både tidsmæssigt og kommersielt." (25.17)

"Man kan jo sige at der har været en hvis tendens i huset, jeg ved ikke om det er så udbredt mere, til den her kassetænkning, det her det er, på den side af papiret og på den side af papiret det er det mit produkt det omhandler og hvad der kommer før og hvad der kommer efter det er mig sådan set skide ligegyldigt og der er alle de her interface i huset mellem de forskellige afdelinger og det kan selvfølgelig være en opgave at få folk til at snakke om de her interface. Det er som regel der det går galt at dem der har fokus på deres produkter og har arbejdet med det i 20 år de ved ganske udmærket hvad det er, men i hver kasse til en anden er der et interface der skal afklares og det er typisk der det går galt. Så det er da absolut et behov at snakke med hinanden og få afklaret de snitflader der." (25.55)

"Dårlige eksempler det er jo som sagt når man har lavet aftaler med folk og så de ikke bliver honoreret til det man nu har aftalt og ikke får besked om at de ikke bliver honoreret til det i god tid så man kan nå at manøvrere lidt og få aftalt noget andet. Det er selvfølgelig altid negativt og må jeg inddrømme kan gøre mig pisse irriteret." (27.50)

"For det første synes folk det er dejligt at gå på arbejde. At folk er glade og tilfredse når de kommer og har et godt klima og kan lide at arbejde her og det er jo en af forudsætningerne for at projektet kommer godt fra start og også undervejs." (29.53)

"Jeg tror da det bliver mere vigtigt at folk de også bliver, hvad skal jeg sige, påskønnet sådan at du siger lige nu her kan du gå ud og få mange ledige ind og det ene og det andet, men i de tider hvor der er masser af arbejde at få der er det en væsentlig faktor til at holde på folk, hos FLSMidth og hvad søren folk er glade for det er i det hele taget at sørge for virksomheden kører. Og det tror jeg da også i og med folk bliver mere sociale end de har været tidligere og lægger mere vægt på det, så der ser jeg det absolut som noget der skal fokuseres på i fremtiden." (39.58)

## APPENDIX 12

### Transcribed interview with Mogens Mikkelsen – Mannaz

19 August 2013

"Det er en glidende overgang, kan man sige, fra det der foregår i driften i forhold til projektet, så kommer det jo helt an på hvad du er for en forretning, øhhm, hvis du for eksempel er en forretning som, øhh, det kunne være vi kunne tage sådan en forretning som COWI, de laver jo kun projekter, så hele deres indtjening er jo projekter. Så på den måde der er det bare projekter at være hos COWI, hvorimod, hvis vi nu tager en forretning som, ja nu kan vi jo tage FLSMIDTH, når du selv har været der, der kan man jo næsten begynde at diskutere om det at bygge en cementfabrik, om det ikke bare er en lang driftoperation eller om det er et projekt, fordi det er indstuderet og man ved så gør vi sådan, så gør vi sådan."(7.40)

"Hvis vi nu f.eks. tager en MAN B&W DIESEL der laver store diesel-motorer, jamen de har sagt, jamen vores er ikke projekter, selvom når man kigger på dem så ligner de projekter. Men de siger det at lave en motor ,det kører jo bare igennem vores produktionsrutiner, så det er i virkeligheden drift, selvfølgelig motorerne er jo forskellige, men det er drift. Så derfor så synes jeg at definitionen af et projekt, den er meget svær, så det er faktisk subjektivt om man vil se det som et projekt eller om man vil se det som drift, men det er helt klart at det er godt at få taget snakken i organisation så man finder ud af hvornår er det at det er nyt for os. Og i det øjeblik hvor det er nyt for os og det har en vis kompleksitet målt i størrelse eller antal interesserter, eller risici så er det godt at få det defineret som et projekt for så har man jo nogle forudaftalte regler for hvad der så skal gælde der med hensyn til at der skal være en planlægningsfase, de skal godkendes gennem nogle gates og så fremdeles. Så der findes ikke noget nemt svar der passer på alle. Så hver organisation må kigge på deres egen organisation og så definere hvad er et projekt hos os." (8.28)

"Hvis det er for den enkelte person så vil det jo, der er jo flere og flere der ser projektledelse som en vej til at blive linjeleder eller til at komme til tops i en organisation, hvor de så tænker , jamen det kan godt være der ikke lige er plads på linjeleder-niveauet, men så kan jeg i hvert fald blive projektleder, det kan jeg lidt nemmere få lov til. Så det kunne være det der gjorde at det var interessant for den enkelte, at det var sådan et mellemtrin."(10.30)

"Der kunne så også være den som stadig kan være fra den enkeltes perspektiv, der hedder at det jeg sidder og pusler med det har fået en sådan kompleksitet, så selvom jeg måske i gamle dage bare syntes det var en stor opgave så indser jeg nu at det faktisk er et projekt hvor jeg bliver nødt til at have nogle projektværktøjer for at kunne styre det. Og så det at der er flere og flere der søger ind i certificeringer, det skal man simpelthen se som et udslag for at det er den vej det går. Engang sad man og lavede vinduer og der skulle man bare lave et vindue efter mål. Så har man jo fundet ud af at det er skide smart at det er standardiseret, sådan så at et vindue der er produceret det kan passe ind i mange sammenhænge. Og sådan er det bare også med mennesker, så engang der kunne man

lave projekter fint nok og man blev bedre med tiden, ik, men man vidste ikke rigtig helt hvad det var for en, så må man sidde der og kigge og nå men hvad kan han og hvad kan han, og så er det jo gået sådan så vores kompetencer skal mere og mere certificeres og vi skal mere og mere kompetence og det jo sikkert også med at du skal have en PhD fordi at en kandidatgrad ikke er nok og sådan er der jo inflation både i vidensniveau og i standardisering. Så der tror jeg mere at det at vi ser flere og flere mennesker vælger at tage en af de tre eller fire certificeringer, det er et udtryk for den generelle tendens der er i samfundet til at alting skal kunne måles og vejes.” (10.54)

”Virksomhedernes interesse, det er jo nok et spørgsmål om at få en større grad af fleksibilitet som den ene ting. En anden ting er også at jeg tror der er flere og flere virksomheder der får en mere og mere professionel HR funktion og det er jo helt naturligt når man sidder som HR stab og begynder at tænke i hvordan er det vi kan sikre os at vi har det rigtige niveau af kompetencer og så er certificeringer det er jo en meget nem måde og sikre det der kompetenceniveau i virksomheden på. Så det er bekvemt for HR og jeg tror det er en af grundene til at der er mange virksomheder der kører den vej.” (12.42)

”Så er der jo så også flere og flere virksomheder der får det der hedder en PMO, altså en Project Management Office, og det tror jeg også kører et, øh, giver et pres, fordi at de skal jo også ligesom have defineret sig selv, og så er det jo meget rart at sige, jo men nu har vi faktisk flere og flere certificerede projektledere, kan I se det går fremad for PMO?. Så jeg tror der er mange faktorer der presser i den retning.” (13.22)

”Der tror jeg man skal gøre det at man deler værktøjskassen til project management op i to kategorier, den ene kunne være den generelle universelle klasse af værktøjer, altså hvor vi har interressentanalyse, vi har milepælsplaner, vi har projektrekant, vi har målafklaring, og der vil der være en hel masse som er, goes anywhere. Så kan der være nogle enkeltstående ting hvor at man siger, at det vil være mere branchespecifikt, det kan f.eks. være hvordan man laver estimering, det kunne være sådan noget som reference class forecast, hvor man siger, arrh, det er sgu mest til bygge og anlæg, hvor f.eks. farm industrien, arh okay, altså det kan vi simpelthen ikke bruge hos os. Fordi vi har ikke nogen størrelse af projekterne der kan objektificeres og klassificeres i det omkostningsstrukturen. Så der vil være nogle der er generelle og der vil være nogle PM værktøjer som man må sige er branchespecifikke.” (15.15)

”Jeg tror det bliver sådan noget som der bliver mere og mere almindeligt, altså hvis vi lige skruer tiden tilbage. I 70’erne, hvis det var sådan at man gik hen og sagde, jeg vil gerne på kommunikationskursus, så ville nogen kigge på dig og sige, hvad kan du ikke finde ud af at tale, er det ørerne den er gal med, ik. Hvorimod her 40 år efter, ik, jamen der er alle, de skal på et eller flere kommunikationskurser som en del af deres normale arbejdskvalificering, fordi det er blevet mere mere komplekst at gå på arbejde end det var dengang, der er større krav til at du undgår misforståelser og du kan formulere dig sådan så andre kan følge dine tanker ik, og sådan tror jeg

hvis vi kigger sådan en 30-40 år frem, så vil det være på samme måde med project management at det bliver, jamen det hører nærmest bare til gymnasiepensum.” (18.12)

”Du skal give dem et formål, du skal sørge for de har en oplevelse af de bliver bedre, de skal have en vis grad af autonomi, øh, og øh, og de skal have en feedback i form af gör jeg det godt. Så det tror jeg vil være de 3-4 forskellige grundstene.” (19.52)

”Vi ligger jo op til at det skal man gøre som en del af standarden og vi har personlighedsanalyse med på PL1, fordi vi siger at, jamen det er en del af værktøjskassen. Vi bruger så DISC, det kunne også have været Belbin, det kunne have været alt muligt andet. Øm, og det er jo så der hvor man sådan går lidt væk fra den klassiske PM værktøjskasse og over i det man kunne sige Leadership. Men jeg tror der er også i forhold til du nævnte Change Management, så er der nogle forskellige ting hvor man skal være varsom med ikke at få, ikke kun bevæge sig på overskrifter. F.eks. Project Leadership, det kan være mange forskellige ting, altså det kan både være at finde ud af hvor skal vi hen, altså det kunne være Kotters grundlæggende opdeling mellem project management, nej mellem management og leadership ik, hvor leadership, det er, det er at få peget retningen ud. Og der er faktisk rigtig mange der når de snakker om leadership, så er det den forretningsmæssige del af det. Så er der nogle andre der når de snakker om Project Leadership så snakker de om menneskedelene, altså det at få teamet med dig. Men det er altså to meget forskellige discipliner.” (20.45)

”Det er muligt at man italesætter det mere, men jeg tror, jeg tror hele vejen igennem så har, så har der været det fokus at det er vigtigt at man er mere end bare de værktøjer man har med. Så, men altså hvis vi sådan ser på begrebsudviklingen, så er det rigtigt at Project leadership er et yngre begreb end project management, men til gengæld så har leadership, det er jo et tudsegammelt begreb og altså, ja, så der er nok den klassiske opdeling, hvis vi ikke taler om projekter, mellem management og leadership, og så har vi sådan en fætter der hedder project management, som også kunne opfattes som en underafdeling af management, lidt afhængigt af hvordan man ser på sagen. Så det at der er leadership, det synes jeg sådan set er lige så gammelt som at der er project management, og så er vi så blot begyndt at iklæde leadership en ny flaske, men det er det samme vin, som handler om at du skal på en eller anden måde gøre noget med mennesker, skabe vision og stå i spidsen for dem, om det så er den forretningsmæssige del af det eller om det er nede på teamniveauet, det er så der hvor det bliver lidt forskelligt, men på den anden måde synes jeg at, at der er den måske mere at dem der arbejder med project management, der gerne vil have et ekstra begrebsapparat og så i stedet for bare at råstjæle leadershipbegrebsapparatet, så finder man på at kalde det project leadership begrebsapparatet, for forskellen på at være leader og project leader er ikke så vanvittig stor.” (22.51)

”På samme måde tænker jeg at hvis man vil definere et project leadership som et begrebsapparat, som er lige så præcist og anvendeligt og genkendeligt som project management, så skal man gøre

det på sine egne præmisser og project leadership ligner mere klassisk leadership end det ligner project management.” (27.03)

”Altså man kan jo sige at der er jo, der er i hvert fald tre steder der er i forhold til teamet, der i forhold til forretningen og der er i forhold til bredere interesser, som skal acceptere at nu laver vi om på det her. Og det er så måske der hvor man kommer over i change leadership eller kunne kalde change management, og der kan man jo så sige, Change management, det er måske også lidt et uheldigt begreb, ik, fordi forandring det jo sådan set det management ikke handler om, men det er så en hel diskussion for sig. Så jeg vil sige at inden for leadership er der tre hovedområder og det vil være forskellige ledelsesværktøjer man bringer i spil.” (28.01)

”Til teamet, der er jo motivation med de faktorer vi lige har snakket om. Med hensyn til forretningen der handler det jo rigtig meget om og det bliver jo her hvor det er meget forskelligt, hvad er det så for en forretning vi har. Altså COWI er meget forskellige fra Alfa Laval eller hvem du kunne finde på at sammenligne det med. Så der vil forretningsforståelse være meget meget forskelligt. Men det er jo det der med at prøve at tænke strategien ud, hvad er det der er vigtigt for at vi overlever og har succes med vores forretning, men den strategi og der hvor vi er i dag, hvad er det så for nogle projekter vi har brug for at lægge til for at vi kan komme derhen, og det er jo så hele den der forretningsmæssige strategidel af project leadership. Øhm, og så var den sidste det her med at få interesserter i tale og det handler jo rigtig meget om at være ude og kommunikere og formidle, facilitere de andre processer der måtte ske for at ens eget projekt kan køre igennem. Nogen gange så bliver man jo simpelthen nødt til at lave om på en virksomheds struktur for at kunne få noget bestemt igennem. Det kunne være et lean projekt hvor at man opdager at der er nogle store barrierer, det kan være kopier, det kan være afdelingsopdeling, eller sådan noget, som bliver nødt til at blive blødet op for at vi kan komme igennem med lean tankegangen og det bliver man nødt til at tage med som projektleder. Og det er jo så endnu en slags leadership. Det er når man går ud over sit eget projekt og hjælper organisation med at få taget den forandring som den skal tage for at det her projekt det kan fungere.” (28.52)

”Hvis man skulle sammenfatte det, så handler det jo rigtig meget om hvor meget øje har man for andre mennesker og får man brugt sig selv fornuftigt. Der er jo nogen, hvis de ikke er opmærksomme på hvor andre mennesker er henne, så er det bare, leadership no go. Så det er det ene. Og det andet er hvis man prøver at gøre noget der ikke passer til ens personlighed. Så kan man også meget nemt komme galt af sted.” (30.40)

”Ja, eller måske få identificeret sine egne styrker og så finde ud af de styrker jeg har hvordan kan de bringes i spil i forhold til den situation der er.” (32.05)

"Altså en ting man kan spekulere over, hvis du skal sådan, skal lave en eller anden form for perspektivering, så kan man spekulere over om der er mulighed for om der kan udvikle sig noget certificering indenfor project leadership. Men det vi jo så også allerede lidt i gang med og man kan have en diskussion om det faktisk er nødvendigt med project leadership eller om vi bare kunne have nøjedes med project management og leadership. Øhm, altså så man kunne godt være lidt provokerende og stille det spørgsmål, har project leadership begrebet relevans eller er det uddannelsesinstitutionernes tyranni fordi det er meget bekvemt."(39.23)

## APPENDIX 13

### Transcribed interview with Johnny Kim Jensen – PEAK

10 June 2013

”Et projekt det handler både om at man får den rigtige styring ind på det, altså det vil sige man kan bruge noget metodik, nogen faste rammer og så videre, men det der er ekstremt vigtigt, måske set også i lyset af at vi har haft den her turbulens i den finansielle sektor siden 2008, så lægge meget mere vægt på den ledelsesmæssige disciplin faktisk, det vil sige at kommunikere og også hvad er det for nogle problemstillinger der har været, så det er både en kombination af det styringsmæssige, men i særdeleshed også det ledelsesmæssige.” (4.29)

”Typisk er det der hvor i forbindelse med opstart af et projekt så handler det meget om at kommunikere hvad er det vi skal i gang med, det er også en forandringsdisciplin, kan man sige. Og så går det ind med nogle måske lidt mere faste rammer om det hele, hvor du har projektgruppen kørende og derfor er det typisk altid en problemstilling eller har været meget det er når man slutter projektet eller nu skal det eksekveres, det vil sige måles op på det, så kræver det endnu mere ledelse og god kommunikation, strategi osv. Så det er mange elementer i det.” (5.05)

”Det er det hele vil jeg sige, altså du lægger jo også i forbindelse med opstarten af det, der skal du have nogle ordentlige specifikationer af det, du skal have identificeret dine risici, du skal have identificeret dine interesser og få dine interesserenter sådan, kategoriseret, så du ved hvor der kan opstå nogle problemstillinger henne.” (5.45)

”Der findes mange projektledere i dag. Og jeg mener dem som kører projekter sådan lidt mere nede på det taktiske niveau, de kører meget inde for den styringsmæssige ramme. Vi bruger jo f.eks. PRINCE2, alle de der dokumenter og processer osv.” (6.17)

”Når vi kigger på projekter lidt højere oppe i hierarkiet, hvor vi også har de mere kommunikationsmæssige og ledelsesmæssige discipliner med ind over.” (6.38)

”Vi ser det i hvert fald som om at det ledelsesmæssige skal der ekstra fokus på fordi vi ved det er dér der typisk kommer nogle problemer.” (7.12)

”Man glemmer den ledelsesmæssige disciplin i projekterne og man er ikke god til at kommunikere.” (7.34)

"Hvis man kigger på den offentlige sektor, så sker der mange forandringer, det vil sige man har måske et mere fast hierarki, og man blander for meget linjeledelse sammen med projektledelse, så der er et dilemma omkring det. Man har meget sådan top-down styring fra det også. Og det er sådan lidt mere i faste rammer og man bruger mere den linjemæssige styring og så glemmer man måske at kommunikere med de andre sidestillede divisioner eller, de har meget silotankegang." (7.44)

"Det er blevet meget mere, vi fornemmer det jo også i forbindelse med vores uddannelsesaktiviteter i det hele taget ikke. Og jeg tror at man er kommet til den erkendelse efterhånden og jeg tror måske også meget at med finanskrisen har man været nødt til at være endnu mere, have endnu mere styr på sine strukturer og optimere deres processer, så man er lidt mere økonomisk fokuseret i det hele taget og få det til at fungere bedre og man har haft så mange kuldsejlede projekter i det hele taget." (8.34)

"Nej, det mener jeg ikke. Jeg tror, vores erfaringer siger at det kan godt være de er smadregode til nogle dele når man kigger på projektstyring, men så er der måske mere, så skal vi finde de dårlige dele af det og hvor er det det ikke kører optimalt hen og så tage nogle af de de facto projektstyringsmodeller og så putte det ind der hvor de har nogle problemområder." (9.31)

"Jeg tror det handler meget om at man skal blive bedre til stadigvæk det med kommunikation og leadership-delen, ikke også, det er stadigvæk i højsædet vil jeg sige, men også kunne gå ind og måle på hvad er det for nogle værdier vi ønsker at få ud af de her projekter eller de initiativer som vi sætter i gang. Og der er man ikke ret langt endnu, fordi det er en svær disciplin, kan man sige, at gå ind og måle på hvad er det for noget værdi vi skal have ud af det. Jeg tror man er meget fokuseret på, eller jeg ved vi i hvert fald er meget fokuserede på det når nu projektet stopper på det her tidspunkt, så glemmer man at måle efterfølgende, der kan godt gå et år eller to, eller tre inden man får målt på de gevinster der kom ud af f.eks.." (10.06)

"Man fokuserer meget på økonomien i det hele taget, men måske mere mangelfuld på de bløde dele." (11.02)

"Det er stadigvæk den samme skrøne igen, sorg for at involvere så tidligt som muligt dine projektdeltagere, sorg for at være mere fokuseret på hvad er det for en vision vi har med det her projekt og få det mere synliggjort. Det mener jeg ikke man har været god nok til tidligere. Altså få det synliggjort og involveret i det hele taget. Og så hele tiden kommunikation, hvor er vi henne, fejre succeserne, der er forskellige ledelsesmæssige discipliner også omkring det." (11.28)

”Virkeligt meget kommunikation og involvering og definerer meget omkring roller og ansvar, hvordan er det vi gør det.” (13.00)

”Meget endda, øhh, og specielt omkring den forandringsmæssige ledelse kan man kalde det. Den er virkelig begyndt at komme i højsædet.” (13.38)

”Det er hele tiden at være nærværende i sit projektteam, i sin projektorganisation og det kommer også an på hvor store de her projekter er. Hvor mange er i teamet... Det handler meget om igen at definere, især hvis det er de store projektprogrammer at have dine rollebeskrivelser i det hele taget, styregruppens involvering på en anden måde end man har gjort tidligere og der er stadigvæk et stort gap imellem det at køre en styregruppe og så selve projektprogrammet og der er så nogle klare definitioner af det i vores begrebsverden i hvert fald.” (14.20)

”Vi har været meget involveret i POLSAG, men en speciel del af det faktisk... Og det var vi med fra starten, ikke så meget på, hvad kan man kalde det, ikke i forbindelse med at definere det osv., men vi havde et specielt område hvor vi havde kvalitetstjekkede mange dele af de leverancer der kom netop fra CSC og SCANJOUR og det fungerede. Der var godt styr på dokumentationen og alt det der foregik, men selve projektorganisationen som netop bestod af CSC og SCANJOUR og nogle fra politiet, dem som sad og styrede de der dele fra POLSAG, de er der ikke mere og de fornemmede det, at det her det ville gå simpelthen i overskud, så de sidder andre steder. Men det var mangel på ledelse, altså virkelig dårlig ledelse, fordi man arbejdede meget i siloer, man forsøgte at skjule ting i POLSAG osv... Man havde ikke lavet kommunikationsplaner, man havde også en mangelfuld projektstyringsmodel, governance osv.” (17.06)

”Jeg vil så bygge videre på det fordi at hele testfunktionen, eller kvalitetssikringsdelen ude hos politiet, den er faktisk blevet større, den er blevet bedre, den er meget organiseret og vedkommende som har siddet, vi har stadigvæk en siddende som har været med til at organisere det derude og har fået meget ros... Det det også har afstedkommet er at vi har haft alle fra politiet, politidirektør og det hele, inde og fortælle om hvad er det for noget når man indgår et projekt, så er der noget styregruppe som man skal være meget opmærksom på, så det har afstedkommet nogle positive ting bagefter.” (18.50)

”Det var synliggørelse igen med de værktøjer som nu findes, brugte noget tankegang fra den agile verden... Det at man havde det oppe på nogle tavler og hele tiden var fremme og kommunikerede med forretningen også. Og hvis det ikke lykkedes, altså hvis man ikke kom igennem, så skalerede man det.” (20.01)

”Ledelse det er at du kan gå ind og motivere. Du skal have empati for de personer som der sidder der. Du skal forstå deres problemstillinger, du skal forstå deres situation, det er meget den, at have en hele tiden god kommunikation i øjenhøjde med de personer der sidder i teamet. Og forstå deres situation, måske også hvis du kommer tæt nok på dem, forstå hvad der sker i deres omverden så du kan drive dem og motivere dem hele tiden. Jeg tror det at være nærværende virkelig hos de personer der sidder i teamet, at man forstår dem og kan kommunikere med dem klart og tydeligt.” (20.42)

”Min holdning til leadership det er i hvert fald, når jeg kigger tilbage på de mange år hvor jeg har haft ledelsesansvar, så er det utrolig vigtigt at man, i hvert fald i den danske kultur, at man har en god empati, en god forståelse for personen og hele tiden have en finger på pulsen med personen, kommunikere ofte med dem, i særdeleshed, vi har jo mange der sidder rundt omkring, så distanceledelse er en svær disciplin og det er hele tiden lige at tage en snak med dem og forstå hvordan går det med dem og forstå hvad med deres familie, det vil sige meget involvering og også holde et relativt højt socialt aktivitet på det. Det er ledelse i hvert fald.” (21.58)

”Jeg tror også det er meget afhængigt af hvad er det for et projekt man kører, hvis der er meget brændende platform, så bliver du nødt til at holde dig inden for noget meget styring i det hele taget, nogle snævre rammer, nu gør vi sådan her, nu bruger vi de her dokumenter, men det kræver bare endnu mere af den ledelsesmæssige disciplin, også at forklare hvorfor vi kører det meget stramt efter de her dele, så skal du endnu mere bruge dine ledelsesmæssige kompetencer, ikke også.” (24.00)

”Jeg synes vi har haft hvor man forsøgt at gøre det endnu mere. Senest ude på NETS, hvor vi har været involveret også, hvor man gør mere ud af at starte projektet eller programmet rigtigt op. Det vil sige også holder workshops, får alles input fra forretningen, hvad er det for risici vi kan støde på og få dem kategoriseret og i og med de får synliggjort hvad der er for nogle risici der måske kan blive på det her project/program og også beder dem komme med nogle løsninger til det så begynder de allerede der at blive involveret i hvordan man, hvordan det her kommer til at køre. Og igen få defineret vision, hvad er det vi skal opnå med det her. Og få synliggjort roller og ansvar. Det vender jeg hele tiden tilbage til. Det er en vigtig disciplin.” (25.09)

”Mange er ofte tilbøjelige til at gå i løsningsmodus med det samme og nu har vi det her og gå ned for meget i teknikken. Nu skal vi bare levere et eller andet og så glemmer man den ledelsesmæssige disciplin... Og det er også begyndt at gå op for mange organisationer i det hele taget, man har en decideret person der går ind og varetager forandringsledelsen eller ledelse i det hele taget i samarbejde med den der er mere på den styringsmæssige del af det. Så man har sådan et team der kører projektet og forandringen i det hele taget.” (26.26)

"Det kan være en god start, hvis modenhedsniveauet ikke er så højt. Så kan det være en god måde at formalisere det på og når man har det formaliseret så ville jeg tro man har mere styring på det i starten og så kommer det måske mere som en selvfølge." (27.18)

"Jeg tror at man får nogle flere gode projekter i hvert fald sådan som det er i øjeblikket, det kan godt være når vi kommer 7 år frem at der så er sket nogle andre ting at man så kommer til at glemme mere det projektstyringsmæssige altså managementdelen." (28.02)

"Hvis det er en meget brændende platform så glemmer man måske oftere den ledelsesmæssige disciplin." (28.52)

## APPENDIX 14

### Transcribed interview with Jan Christian Rasmussen – Valcon 3 June 2013

"Den form for rådgivning som jeg giver det er typisk at jeg kommer ud på projekter som projektleder eller kommer ind som programleder og så har jeg dels en opgave hvor jeg gør det selv og så rådgiver jeg så også kunderne mens jeg gør det selv. Det er sådan noget lead by example. Jeg viser hvad det er jeg gør." (2.51)

"Der skal være et klart formål. Det skal være noget der bliver løst – med start og slut, altså tidsmæssigt skal der være et start og et slut. Med det klare formål der ligger også at der skal være nogle klare mål og til det er der et antal leverancer. Så skal der være en organisation. Altså vi skal organiseres omkring projektet." (5.40)

"Det er jo typisk når jeg kommer som ekstern konsulent ind i en virksomhed, så er jeg jo en midlertidig ressource der er tilført og det der er både en opgave og en udfordring det er at få kundens organisation til at stille op og så sige vi etablerer noget midlertidigt og det kan være sådan noget som en styregruppe og det kan være sådan noget som at vi har en projektejer." (6.05)

"Projektejeren er jo som regel nem for mig at identificere fordi det er ham/hende der betaler min regning. Og der ved jeg fra når jeg været i linjeorganisationer og jeg kan også se når jeg erude i kundeorganisationer at de projekter der i højere grad er befolket med og etableret internt der kan det nogle gange være svært at finde ud af hvem er i virkeligheden projektsponsor, hvem er projektejeren fordi det nogle gange også er linjelederen. Og der bliver ikke etableret styregruppe, der bliver ikke etableret de her midlertidige organisationer med en projektgruppe og med en projektleder. Det er sådan noget diffust. Og derfor så er folk i tvivl om det er et projekt eller ikke et projekt." (6.31)

"For mig så er projektledelse det at leve den værdi som projektet er sat i verden for at skabe. Jeg mener at 98%, tror jeg, af alle projekter er sat i verden for at skabe en forandring." (7.20)

"Typisk linjeorganisationer er sat i verden for at leve den daglige drift og de ting som der nu står i deres formål. Når vi skal have skabt noget andet der ligger uddover linjeorganisationernes evner til at leve så etablerer vi projekter. Og projektledelse er så at sørge for at vi hele tiden styrer imod den værdi. Jeg skelner også imellem projektledelse og projektstyring, eller leadership og management fordi jeg mener management kan have en tendens til at miste blikket for hvad er det i virkeligheden at projektet var sat i verden for, hvad var det oprindelige formål. Fordi

projektstyring, eller management, kan få en tendens til at fokusere på leverancerne og ikke forholde sig til at omverdenen måske ændrer sig. Hvor projektledelsen hele tiden skal forholde sig til om der er et formål og værdi i det som der oprindeligt ligesom gjorde at de blev etableret. Er de stadig gældende? Og derfor så mener jeg at i et projekt, en af projektlederens vigtigste eksistensberettigelse det er hele tiden tager vi sin spottelse eller sin ejer og holde sig orienteret om, har de stadig sin ide i at vi gør de ting vi gør og er der behov for at vi korrigerer så de leverancer vi synes der var begavede da vi begyndte, er de stadig relevante og værdifulde eller skal vi lave om på det. Det er her jeg mener ledelsen virkelig træder i karakter.” (7.37)

”I en virksomhed som Valcons. Vi lever jo af projekter. Så det jeg gør når jeg primært laver mit arbejde det er at jeg arbejder på projekter. De projekter jeg arbejder på dem arbejder jeg på sammen med kunder. Valcon som basisorganisation har jo en drift og det er jo ikke særlig meget om projekter. Altså det er jo markedsføring og regnskab og IT og alle sådan nogle ting og sager....Men den udgør jo under 10%, tror jeg, af al den aktivitet der foregår i den her virksomhed og derfor tror jeg at vi som virksomhed er mere og mere projektorienteret. Og jeg at der er mange virksomheder der er røget, der organiserer sig mere og mere i projekter. Altså det de laver, det er projektorienteret. Det er den ene grund, den anden grund tror jeg at selv de virksomheder som er mere sådan producerende, de laver produkter eller de laver tjeneste, de servicerer virksomhederne... Så tror jeg simpelthen at omverdenen er, jeg ved ikke om det er eksponentielt eller sådan noget, men der sker en udvikling så antallet af forandringer vi skal kapere stiger og den form for arbejde med forandringer der er et projekt i sin natur mere egnet til at arbejde med forandringer end en driftsorganisation fordi en forandring typisk har noget med det begynder på et tidspunkt og vi har forhåbentlig en slutning på et eller andet tidspunkt og vi etablerer en organisation omkring det på sådan noget ledelse på det. Så der er sådan noget midlertidigt over en forandring og der egner projekter sig bedre end driftsorganisationer. Så derfor tror jeg også at hele dynamikken der er i omverdenen gør at kravet om forandringer og den dynamiske omverden og den måde som vi taler om samfundet som bevægeligt mere end når vi kigger tilbage på hvordan det var i 60’erne og 70’erne og før det. Det virkede mere statisk. De oplevede det sikkert dengang som vældigt vældigt dynamisk og foranderligt og alt mulig andet og det er derfor det måske er eksponentielt, det ved jeg ikke. Så når mine unger kigger tilbage så vil de sige og synes at jeg lever i en statisk verden.” (9.37)

”På den ene side så vil jeg sige at i forhold til en PRINCE2 model eksempelvis om den er universel, i forhold til om det kan bruges på tværs af kulturer, om det kan bruges forskellige steder rundt i verden, det tror jeg. Jeg tror projekter har nogle karakteristika der gør at vi kan gruppere dem i forskellige typer af projekter og der vil forskellige typer af projekter vil der være nogle projektmodeller eller nogle projektledelsesmodeller der er mere eller mindre optimale, der er ingen der er perfekte til noget som helst men der vil være nogle projektledelsesmodeller der orienterer sig mere imod projekter hvor der er karakteristika af høj grad af uforudsigelighed, høj grad af innovation omkring funktionalitet og nyskabelse, høj grad af dynamik omkring interesser og sådan menneskelige aspekter der bliver påvirket. Det er PRINCE2 ikke særlig god til. PRINCE2 er meget god til en verden hvor der en høj grad af behov for ledelse og governance, altså roller og ansvar, er altså vældigt vældigt godt, så er PRINCE2 god i en verden hvor du kan foruddefinere

nogle arbejdspakker, hvor du sådan ligesom, i høj grad forudsigelighed i forhold til både din arbejdsmåde og dine, om du har behov for noget klargøring i forhold til din styring. Altså hele governance er vældig vældig veludviklet i PRINCE2.” (12.23)

”Jeg tror for det første uddannelsesmæssigt. Jeg fornemmer at ledelse, altså uddannelse i ledelse kommer ind i flere og flere uddannelser, det er fornuftigt. Der er mange der taler om at for at være en god leder...typisk for at være personaleleder skal du være fagligt dygtig... De forstår at putte mere og mere ledelse ind i undervisningen i uddannelserne, hvor de siger det er nødvendigt for at stå distancen. Der tror jeg at eftersom der kommer mere og mere projektledelse ind i alle typer virksomheder uanset om det er advokatvirksomheder eller det er hospitaler eller det er ingeniørvirksomheder. Det at gøre projektledelse som en større del af undervisningen på uddannelser, det mener jeg bliver afgørende, fordi det er ikke gjort alene med sådan en, vi kan kalde linjeledelse, altså for at være en dygtig linjeleder så skal du også forstå at være en dygtig projektleder.” (14.33)

”Jeg bruger ofte et citat, og jeg har sporet det tilbage til, det kan godt være det kommer andre steder fra, Eisenhower der sagde at ”Plans are nothing, planning is everything”. Processen omkring planlægning er langt vigtigere end planen fordi planen er næsten obsolete når den er færdig og en plan er aldrig færdig.” (16.30)

”Personlighed, troværdighed, integritet, det er det at projektlederen lægger sin egen personlighed ind i projektet. Det er meget omkring at sætte præg omkring værdier og adfærd og foregå med det gode eksempel. Det er som at sætte den strategiske retning, det er jo også vigtigt. Det kan man godt gøre i management, altså jeg kunne godt få en strategi og så bryde den ned i det ondeste målhierarki, det ville ikke være for mig særlig meget leadership, der vil være en høj grad af management fordi der ligger sådan noget mekanisk, noget metodisk, noget opfølgende og du kan ikke have ren leadership uden at have noget management. Det tror jeg heller ikke på. Jeg tror der er talrige eksempler på folk som alene kører den på karisma og armene over hovedet og sådan det der medløb agtigt. Det holder et stykke af vejen, men der er også mange mennesker der har brug for struktur. Det må man også anerkende.” (18.09)

”Jeg tror vi som projektledere gerne ville have at det var sådan, jeg tror også der er et billede af at det er mere fint at være end at leder end at være chef. Det er mere fint at være leader end manager. Fordi der ligger sådan noget autentisk, sådan noget et eller andet og noget on the beat-agtigt noget i at være leder. Men jeg ved det sgu ikke. Jeg tror det er at der er en mere udtalt erkendelse af at der er behov for, vi kan ikke køre det hele på metode, vi har også brug for adfærd, for personlighed. Den erkendelse er der blandt projektledere. Dermed tror jeg der kommer et større fokus på også på adfærd og ikke bare forfalde til skabeloner og værktøjer og metoder.” (19.41)

”Jeg sætter altid processen før indholdet. Det vil sige i forhold til en Work Breakdown Structure, det at lave den er vigtigere for mig end det som der står når den er færdig. Det at lave et project charter, de der er med til at lave et project charter og det der kommer til at stå i et project charter og den måde det er skabt på det er vigtigere end at vi har et lækkert project charter. Det at lave en business case, det er vigtigere at have de rigtige folk med fra finance og de der skal levere benefits og sådan noget lignende, det er vigtigere at have dem med til at skabe business casen end at tallet er stort nede i bunden eller at det står i snorlige kolonner og så videre. Så jeg har en fokus på processen frem for indholdet.”(20.49)

”Der hvor jeg ofte oplever det halter faktisk, det er når projektet bliver opfattet som fra projektleder og ned. Og det vil sige der hvor sponsor/ejer eller styregruppen mener at de er kunde til projektet og deres primære formål det er at afkræve en rapportering og så i øvrigt stille op en gang om måneden og så spamme projektlederen. Så går det rigtig galt, så der hvor jeg oplever det går galt i forhold til lederskabet det er faktisk ikke særlig meget projektlederen, det er i højere grad projektsponsor, projektejer og styregruppen i det hele taget som ikke melder sig ind i kampen og ikke er deres ansvar bevidste og det kan der være mange årsager til. Det kan også ligge på projektlederen at jeg ikke er god nok til at få gjort klart hvilke roller og ansvar der ligger i governance delen af det.” (22.25)

”Et godt eksempel jeg har er for et par år siden det var at projektsponsor, han stillede sig op i hele organisationen og fortæller om formålet. Så hver gang vi har projekt kickoffs, hver gang vi har, sådan, de første projektmøder med forskellige interesser om COBRA, medarbejdere, ledere så har vi ham på i de første 10 minutter hvor han ligesom sætter scenen og fortæller hvorfor det er vigtigt.” (23.18)

”Og et projekt jeg kørte for 5 år siden eller sådan noget lignende, hvor jeg havde direktionen på hovedcommand som styregruppe og for det første så var det meget uklart hvornår det var et direktionsmøde og hvornår det var et projektstyregruppemøde fordi det var ligesom kogt sammen i et, så de havde også svært ved at finde ud hvornår det var det ene og hvornår det var det andet. Og det var sådan i et utroligt meget ”give and take-miljø” hvor jeg som projektleder hele tiden skulle mig op og fortælle og forklare og forsøre og jeg kunne overhovedet ikke få dem til at tage ejerskab for noget som helst. De meldte sig ikke ind i kampen, de hjalp mig ikke med noget som helst som projektleder. Det var simpelthen op ad bakke hele vejen.” (23.42)

”Jeg vil næsten sige hvad fanden kan de ikke tilføre. Jeg tror langt de fleste mennesker bliver motiverede af, de bliver motiverede af nærvær og af adfærd og af at de forstår formålet. Og det bor i leadership mere end det bor i management. Jeg tror det er få mennesker både projektledere og projektdeltagere og styregrupper der vil trives i miljø hvor det er rent mekanisk metoderæs, hvor det er værktøjer og systemer uden at der er en nerve, et hjerte, noget menneskeligt i det. Så det ene det er at det kan give simpelthen noget motivation og noget lyst til at være med. Så tror jeg også det

kan give bedre resultater fordi jeg tror folk vil være med fordi de har lyst til at være med og ikke fordi de skal. Så jeg har svært ved at se tilbage på en situation hvor lederskabet ikke er en del af projektledelse og jeg tror det bliver svært, grænsende til umuligt, at skabe varige resultater.” (24.57)

”Jeg ser det er nødvendigt, men jeg ser i højere grad at det er et nødvendigt onde.” (27.05)

”Management det er noget vi gør fordi vi bliver nødt til det. Det er ikke noget vi gør fordi vi har lyst.” (27.15)

”Vi har i Valcon en metode for hvordan vi adresserer det som vi kalder teaming aktiviteter i projektet. Forstået som at vi har et domæne af processer og værktøjer som i høj grad adresserer management og det har vi suppleret med det som vi siger: hvordan bygger vi effektive projektteams op, hvordan styrer vi projektledelsen i ledelsesdelen.” (28.13)

”I forhold til modenhed, som i modenhedsniveauer, der er virksomheder som er fuldstændig umodne i forhold til projektledelse, de har ingen projektmodeller, hvis de arbejder med projekter så er det mange forskellige måder de gør det på...” (29.43)

”Men hvis en virksomhed begynder at bevæge sig op ad den trappe der hedder projektmodenhed, så bliver f.eks. styregrupper forklaret og roller. Og så noget af det første de så gør det er så etablerer de metode, altså skabeloner og værktøjer til hvordan laver vi statusrapportering og hvordan laver vi milepælsplane og hvordan laver vi cost-benefits, hvordan laver vi project charters. Alt det der bruger vi ovre i management delen. For det de adresserer det er jo altså leverancen, the content, the tangible stuff. Det er først når de bevæger sig længere op de begynder at forholde sig til hvilken proces bruger vi for at etablere et project charter, hvem er det vi har med, hvem involverer vi i at skabe en business case. Det kommer højere oppe af projektmodenhedsstigen, hvor vi så også begynder at tale om capabilities og så siger nu skal vi måske have en model her både for leadership og for management disciplinerne eller for metoderne eller det jeg kalder content of peoples.”(30.02)

”Jeg er helt overbevist om at det vil skabe bedre projekter. Forstået på den måde at projekterne leverer til en værdi i forhold til det formål de blev sat i verden med. Og ikke bevidstløst leverer nogle leverancer som blev defineret dengang projektet var stort set i startblokken og hvor at alt var oppe i luften. Der er jo sådan et paradoks omkring at jo mere man har behov for at vide, jo mindre ved man og lige inden man er færdig med projektet så ved man en hel masse, men det er faktisk ligegyldigt for nu er det hele leveret. Så hele det der paradoks omkring hvordan man får timet det

der begavet, det vil leadership adressere fordi man bliver mere agil man kan agere mere efter hvad der sker, man er mere i stand til at ændre sig dynamisk.” (31.36)

”Hvis vi bringer større energi og motivation ind i vores projekter så uanset om vi kører efter en slavisk vej eller om vi kører efter noget dynamisk agilt, så vil vi bare skabe bedre resultater fordi vi beder folk om at tænke sig om, i stedet for bare at sige det hele det er prædefineret og du skal bare gøre sådan som vi har tænkt.” (32.35)

”Min vurdering er at der er flere årsager. Den ene den er at det for mange minder om det de har lært på den uddannelsesinstitution de kommer fra, der bliver vi jo alle sammen trænet i metoder og værktøjer, vi bliver jo ikke trænet, det er få uddannelser i hvert fald, hvor man bliver trænet i adfærd og hvor man får at vide hvordan vi virker som mennesker og hvor vi taler om med hjertet.” (36. 42)

”Jeg tror faktisk at de fleste enten for at være politisk korrekte fordi de har læst avisen og forskellige ledelsesbøger, de har hørt chefen tale om det, sige at det med adfærd og hjertet og leadership, det er vigtigt. Det er i hvert fald få mennesker efterhånden jeg møder der ikke anerkender det. Men så omsætte det til praksis, omsætte det til egen adfærd det er virkelig svært for mange mennesker og derfor så tror jeg også at vi får projektledelsen, det at kræve at både projektledere og sponsor og folk i al almindelighed, at de ændrer en adfærd og udviser noget mere hjerte. Det tror jeg bare er svært. Der er det nemmere at sige ”kom med en excel skabelon” eller vis mig din powerpoint statusrapportering.” (38.16)

”Managementdisciplinen omkring metoder og værktøjer giver nogle ledere og projektledere og sponsorer og ejere en forestilling om kontrol, en forestilling om forudsigelighed og måske også en grad af tilfredsstillelse fordi der er nogle de der kopier der bliver grønne i takt med at vi når vores milepæle, men hvorvidt vi får den lange værdi, hvorvidt vi får gevinsterne hentet hjem i forhold til det oprindelige formål om det lange sigt det er sådan noget mere fået i virkeligheden, og det er der jeg mener lederskabet kommer på banen. Det er den værdi lederskabet skaber. Det er at få høstet den værdi.”(40.38)

”For at få lederskab mere anerkendt og ind i varmen tidligere i vores projektmodenhedssnak så stå med mere fakta om lederskab og også faktisk flere fakta på management, de langsigtede værdier af management.” (41.56)