



PROJECT MANAGEMENT CENTER FOR EXCELLENCE

A.J. CLARK SCHOOL OF ENGINEERING
Civil & Environmental Engineering Department



FACILITATIVE LEADER AND LEADERSHIP DEVELOPMENT DURING A MEGA PROJECT IMPLEMENTATION PHASE: A CASE STUDY

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Introduction

- Project management “new” form of general management – deliver complex initiatives (Pant and Baroudi, 2008)
- Despite formalisation of project management profession:
 - 65% of industrial projects fail to meet objectives (Merrow, 2011)
 - PMBOK mainly addresses the technical aspects (PMI, 2013)

What is required?

- Projects require leadership (Cleland, 1995; Day, 2000)
- Projects are unique & temporary, require different methods
- Balance between technical (hard) and interpersonal (soft) skills (Cleland, 1995; Day, 2000; Thompson, 2010)
- Leaders learn through challenging work, solving problems and leading teams (Hirst et al., 2004)





Research Objectives

- Research the benefit of:
 - Leader and leadership development of a project team through a facilitative coaching approach
- Questions
 - How did individual benefit,
 - How did the project benefit?
 - Which strategies were beneficial?



Conceptual Model

Project Environment:

- On-the-job training
- Linked to Strategic Business Goals
- Leadership is required
- Team Environment

Leadership Development (Social Capital):

- Facilitative Coaching on a critical project

Leader Development (Human Capital):

- Project manager

Leader Development (Human Capital):

- Project team members

IQ

MQ

EQ

EQ

MQ

IQ

Development of EQ



Emotional Intelligence

Mixed model of emotional intelligence(Goleman, 2004)

	Self	Others
Recognition	Self-awareness Emotional self-awareness Accurate self-awareness Self confidence	Social awareness Empathy Service Orientation Organisational awareness
Regulation	Self-management Emotional self-control Trustworthiness Conscientiousness Adaptability Achievement drive Initiative	Relationship management Developing others Influence Communication Conflict management Visionary leadership Building bonds Teamwork & collaboration



Research Design & Methodology

- Qualitative research – Case Study
- Unit of Analysis – Mega green fields mining project in South Africa between 2008 - 2012
- Data Gathering
 - Structured Interviews – 7 of 9 management team members and facilitator
 - Data Mining – Data gathered during project by facilitator



Case Study

- Project Background
 - Approved July 2008 – 40 months schedule
 - New project manager appointed - lessons learnt & experience
- Project Team
 - Management team 9 people, 8 males and 1 female
 - +45 years of project experience (2 mega projects, 3 worked together)
 - 15 Degrees between the 9 team members (2 Masters level)
 - Owner's team – 180 people
 - At peak construction 2500 people on site
- Project Status
 - Conflict, disciplinary process
 - January 2010 – 18 months into project – 3 months behind schedule
 - Project management team in disarray - Facilitator appointed

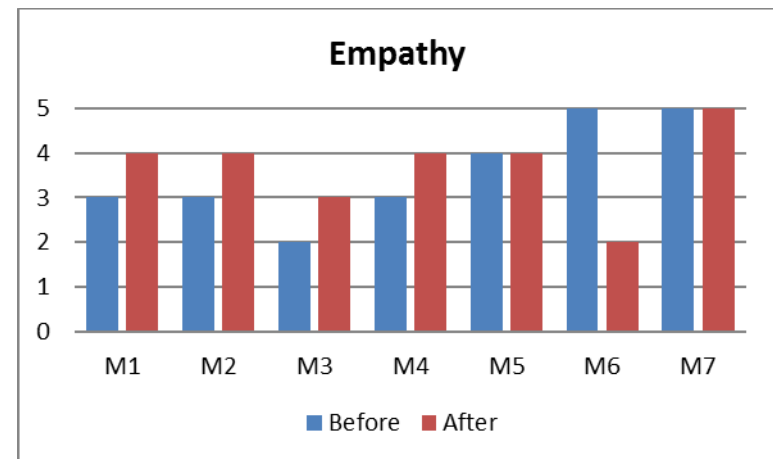
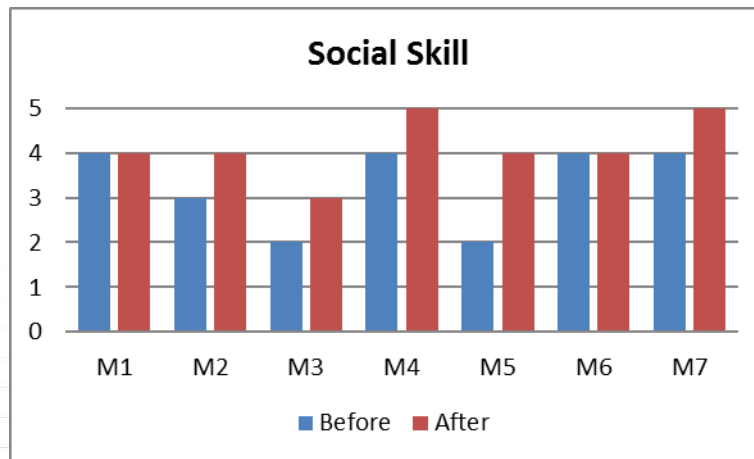
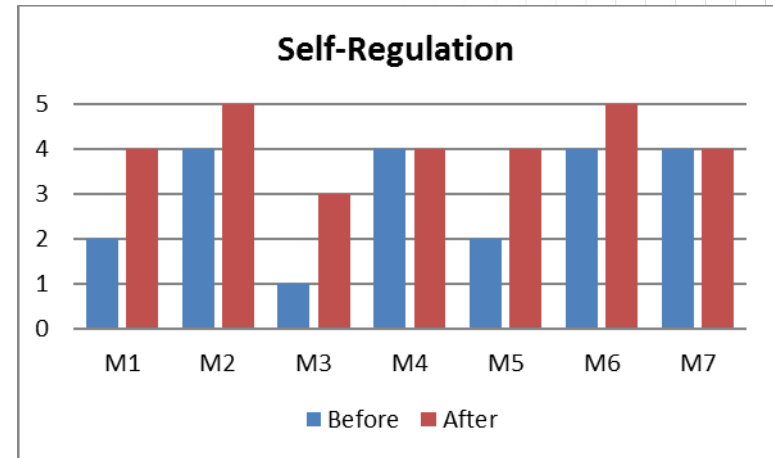
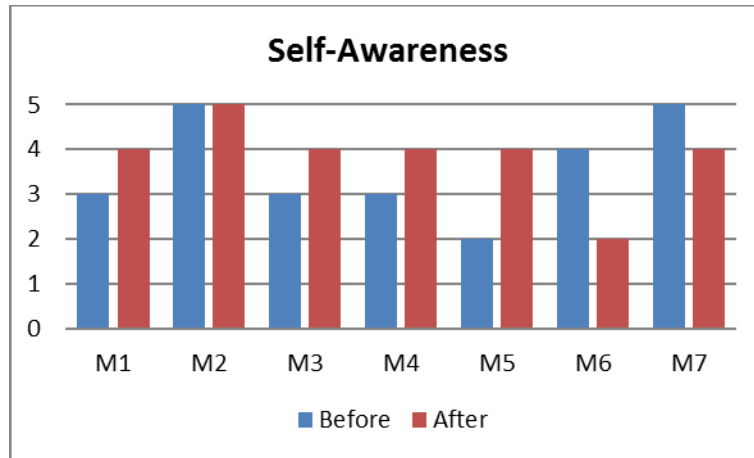


Leadership Development

- Identified potential of team
- Team had limited leadership training – mainly management training
- Facilitation process
 - Individual coaching – Focus on self care
 - Inter-personal coaching – Narrative practices
 - Team coaching – Narrative approach, reflection
- Became part of the management team
- Emotional development
 - Improvement in self awareness, self regulation, motivation, empathy and social skill.



Emotional Development



Components of emotional intelligence(Goleman, 2004)

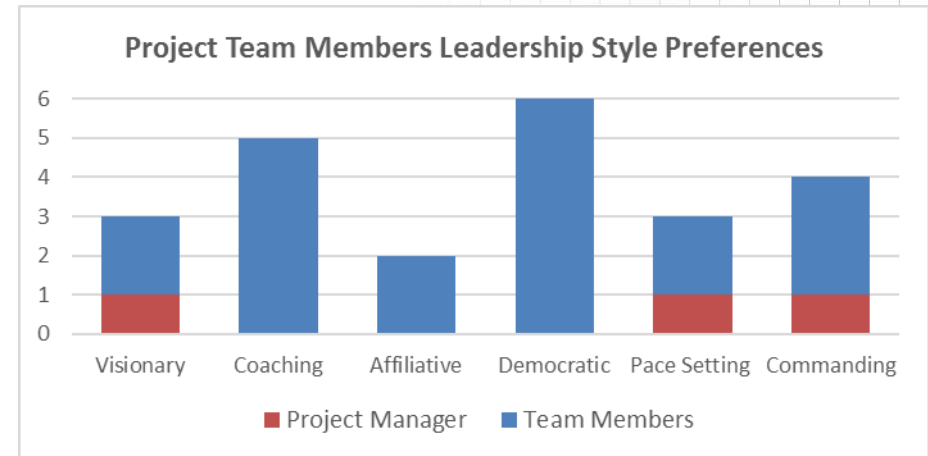
Leadership

Project Manager

- Autocratic, dictatorial
- Transactional
- Conflict
- Low chance of success

Developing emotional intelligence of the team

- Understood the power of Influence
- Individuals took accountability through different phases
- Different styles were required through out project
- Collective leadership style enhanced team performance (Goleman et al., 2013).





Results

- Improved emotional intelligence of team
- Improved team work and collaboration
- Contributed to successful completion of project
 - Pulled back 7 months in remaining 22 months
 - Completed 4 months before baseline schedule
 - Ramp up to name plate capacity and handover successfully completed
 - Mine producing above capacity since July 2012
- Team members became better leaders and managers in their new positions



Conclusions

- Technical competency & experience \neq successful projects
- Technical project managers ► great project managers:
 - Multidimensional
 - Context of projects (Dalakoura, 2010)
 - Technical and soft skills
 - Experience based (Thomas and Cheese, 2005)
 - Must be sustained over long period (Druskat and Wolff, 2001)



Conclusions

- Emotional intelligent project managers:
 - More effective leaders
 - Deliver more successful projects (Du Plessis, 2014)
- Team Coach:
 - Tailor development to individual & team
 - Match experience, skills and learning styles on 1 on 1 basis (Solansky, 2010)



Conclusions

- Strategic projects ideal for leadership development:
 - Action learning – linked to strategic goals
 - Finite duration – development assessed
 - Job assignments benefit individual & organisation
 - High pressure environment, constant change
 - Quick feedback on decisions & impact
 - Success requires effective leadership
 - Opportunity for team development



Current Work

- Working with Project Teams
 - Establish baseline (HDBI, Strength Finders, EQi assessments)
 - Team profiles (HDBI, Strength Finders and EQi)
 - Individual coaching & Team coaching
 - Observing team members
 - 360deg Reviews
- Align individual development goals and objectives to project and organisational objectives.



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QUESTIONS