How the Competencies of a Project Manager are Valued

A Case Study of a Swedish Energy Company

Linda Ferm
Malin Jakobsson

Supervisor: Nandita Farhad Frögren
Preface

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Abstract

The purpose of this study is to examine how the intellectual, social/emotional and managerial competencies of a project managers are valued by the line manager and project manager to provide a framework for categorizing the competencies which can be used for HR purposes.

Previous research has developed a framework of 15 competencies connected to intellectual, emotional and managerial intelligence. Studies have linked the competencies of a project manager to project success. Research emphasizes the need of integrating and involving the project manager to have an active role in competence management. However, the competence management of the project manager is not as widely discussed. With this background, it is therefore interesting to study how the employees involved in a project value the competencies of a project manager and to further discuss the HRM practices for a project manager. Six interviews were held with one line manager and five project managers working at a Swedish energy company.

In line with previous research, this study found that the 15 competencies of a project manager are valued important by the line manager and the project managers. Based on the empirical findings the 15 competencies were categorized into four categories; perceptive competencies, strategic competencies, interpersonal competencies and elemental competencies. Furthermore, the empirical data show a difference in what competencies the line manager hopes for the project manager to have, and what competencies the project managers hope to achieve.

Both the theoretical and the practical contribution are a framework based on the categorization of the 15 competencies of a project manager. The suggested use of the framework is as part of competency-based human resource management, and more specifically as part of performance management. Further, the study presents a behavior-anchored rating scale for evaluating of the 15 competencies of a project manager.

Keywords: Project Management; Human Resource Management; Competencies
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1 Introduction

1.1 Background

The world is changing in a fast pace and organizations all over the world need to compete on a global and complex market. This high-velocity environment forces organizations to adapt to ensure survival and to keep or develop competitive advantages (Englehardt and Simmons, 2002). “The traditional business-/domain organization is changing [...] towards a more solution-based organization structure” (Terry C4)” (Gosh et al., 2017, p. 5). This means that organizations faced with changes in their environment are forced to adapt to this development and are moving away from previously traditional organization structures. According to Cole (2004), traditional organizational structures emphasize the importance of hierarchically authority and the division of work. Ostroff (1999) means that the vertical organization is not optimal in a changing environment. Instead a cross-functional organizational structure is better suited for firms operating in demanding and competitive environments. According to Tonnquist (2016), the cross-functional organizational structure, also known as the matrix organization, enables the organization to thrive in a high-velocity environment and quickly adapt to changes.

Projects are a suitable work form in the matrix organization (Tonnquist, 2016). According to Scranton (2014) over 20 % of the world’s economic activity is taken place in projects. Projects are, unlike more traditional work procedures, able to cope with uncertainties. Projects also have the ability to inspire innovation and creativity (Scranton, 2014). Moreover, when resources from different parts of an organization need to be allocated, projects are a suitable solution which allows the project manager “to 'short-circuit' the decision paths and responsibilities of the line organization, in order to create an optimal organization” (Tonnquist, 2016, p. 19).

The working title project manager became a phenomenon in the business arena when firms had to adapt to the high-velocity environment (Wysocki, 2011). According to Manpower, the dream job for Swedes in the year 2017 was, for both women and men, project manager. The survey show that is the part of the dream job that attracts the respondents the most is the possibility for personal and competence development (Manpower Group, 2018). The role of the project manager entails the need of both managerial and technical skills, as they are responsible for leading and motivating the project group, as well as technically bringing the project forward. When setting this in the concept that each project is seen as unique, the role of the project manager is of utmost importance for the organization (Sommerville et al.,
2010). However, Engwall (2011) states that multiple factors must be considered when analyzing the success of a project, and that the project manager is not alone responsible for the outcome of a project. Nonetheless, Müller and Turner (2007a) argues for the relationship between the project manager and project success, hence why the role of the project manager is seen as important. Williams (2005) states, even if the project manager is of great importance to a project, and projects are becoming a common work phenomenon in today's organizations, the main reason for project failure is poor project management.

However, research connecting the project manager’s leadership style with project success was first done relatively recently. A literature review by Turner and Müller (2005) concluded that until that 2005, no research had been done on the relationship between the project manager's leadership style and project success, even though general management theory argues an appropriate leadership style to be a critical success factor for performance (Turner and Müller, 2005).

Since then multiple researchers have examined the importance of managers’ competencies. A study by Stevenson and Starkweather (2009) let IT recruiters and IT executives value competencies they found important when hiring projects managers and what competencies are likely to lead to success. The findings show that soft skills are highly valued by the people involved in IT. However, no framework is used when identifying the relevant competencies. Moreover, Loufrani-Fedida and Missontier (2015) reports similar results, indicating a connection between project success and a soft skill focus. By analyzing multilevel competencies, meaning competencies on individual, collective and organizational levels, the study argues for collaboration within these levels, as individuals are not able to have all the required competencies needed for the project to be successful.

Another way of viewing competence is the competence-based approach to intelligence, connecting competencies to the intellectual intelligence (IQ), emotional intelligence (EQ) and managerial intelligence (MQ) (Dulewicz and Higgs, 2000). A leadership competency framework, based on the competence-approach to intelligence, links 15 competencies connected to IQ, EQ and MQ, with the purpose of determining the leadership profiles of managers (Dulewicz and Higgs, 2004). The leadership competency framework is also used in research to connect managers’ competencies to project success. A study by Turner and Müller (2006), identifies the success of a project to be dependent on the project manager’s competencies, in other words the emotional and intellectual intelligence and managerial focus. Maqbool et al. (2017) also argue for the relationship between the project manager’s competencies and project success. According to the study, project managers with high emotional intelligence and managerial competencies are more effective leaders, resulting in greater project success.
Herbert (2016) points out that in today’s global business environment there is a need to engage and maintain talent. As previously mentioned, the project manager’s competence is important for the success of a project (Turner and Müller, 2006; Geoghegan and Dulewicz, 2008; Maqbool et al., 2017). However, since it is a relatively recent discovery the empirical research is very limited (Turner and Müller, 2005).

Previous research argues for the need of involving the project manager in competence management. According to Medina and Medina (2014), the project managers’ involvement in HRM competence management practices is low, and the authors state that if it would be higher, the competence management would be improved. Bredin and Söderlund agrees, and argues for integrating the project manager in HRM practices, such as performance appraisal and competence development (Bredin and Söderlund, 2011). Research argue for the project managers’ involvement in competence management, mostly in favor for the project workers. However, the competence management of project managers is usually not discussed.

With this background it is therefore interesting to study how the competencies of a project manager are valued. The study aims to provide a better understanding of the competencies of a project manager. By letting line managers and project managers explain how the competencies of a project manager are important for a project, an opportunity is provided to hear the reasoning behind what and why competencies are valued in a certain way.

1.2 Purpose

The purpose of the study is to provide a framework for how the intellectual, social/emotional and managerial competencies of a project managers are valued by the line manager and project manager that can be used for performance review.

1.3 Research Questions

The study aims to answer the following questions:

- How are the competencies of a project manager valued by the line manager and the project manager?
- How can the competencies be categorized?
- Is there a practical use for such categorization?
1.4 The Scope of the Study

As the study aims to examine competencies in a project setting, the study is carried out at an energy company with a long history of working in projects. The energy company is not a project-based organization and instead uses a matrix organizational structure, where the line manager has a great responsibility for the project workers and project managers. The projects are of different budgets and timelines, and the interviewees have a long experience with working in projects. This makes the case relevant for this study, as the setting is appropriate as well as the participants.

The study is limited to only one company and case, due to limitation in time and resources. This affects the generalizability as one cannot draw conclusions from looking at only one company. The result is therefore specified for the chosen company and this is further demonstrated as the participants have spent a long time working at the company, and their contribution is only based on the company and no recent previous experience.

This is seen as a limitation to the study, as the conclusion can be questioned based on the sampling. However, by being aware of this, the study aims to only examine the valuation of competencies at the specific energy company and create a framework only suitable for them.
2 Theoretical Framework

This chapter consists of three parts Projects, Competencies and Human Resource Management. Each section defines the concepts and presents theories and finding of previous research. The content in this chapter will be used for analyzing the empirical data.

2.1 Projects

This section defines some key words and themes important for the understanding of projects. The sections first defines Projects, Project Management and Project roles, followed by theories of Types of Projects and Project Success.

2.1.1 Definition projects

“A project is a set of activities intended to accomplish a specified end result and which starts and ends at a particular time” (Anthony et al., 2014, p.510). For a project to start, management must approve of the general idea on which the project is based. It is management who is responsible for providing the sufficient resources that are required for the project to reach its goal and to determine when this goal is to be reached. It is not until the goal has been met, or the project has been cancelled, the project can be viewed as over (Anthony et al., 2014). The authors further differentiate projects from ongoing operations by looking at the following perspectives: single objective, organization structure, focus on the project, need for trade-offs, less reliable standards, frequent change in plans, different rhythm, greater environmental influence and expectations. The most prominent difference is said to be that a project will never look or function in the same way as a previous project (Anthony et al., 2014).

Padgett (2009) agrees on there being major differences between projects and ongoing operations. One being how complex projects are compared to processes with a higher uncertainty and its interconnected activities which must be performed in complicated sequential orders. The author also states that included in the definition of a project is its uniqueness. Packendorff (2002) lets the definition of projects be dependent on the context and how the project must adapt to the situation. Moreover, the author states that regardless if the project itself is seen as unique, the employees involved are likely to have done it before. It can therefore be argued that the main difference between ongoing operations and projects is not the uniqueness of the project work, rather the uniqueness of the setting.
2.1.2 Project Management

Samset and Volden (2015) states that projects have become more common both in private and public settings and intends to increase efficiency and profitability. However, even as project management has the ability to change and develop, projects still fail (Atkinson, 1999). The inability to reach goals concerning time and budget is dependent on the knowledge gap between what is known about projects and what needs to be known (Shenhar and Dvir, 2004). As these studies can be argued for being irrelevant based on their age, more recent studies argue that projects are used in more complex environments and situations than non-project work, and this increases the need for a working project management (Harrison and Lock, 2016). This is supported by Samset and Volden (2015) who sees project management as an important tool to increase an organization’s value “Project management refers to the processes established to organize and manage resources required to complete a project within defined scope, quality, time, and cost constraints” (Samset and Volden, 2015, p. 298).

Furthermore, Kerzner (2013) defines project management by describing the key processes groups found in it, namely project initiation, project planning, project execution, project monitoring and control, and project closure. Combining the beliefs of Samset and Volden (2015) with Kerzner (2013), project management can be defined as the processes required to organize and manage the project initiation, project planning, project execution, project monitoring and control, and project closure. As the study aims to explore how competencies connected to project managers are valued, and project managers are responsible for the project success (Harrison and Lock, 2016) which in turn is dependable on project management (Samset and Volden, 2015), the definition of project management is relevant.

2.1.3 Types of Projects

A study by Müller and Turner (2007a) concluded that depending on the project type, the leadership of a project manager should differ in order for the project to succeed. It is therefore relevant for the study to be aware how competencies needed for a project manager may be depending on the situation he or she is managing in. Furthermore, there are several ways of categorizing project work.

Bredin and Söderlund (2011) mentions the primary differentiation of project work, is if the project workers are co-located with its project group, this referred to as inter-functional project work, or if co-located with its line, intra-functional project work. Moreover, the participation of the project workers can be focused or fragmented. Bredin and Söderlund defines focused project work as “normally focused on one project at a time, working with colleagues with different expertise” and fragmented project work as “often many parallel projects simultaneously, working with colleagues with similar expertise” (Bredin and Söderlund, 2011, p. 2207). Packendorff (2002) suggest another way of viewing project work
and classifies projects by dividing them into project-based work, renewal project participation, temporary work and independent entrepreneurship. However, as this study aims to explore how competencies can be used in a Human Resource Management, HRM, purpose, the study by Bredin and Söderlund (2011) provides a deeper understanding of how different types of project can affect the work with HRM. Furthermore, Packendorff’s study from 2002 can be argued of being irrelevant based on the published year. The decision to use Bredin and Söderlund (2011) is not without critique. The authors have chosen to only divide project work and project participation into two categories each. This can make the categorization less precise and more general. However, this could also be seen as a strength as the main focus of this study is not to analyze the project type, and the asked questions relevant for this subject are not the main aspect of the interview. Instead, the study is able to come to a conclusion concerning the project type as there are only two options.

A study by Müller and Turner (2007a) linked different leadership competencies and types of projects to project success by sending out a questionnaire to people involved in project management. The types of projects most important when assigning a project manager were application area, complexity, life cycle stage, strategic importance, culture and contract type.

Application area refers to in which industry the project is operating. Examples of this mentioned in Müller and Turner’s study (2007a) is Engineering and Construction, Information Systems, and Organization and Business. The findings showed that dependent on the application area, different competencies were needed, and this was of utmost importance when projects extend over different application areas. The study found that different organization defines complexity in different ways. However, the study came to define its complexity criteria as “size of project; number and type of stakeholders; location; form of contract” (Müller and Turner, 2007a, p. 25).

A project’s strategic importance was not mentioned as a key factor when assigning a project manager. Nonetheless, a high strategic importance was seen as an indicator for high complexity by the participants which in turn made an impact in the decision of choosing an appropriate project manager. Culture is important to consider when projects are executed in an international setting. If so, the project manager has to be sensitive to the different cultures and understanding of potential differences. Similar to strategic importance, the participant saw multiple cultures as an increase in the project’s complexity and would therefore not take culture into account when assigning the project manager. The contract type was found to be important as a project with a strict timeframe and budget must be managed different than a more flexible project (Müller and Turner, 2007a).
This study is using the model of project types to explain the case of the studied energy company and what type of projects are being done there. However, only complexity, strategic importance, culture and contract type, will be discussed for the project being done in the department. Life cycle stage and application area for the projects in the department is difficult to do describe since there it can only be explained with an exact answer, and the study looks at how projects are being done in general, not how specific project are being done right now. One can argue for that other categorizations of projects type are more suited as not all of Müller and Turner (2007a) categories are used. However, as the study used connects project types with leadership styles based on competencies, a relationship between project types and competencies are relevant for this study as the main focus is how competencies of a project manager are valued.

By combining the theory of intra- and inter-functional project work (Bredin and Söderlund, 2011) with the types of projects found to be important (Müller and Turner, 2007a), the study is able to identify types of projects. Bredin and Söderlund (2011) provides the study with an understanding of different project settings, in which the involved roles must adjust their work with HR to reach success. Moreover, Müller and Turner (2007a) gives the study’s definitions of different types of projects that are important to have in mind when assigning the project manager.

2.1.4 Project Roles

Tonnquist (2016) emphasizes the importance of distinguishing between roles and positions in projects. An employee’s position is the employee’s function in the organization, while an employee’s project role refers to the function of an employee in a project. The definition of roles and positions by Tonnquist (2016) is used in this study. The distinction between the two concepts is made since the study is focused only on the employee’s roles in the projects, even though they have other positions in the organization.

Moreover, Tonnquist (2016) describes identifies four categories of roles in a project organization:

1. **Governing roles**: project owner and steering committee.
2. **Managerial roles**: project manager.
3. **Executing roles**: project group.
4. **Supporting roles**: resource owner (usually the line manager), reference group, quality manager and communicator.
This study is exploring the competencies of a project manager from the line managers, and project managers’ perspective. Therefore, the perspectives of the supporting role and managerial role will be taken into account. By examining how governing roles and executing roles value the competencies of a project manager, the study would get a deeper understanding of the subject. However, as the study is limited in both time, budge and access to the organization, this is not explored.

Tonnquist (2016) further defines the line manager, project manager and project worker. The project group consist of project workers and is a part of the executing role. The project group work with achieving the goal of the project. The tasks of the project group are performing delegated tasks, proposing improvements, planning and organizing own activities and reporting performance. The line manager is a part of the supporting roles, and therefore not a part of the project organization. The resource owner’s responsibility is proving the project with the resources required (Tonnquist 2016). The project manager is the top of the project organization. Moreover, the main task of the project manager is defined as “to ensure that the project goal is achieved” (Tonnquist, 2016, p.36). Other managerial tasks executed by the project manager are organizing, planning, delegating, solving problems, handling conflicts, influencing others, communicating, involving and motivating. However, Sommerville et al. (2010) argues that the role of the project manager is unclear and hard to define. “What becomes clear from this research is that the definition of the actual roles [of the project manager] is vague and poorly defined” (Sommerville et al., 2010, p. 132). As Tonnquist (2016) provides a clear definition of the project manager, which is this study’s main focus, the troubles of defining the role identified by Sommerville et al. (2010) is a sign that this requires further discussion. Furthermore, Munns and Bjeirmi (1996) stated that a reason for project failure is assigning a non-suitable person as project manager. This is a sign of the importance of a project manager and it connects to Harrison and Lock (2016) who defines the project manager as the individual responsible for the success of a project and to achieve the decided goals. As both presented definitions (Tonnquist, 2016; Harrison and Lock, 2016) explains the role of a project manager similar, the study comes to the conclusion that the project manager is the role responsible for enabling the project to achieve its goals. However, as the study only focuses on what competencies are valued important for a project manager to have, the need for defining the tasks of a project manager is deemed irrelevant.

2.1.5 Project success
There are different ways of defining project success, and the term can have different meanings. Kerzner defines project success as “[...] the completion of an activity within the constraints of time, cost, and performance” (Kerzner, 2013, p. 7). The author adds that in order for a project to be successful any changes to the project scope must be accepted by the
customer who has to approve the final end product. The work of the project is not to disturb the workflow of the organization nor is it to change the corporate culture (Kerzner, 2013).

Another definition states that in addition to budget, quality and time one needs to add the stakeholder, exploitation and strategic aspects. The stakeholder aspect entails that it in order for a project to be successful, the stakeholders must be satisfied with the end result. This entails delivering the correct requirements to the customer as meeting the demands from other stakeholders. Furthermore, the exploitation aspect implies how the project is not successful until the end product have had the desired impact. A project must bring value to the company for it to be successful. This is met through the strategic aspect, where the project is to be suitable with the organization’s strategy and therefore help the organization reach its goals (Gemünden, 2015). There is a similarity in both Kerzner (2013) and Gemünden (2015) theories in how a project success is not only based on staying within the limits of time, costs and quality rather ensuring that the stakeholders requests are met, and the project is in line with the strategy and goals of the project. However, one can argue for the difficulty to measure these criteria, and that it therefore becomes problematic when deciding if a project succeeded or not. Nonetheless, Atkinson (1999) explains that there is a problem with measuring project success in how well the project met the criteria of time, budget and quality and that other criteria need to be taken into consideration for a project to be correctly evaluated. It is therefore seen as justified to use the definitions of Kerzner (2013) and Gemünden (2015) as their look on project success is accepted in multiple studies (Atkinson, 1999; Müller and Turner, 2007a).
2.2 Competencies

This section defines the term Competence and presents the chosen framework used in this study, a Framework for Leadership Competency. This is followed by a discussion of Competencies Connected to Project Success and Competencies Connected to Different Managerial Roles.

There are different views regarding whether competencies are a relevant part of project management. Studies have confirmed a positive relationship between certain competencies and project success (Müller and Turner, 2006; Geoghegan and Dulewicz, 2008). However, the project management field is not united concerning to what extent the competencies of a project manager affects the outcome of projects. Instead, the relationship between competencies and project success can be seen as more complex than one previously thought (Omorode et al., 2014) and that motivation is more important for project managers than having the right competencies (Baum et al., 2001). Nonetheless, if acknowledging that the project manager has a large responsibility in enabling the project to succeed (Harrison and Lock, 2016; Williams, 2005), the need for suitable competencies becomes evident (Maqbool et al. 2017; Turner and Müller, 2006).

2.2.1 Definition of Competencies

When defining the concept of competence, Crawford (2004) broke it down in pieces, and presented an integrated model of the components.

![Integrated model of Competence](Source: Crawford, 2004, p. 9)
The Business Dictionary defines competence as “A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations.” (Business Dictionary, 2018).

However, according to Boon and Van der Klink (2001) the definition of competencies can differ from one country to another, and from which perspective competencies are viewed. When looking at competencies from a knowledge intensive, technology related firm’s perspective, competencies are used to assess output and performance based on knowledge, responsibility and commitment (Boon and Van der Klink, 2001). This can be seen as related to the definition of Crawford (2004) as both of the definitions include knowledge and a connection to the individual employee, as said by Boon and Van der Klink (2001) responsibility and commitment. Nonetheless, Boon and Van der Klink (2001) fail to include the differences between knowledge, responsibility and commitment, and instead provides a more simplified definition of competencies. Crawford (2004), on the other hand explains how competencies are of different types, which all bring value to the employee. Therefore, the choice of definition of competence for this study is the one by Crawford (2004).

2.2.1 Competency-based Approach for Intelligence

Dulewicz and Higgs (2000) suggests a competence-based approach for the three types of intelligence: intellectual intelligence (IQ), emotional intelligence (EQ) and managerial intelligence (MQ). If regarded as a competence, rather than a type of intelligence, the three types can instead be viewed as abilities which can be developed and improved over time (Cooper, 1997; Fineman 1997; Steiner 1997, in Dulewicz and Higgs, 2000). Dulewicz and Higgs presents a competence-based scale for IQ, EQ and MQ that connects certain competencies to the three intelligences.

The identified competencies linked to EQ included the following competencies:

- **Sensitivity vs. achievement**: perceptive listening, sensitivity, flexibility and achievement-orientation.
- **Resilience**: stress-tolerance and resilience.
- **Influence and adaptability**: persuasiveness, negotiating and adaptability.
- **Decisiveness and assertiveness**: decisiveness and ascendancy.
- **Energy vs. integrity**: energy, impact and integrity.
- **Leadership**: motivating others and leadership.

The identified competencies linked to IQ included the following competencies:
- **Analysis and judgement**: information collection, problem analysis, numerical interpretation, judgement and detail consciousness.
- **Planning and organizing**: planning and organizing.
- **Strategic perspective**: helicopter, organizational awareness and external awareness.
- **Creativity and risk-taking**: creativity and risk-taking.

The identified competencies linked to MQ included the following competencies:

- **Supervision**: delegating, appraising and developing subordinates.
- **Oral communication**: oral expression and oral presentation.
- **Business sense vs. self-management**: business sense, self-management, reading and written communication.
- **Initiative and independence**: initiative, independence and tenacity.

(Seifwicz and Higgs 2000, p. 357)

When connecting competencies to the three types of competencies, IQ, EQ and MQ, the technical skills present in the definition of competency (Crawford, 2004) is not included. This could indicate that the framework describing the competencies of managers is not complete as it is lacking an important part to competencies. However, technical skills has not been connected to successful project managers, and instead the softer values, as the competencies presented by Dulewicz and Higgs (2000) has been proven to be of greater importance to a project manager (Pinto and Trailer, 1998). The classification of the competencies connected to intelligences will therefore be used as a base for finding a framework defining each of the competencies useful for a project managers.

### 2.2.2 Leadership Competency Framework

Dulewicz and Higgs (2004) further develop the concept of a competence-based approach for intelligence resulting in a Leadership Competency framework. The framework, LDQ, defines the 15 competencies related to IQ, MQ and EQ.

#### Emotional Competencies (EQ)

*Self-awareness*: Aware of one’s own feelings and able to recognize and control them.

*Emotional Resilience*: Capability for consistent performance in a range of situations. Retain focus on a course of action or need for results in the face of personal challenge or criticism.

*Intuitiveness*: Arrive at clear decisions and drive their implementation in the face of incomplete or ambiguous information by using both rational and “emotional” perceptions.

*Interpersonal Sensitivity*: Be aware of, and take account of, the needs and perceptions of others in arriving at decisions and proposing solutions to problems and challenges.
Influence: Capability to persuade others to change a viewpoint based on the understanding of their position and the recognition of the need to listen to this perspective and provide a rationale for change.

Motivation: Drive and energy to achieve clear results and make an impact.

Conscientiousness: Capability to display clear commitment to a course of action in the face of challenge and to match “words and deeds” in encouraging others to support the chosen direction.

Managerial Competencies (MQ)
Resource Management: Organizes resources and coordinates them efficiently and effectively. Establishes clear objectives. Converts long-term goals into action plans.

Engaging Communication: Engages others and wins their support through communication tailored for each audience. Is approachable and accessible.

Empowering: Gives direct reports autonomy and encourages them to take on challenges, to solve problems, and develop their own accountability.

Developing: Encourages others to take on ever more-demanding tasks, roles, and accountabilities. Develops others’ competencies and invests time and effort in coaching them.

Achieving: Shows an unwavering determination to achieve objectives and implement decisions.

Intellectual Competencies (IQ)
Critical Analysis and Judgment: Gathering relevant information from a wide range of sources, probing the facts, identifying advantages and disadvantages. Sound judgments and decision-making, awareness of the impact of any assumptions made.

Vision and Imagination: Imaginative and innovative. Having a clear vision of the future and foresee the impact of changes on implementation issues and business realities.

Strategic Perspective: Sees the wider issues and broader implications. Balances short- and long-term considerations and identifies opportunities and threats.

(Dulewicz and Higgs 2004, in Turner and Müller, 2006, p. n.p)

One can question if this framework for competencies are most suitable for this study. Medina and Medina (2014) presents a framework for how competencies can be used in order for the organization to benefit from them. Their framework consists of a model for how Human
Resource Management should be organized, and not for identifying the needed competencies. Ahadzie et al. (2008) argues for that in a competency framework for project managers both the contextual performance and the task performance should be presented. However, as previously mentioned studies have shown (Pinto and Trailer, 1998), technical skills, or tasks, are not connected to the success of a project manager, which is the reason for why the framework by Dulewicz and Higgs (2004) is used in this study as it provides a framework for concrete competencies related to leadership.

2.2.3 Competencies Connected to Project Success

The Project Management Institute requested Turner and Müller (2005) to conduct a literature review on research done of the project manager leadership style as a critical success factor for project success. The study found that general management theory emphasizes the importance of the leadership style. However, very little research had been done looking specifically on project managers’ leadership style and project success.

After the findings of the literature review Müller and Turner (2006) continued looking into this matter. The study used the 15 competencies to determine the leadership style of 400 managers. The study found that the project manager’s leadership style is connected to project success, and that different leadership styles are better fitted for certain projects. In different types of projects, such as information system projects, engineering projects, organizational change projects, different competencies were correlated to project success, and therefore the conclusion was that different types of leadership competencies is appropriate to for different types of projects (Müller and Turner, 2006).

A study by Geoghegan and Dulewicz (2008) also examined the relationship between project success and the three types of leadership competencies: managerial competencies, social/emotional competencies and intellectual competencies according the definition by Dulewicz and Higgs (2004). The study found that the relationship between managerial competencies and project success was highly significant, and that managerial competencies was the factor that contributed the most to project success. The emotional competence is also of importance since the variation in performance, of both the staff and managers, can be explained by it. The competencies positively correlated to project success was for the IQ dimension: critical analysis, the MQ dimension: empowering, developing and managing resources and for the EQ dimensions: self-awareness, sensitivity, influencing and motivating. Moreover, the authors recommend companies to have managerial training with focus on developing the competencies that can be linked to project success (Geoghegan and Dulewicz, 2008).
The studies presented above show that the competencies of a project manager can be linked to project success (Geoghegan and Dulewicz, 2008; Müller and Turner, 2006). However, the competencies connected to project success cannot be generalized. Müller and Turner (2006), concluded that there is no best leadership style fitted for all types of projects, instead different leadership styles for project managers are appropriate for different types of projects.

A possible critique for the studies linking the competencies to project success is that the competencies might not the only thing contributing to the success. According to Engwall, many factors contributing to project success. Researchers tend to focus on the “lonely project”, analyzing only the internal factors of a project without analyzing it with its context. Instead, Engwall means that there is a need to see the project as organizationally embedded and dependent of history (Engwall, 2003). Moreover, the importance of project success varies in projects depending on industries, project complexity and manager traits (Turner and Müller, 2007b).

This study is not linking the competencies to project success. However, when discussing the relevance of having these competencies in the role as a project manager, it is important to have in mind that there are other factors contributing to project success as well that the importance of project success varies for different projects.

2.2.4 Competencies Connected to Different Managerial Roles

Turner, Müller and Dulewicz (2009) found a difference in successful competency profiles for project managers and line managers. The authors used the LDQ to examine if there were a difference in competency profiles for successful project managers compared to line managers. The study got 414 answers, where the majority came from the western world. The difference found in leadership profiles of project managers and line managers was that project managers scored higher on critical analysis and judgment, sensitivity and conscientiousness while scoring lower in engaging communication and developing. Moreover, the study found that project managers who scored higher on 14 out of 15 competencies were more successful project managers than those who scored lower. The one not correlated competence was intuitiveness. The authors, therefore recommend considering the competencies before assigning a project manager. Limitations of the study is according to the authors the generalizability of the results, since the majority of the respondents were from North America and 66% were males. The study also used a self-assessment for the performance measurement, which makes it difficult to correlate competencies to success (Turner et al., 2009).
If there is a difference found in how the 15 competencies are valued by line managers and project managers, the findings of Turner et al., (2009) can be used to explain the variation. Moreover, the study suggests that 14 of the 15 competencies are important for successful project managers, and therefore interesting to see how these competencies are valued and described qualitatively.

One can argue for the need to find other important competencies that are more relevant for the studied organization. However, the work of identifying competencies is demanding, and an organization usually have to choose between doing it thoroughly, and time-consuming, or hurried, and therefore not as detailed (Dubois, 2004). Because of this issue, the study finds it suitable to take advantage of a pre-existing framework.


2.3 Human Resource Management

This section discusses Human Resource Management, and the concept of Competency-based Human Resource Management, with a focus on Performance Management and Training and Development.

Bratton and Gold, defines Human Resource Management, HRM as: “a strategic approach to managing employment relations which emphasizes that leveraging people's capabilities and commitment is critical to achieving sustainable competitive advantages or superior public service. This is accomplished through a distinctive set of integrated employment policies, programmes and practices, embedded in an organizational and societal context” (Bratton and Gold, 2017 p.5). Moreover, HRM has the purpose to help organizations and companies to “find, keep, and develop human beings in order to achieve results” (Dubois, 2004, n.p). Furthermore, Fitz-enz (2000) describes HRM as “The key to sustaining a profitable company or a healthy economy is the productivity of the workforce, our human capital” (Fitz-enz, 2000, p. 1). HRM therefore has the purpose of focusing on helping the employees of an organization to grow and develop in order to meet the organizational goal (Dubois, 2004). However, there are disadvantages with using standards on how to act as it may result in the organization becoming too inflexible and banal (Armstrong and Taylor, 2014). Nonetheless, the benefits from having a HRM system can be said to be greater than the risk of becoming too strict, and the need for HRM in projects is confirmed (Bredin and Söderlund, 2011).

2.3.1 HR-quadriad

According to Bredin and Söderlund (2011), the HRM processes in a project should involve and integrate the project workers, the project manager, the line manager and the HR specialist for the processes to reach their full potential. However, what responsibility the different roles should take on is depending on the project, namely if the project work is fragmented or focused, and if the project is using intra- or inter-functional project work. In the case of intra-functional project work, the line manager is the role with the most HR-responsibility as he or she is the project workers closest manager. For this to work, support from a HR-specialist is needed. However, the focus of the study is to understand how the responsibilities of HR should be divided in order for the project workers to be able to grow in their work (Bredin and Söderlund, 2011). This is an important aspect to study as the ownership of HR responsibility becomes difficult to trace when working in projects and the project workers have multiple managers. This study will look at the HRM practices at the chosen organization to see how the processes are handled.
### 2.3.2 Competency-based Human Resource Management

For an organization to reach its goal using HRM, it can address either the actual output, the work the employees are doing, or the input and wanted output. The latter is included in Competency-based HRM. This is entails viewing competencies as a key factor when deciding on how the HRM of a company should be organized. By connecting individuals’ competencies to certain roles and goals of the company, an organization can easier benefit from its employees and thereby achieve the goals (Dubois, 2004). Furthermore, Dubois (2004) states that connecting competencies to HR bring value to the company and that “*the value of using competencies to help meet business needs cannot be overemphasized*” (Dubois, 2004, n.p). This further indicates the need for competency-based HRM. The connection between competency management and HRM practices is again determined by Medina and Medina (2014) who defines the systems as **Selection, Training and development, Performance measurement** and **Internal promotion**. These systems have also been described by Özçelik and Ferman (2006), who uses different definitions for the practices, which are presented below:

- **Selection** entails how employees are hired based on their competencies in order to close the gap of competencies which have previously been identified.
- **Training and development** means how the gap of competencies is closed by further train and develop the existing personnel.
- **Performance management** connects certain competencies to work performance. This is done by identifying the “*what*” and “*how*” in the employee’s work. This includes evaluating how well the objective is met (what) and the method of reaching the goal (how).
- **Compensation management** bases the compensation to an employee on its competencies. This provides a fair compensation strategy as it makes a distinction between different roles within a company based on the level of difficulty the job entails.
- **Career planning** describes how different competencies can be connected to certain positions within a company. This can be used when mapping out careers, as an employee becomes aware of its future possibilities.

(Özçelik and Ferman, 2006)

Previous research has concluded a relationship between competencies and project success (Geoghegan and Dulewicz, 2008; Müller and Turner, 2006), and the competencies’ importance is thereby determined. Because of this, it is important to map the competencies present in a project manager to be able to see what needs to be improved. Furthermore, Medina and Medina (2014) established the connection between competence management
and HRM. By assessing the current supply of competencies, a company can focus on attaining the needed resources by further develop and train their employees.

### 2.3.3 Performance Management

As a part of HRM, Performance Management refers to “the interconnected practices designed to ensure that a person’s overall capabilities and potential are appraised, so that relevant goals can be set for the work and development, and so that, through assessment, data on work behavior and performance can be collected and reviewed.” (Strebler et al., 1997, in Bratton and Gold, 2017, p. 186).

Bratton and Gold (2017) illustrates the integrated process of Performance Management System, a recreation is presented below in Figure 2.

![Figure 2 The Performance Management Cycle (Source: Bratton and Gold, 2017, p. 192)](image)

The Performance Management Cycle consists of a personal development plan for the employee, followed up with reviews during the year together with appraisals. The Performance Management Cycle has the purpose of developing, by identifying needs, opportunities and planning action, and controlling, an administrative purpose of tracking the development of an employees which is a basis for pay and promotion (Bratton and Gold, 2017). According to Spencer and Spencer, Performance Management can be competency-
based, assessing the “how” of performance, with a focus on competence as well as performance-based, assessing the “what” of performance, with a focus on results (Spencer and Spencer, 1993). As mentioned above, competencies add value to as it enables the organization to assess which competencies are needed to achieve the set goal, and how the organization will act in order to do so. However, one can choose to focus on the outcome of performance and use it to measure how the outcome changes after alteration in the organization. Nonetheless, this is not without disadvantages, and it can be difficult to manage and analyze the measurements correctly (Heinrich, 2002). As previously mentioned, a positive relationship between certain competencies and project success can be seen (Turner and Müller, 2007a) which emphasizes on the need of being aware of the competencies in HRM.

Included in the Performance Review is performance appraisal, a tool to use to effectively increase organizational and project performance. By assessing an employee’s behavior, the manager is able to communicate the strengths and weaknesses of the performance, the value of the organization is likely to increase. However, there are some negative effects of implementing a performance appraisal system, as managers may find the task of evaluating one’s employees difficult and stressful (Jordan, 2009). Moreover, performance appraisal have many outspoken benefits, such as identifying training and development opportunities, managing careers and counselling (Bratton and Gold, 2017). When having identified a competency gap, training and development can be used to close it. By knowing which competencies are valued and how these can be developed, an organization can avoid future issues by training and develop the competencies needed in the employees (Draganidis and Mentzas, 2006). According to Özçelik and Ferman (2006), competencies play a big part in HRM, and is a useful tool when planning and evaluating personnel. Özçelik and Ferman states that “Competency-based training development system helped employees focus on their goals, skills, and behaviors, so the greatest impact on performance would be achieved” (Özçelik and Ferman, 2006, pp. 81-82).

2.3.4 Approaches for Rating Performance

For competency-based training and development to be able to take place, the competency gap needs to be identified. To do so, the competencies available at the organization must be mapped. Different methods for rating performance have been developed and it is done by classifying inputs, outputs, results and behaviors. By rating the behavior of an employees, it is possible to find aspects in the behavior that needs improvement and development. There are two types of rating scales for an employee’s behavior, Behavior-anchored Rating Scales (BARs), and Behavior Observation Scales (BOSs), whereas the biggest difference is that BARs is an evaluation of a behavior, while BOSs provides a rating of the frequency of a
observed behavior. The rating in a BARs is a scale rating performance from Excellent to Unacceptable, while in a BOSs the scale rates behaviors with Always to Never (Bratton and Gold, 2017). Ohland et al. (2012) shows that BARs are an effective tool to use for self-assessment and peer evaluation, as it makes it easy to find a practical solution to the potential problem. However, there are problems with analyzing the data, as the study showed that the whole scale was not used in the evaluation, making it difficult to draw accurate conclusions. Nonetheless, the rating of oneself and one’s peers is likely to bring awareness to the factors being evaluated, and making the person using the tool motivated to change its behavior to the better without any formal actions having to be done (Ohland et al, 2012).
3. Methodology

This chapter presents the chosen methodology of this study. The chapter also includes quality criteria and ethical considerations. The chosen research philosophy is a constructivist and interpretivist view, with an abductive research approach and a case study as the choice of research strategy. The study is carried out with a qualitative research method and with semi-structured interviews as data collection. Furthermore, the choice of the energy company as a case was for purposive and convenience reasons, and the sample of the interviewees was made with a snowball sample.

3.1 Research Philosophy

When deciding on methodology one must first decide from what perspective the study should view reality, so called ontology (Jacobsen, 2002). The two perspectives referred to in social science are called objectivism and constructivism. An objectivistic view perceives the world as based on structures and rules, and procedures are executed based on standards. Objectivism advocates only one reality, independent from social norms and actions. A constructivist view on the other hand, indicates a perception that the social norms are social products that could be changed over time. There is no right way to perceive the world and the knowledge about our reality will never be complete (Bryman and Bell, 2015). The constructivistical view is seen as suitable for this study as the view on competence is different depending on each individual and the context it is in. How a line manager and a project manager value competencies, is depending on the individual and the organizations, and the result of the study is likely to change if it was to be set in a different context.

The epistemological view explains how the study regards knowledge and what knowledge is acceptable. The main issue concerns whether not social studies can rely on existing theories as natural science. If so, the positivism epistemology is suitable which state that knowledge is based on proven theories and that it has been conducted in an objective way. However, the contrasting epistemology is interpretivism which emphasizes on understanding the human behavior rather than explaining it (Bryman and Bell, 2015). Furthermore, it generates knowledge through the understanding of said social contexts (Bryman, 2011). As the study aims to let individuals value project managers’ competencies based on their own opinions and experiences, the knowledge is dependent on the context. Hence why an interpretivist view is appropriate.
3.2 Research Approach

The relationship between theory and research is dependent on the research approach. Bryman and Bell (2015) describe the role of theory based on two approaches: deductive and inductive. The deductive approach stresses the importance of a deduced hypothesis on which the data is collected and tested. “Theory and the hypotheses deduces come first and drive the process of gathering data” (Bryman and Bell, 2015, p. 23). The inductive research approach acts as a contradiction to the deductive approach. Instead of basing the research on theory, an inductive approach fits appropriate theories into the already gathered data and research. By doing so, the findings are allowed to speak for themselves (Bryman and Bell, 2015). The inductive research allows a study to create theory, yet for this to be achieved the data gathering must be extensive. This study strives to understand how the respondents value competencies and the thoughts leading them to that decision. Because of this, the study need to be based on an open-mindedness which comes from using an inductive research approach. However, the found research gap was found by doing a literature review and because of this, the research question and problem statement are based on theory. This would indicate a deductive approach being suitable for the study. To combine the advantages from the two approaches as well limiting the disadvantages, an abductive approach is found to be fitting. By using the abductive approach, the study is able to compare its empirical results with existing theories and add to them (ibid). This is suitable as definitions of competencies, IQ, EQ and MQ are deduced from existing theories, but no hypothesis is determined. Instead, the findings are expected to answer how line managers and project managers in the chosen organization value these competencies and find a connection between them on which a new framework is based.

3.3 Research Strategy

The case study research strategy enables a study to explore a certain phenomenon in a specific situation by looking at a problem from multiple angles and by using different sources of information within the context (Baxter and Jack, 2008). This study interviews four project managers and one line manager at an energy company. As the project managers and the line manager have experience from several projects, the gathered data can be seen as coming from different angles, all with the same situation in mind. Yin (2006) emphasizes on the importance of defining the case, the units of analysis, and the context in which the case is found. This study defines the projects at the energy company as the case, and the organization as the context. The people participating in the study are viewed as the units of analysis. The projects at the energy company, and the organization of the company, is viewed as a typical case. The typical case represents, according to Bryman and Bell (2015) an exemplification of an everyday form of organization. Furthermore, a certain division of the energy company is
chosen, and the chosen plant regularly works with projects. This indicates that the valuing of project managers’ competencies occurs regularly both on a formal and informal level. Because of this, the study assumes that the projects explored in this study are typical for the Swedish energy company and therefore are relevant for the research.

3.4 Research Method

There is a major distinction between a quantitative and a qualitative research design where the former emphasizes on quantification and measurables. The latter, the qualitative research design, give priority to words instead of quantificational numbers. As the study explores how individuals value competencies for a project manager and how they motivate their decision, a qualitative strategy is suitable. This is further motivated by how the study is based on a deeper understanding for how the competencies are valued. To be able to answer this, data with thick descriptions was gathered where the interviewees discussed their experiences and personal beliefs concerning competencies. The design is coherent with the chosen epistemology and research approach which further motivates the choice of a qualitative strategy (Bryman and Bell, 2015). The study further decides on a naturalistic view which is defined by Gubrium and Holstein as it “seeks to understand social reality in its own terms [...] provides rich descriptions of people and interaction in natural settings.” (1997, in Bryman and Bell, 2015, p. 393). As the study explores how individuals connected to the project informally value competencies of a project manager and relate this to formal management systems the naturalistic view is found suitable. A problem arising when choosing naturalism is its derivation from the interpretivist epistemology as it is likening the human being with natural science and not as a social construct (Bryman and Bell, 2015). However, as the research questions are deduced from theories about competencies, the study has an abductive research approach which further facilitates this decision.

Moreover, the decision of choosing a qualitative method could be questioned. As with every method, the qualitative method has been met with some critique. The problems mentioned in Bryman and Bell (2015) are the following: qualitative research is too subjective, difficult to replicate, problems of generalization and lack of transparency. As the study intends to look at how the competencies of project managers are valued, a qualitative method enables the study to understand the reasoning behind the valuing in a way that is not possible by measuring. Instead the focus is on words and motivations about the decision. Therefore, the study argues that the benefit from a qualitative method outweigh the disadvantages.
3.5 Sampling

3.5.1 Sampling of the Case
When choosing an appropriate case, a convenience sampling is done. However, the sampling is also purposive as the organization was chosen both based on the researchers’ access to it as well as the relevance. When using a convenience sample, it is important to be aware of it might affect the result of the study. It is possible that the chosen case does not represent the phenomenon correctly and that other organizations are more suitable (Bryman and Bell, 2015). However, as the energy company has a long experience as an energy producer and working in projects, the risk that the sample do not represent the population of project managers is seen as limited. Furthermore, as the study is mainly limited in time, finding a case rather quickly is of great importance. This lead to the choosing of the case, which is seen as appropriate for this study.

3.5.2 Sampling of the Interviewees
Two sampling methods was used when finding suitable participants to interview, both a purposive sampling and snowball sampling. The study first uses a purposive heterogeneous sampling, choosing the interviewees based on their relevance for the study as a line manager and project managers. This sampling strategy increases the generalizability of the study as it provides a confirmation if a phenomenon is reoccurring (Robinson, 2013). To gain further access to the chosen organization, snowball sampling was used. The snowball sampling entails reaching out to an initial contact person at the company who later help the study find appropriate participants (Bryman and Bell, 2015). A problem mentioned with the snowball sampling method is that it is misrepresentative of the population. However, when the snowball method is fitting it is often hard to define the population (ibid). As the chosen organization often work with projects, and the authors’ access is limited, the method is deemed suitable. The two sampling methods are motivated by how they provide easier access to the organization as well as a higher participation rate together with a relevant sample for the research question. To first come in contact with a relevant company, the authors used their personal network and found the key informant. This led the study to a HR specialist at the energy company. Through her knowledge about the company, the authors came in contact with a line manager responsible for several projects. The line manager was first contacted by telephone to ask for his willingness to participate, but later communication was done through email. With the help of the line manager, the study got in contact with four project managers by email. When scheduling the interviews, the researcher was unable to meet with one project manager. Instead, the researchers was able to, on short notice, meet with another project manager. This does not affect the sampling, as the project managers
were not chosen based on any criteria other than their title as project manager. The key informant was intended to be interviewed, however another HR specialist had a greater knowledge concerning how competencies was used in HRM the company, and the key informant therefore helped the researcher get in contact with her.

To clarify the use of the snowball sampling method, the process is illustrated below in Figure 3.

![Figure 3 An illustration of the snowball sampling.](image)

Six semi-structured interviews were conducted as a part of this study, which according to Kvale and Brinkmann (2009) is a sufficient number of interviews for an interview study. Nonetheless, setting a limit for the number of interviews beforehand can be questioned. Instead, data collection should continue until data saturation, meaning when no new information is arising (Bryman and Bell, 2015). As this study is strictly limited in time, having the goal to perform interviews until data saturation is met is found unattainable. Instead, the number of interviews was decided beforehand and the amount could be argued for as enough. Moreover, by interviewing four project managers and one line manager, the study is able to make comparisons between the interviewees’ answer. However, the generalizability decreases as only one line manager is interviewed. The number of interviews was also determined by how many project managers had time to participate and the study’s limitation in time.
By looking at how managers at different operational levels in a project value the 15 competencies, the study aims to answer the research question how the competencies are valued on different levels of the project organization. Furthermore, the interviewed line manager and project managers also answer how competencies are used in the evaluation of project manager. This is also answered by the HR specialist who describe if and how the corporation uses competencies in human resource management.

3.6 Data Collection

To collect the data, interviews was conducted. As the study aims to understand how people involved in a project at the company value competencies belonging to the project manager, the data must provide a deeper understanding. To reach this level of understanding, interviews was found appropriative. In comparison to ethnography and observations, interviews provides the study with a more time efficient research method. Previously mentioned, the study uses a qualitative case study for which interviews are suitable (Bryman and Bell, 2015). Moreover, as said by Bryman and Bell “no single interview stands alone” (2015, p. 479) multiple interviews can be connected to each other and thereby provide the study with a bigger picture of the subject. By interviewing multiple people on different levels in relation to the project manager, the study can answer how these people value competencies by comparing the interviews with each other. This course of actions would also be possible by performing observation looking at the case (Bryman and Bell, 2015). However, due to the limitation of this study, mainly in time, this was not feasible. To fully understand the participants’ answers, a phenomenological perspective was used. According to Bryman and Bell, this allows the researchers to see “through the eye of the people being studied” (2015, p. 404) which is in line with the interpretivist epistemology mentioned above (ibid). This further facilitates getting a deeper understanding of how the competencies of project managers are valued and how it differs from formal HR tools.

The study uses semi-structured interviews. When doing qualitative interviews, the interviews can be either unstructured or semi-structured (Bryman and Bell, 2015). As the study has an abductive research approach and therefore deduces its research purpose from theories, semi-structured interviews was found appropriate. The semi-structured interview enables the study to use pre-determined questions in order to steer the interview in the wished direction. However, the questions can be altered during the interview and is still considered flexible (ibid). As the study aims to compare the answers from the different interviews, the questions must be similar. Because of this, each interview followed the interview guide. During the
interviews, based on previous answers, follow-up questions were asked which individualized each interview.

Previous to the interviews, the interviewees were contacted by email and informed about the topic of the interview and study. Information regarding the ethical aspects was sent out in order for the participants to fully understand their rights. The questions were not given to the participants beforehand, as the study aimed to get intuitive answers.

Five of the six interviews were done in person and one-by-one. There are several benefits of doing interviews in person rather than by example telephone. One is that interviews by telephone is less likely to be longer than 25 minutes (Bryman and Bell, 2015). As this study focuses on a smaller amount of more detailed interviews, with a timeframe of approximately 60 minutes, telephone interviews could be seen as unsuitable. However, by doing telephone interviews more interviews could be held which would increase the validation in the comparison between answers (ibid). Nonetheless, the authors’ access to the organization was limited and the numbers of interviews held are the number of people that could be contacted. Interviewees are also more likely to answer questions of a more sensitive matter (ibid). This could be applicable to the study as it asks the participants to value competencies that could be relevant to their superior. When interviewing the HR specialist, the researchers were unable to meet with the interviewee. Instead, the interview is done by telephone. However, as she was not asked to value the 15 competencies and instead discuss how the company uses competencies in HRM, the risk of losing sensitive information is seen as not relevant.

To facilitate the process of talking about the 15 competencies, cards with all of the competencies and the definitions of them were handed to the interviewee. The interviewees were asked to rank the competencies in any way they want to. They only instruction was to place the competencies in the order the interviewees find them important for a project manager, but they were free to for example place them in an order 1-15, or in categories of more important or less important. They were not given any specific instructions. During this process, the interviewees were told to motivate the decisions and explain them more in-depth. The reason for using the cards was to better explain to the interviewee what the study entails as well as allow them to talk more freely while organizing the cards. This method was used for the interviews with the project managers and the line manager. The information on the cards were based on the simplified definitions by Dulewicz and Higgs (2004, in Turner and Müller, 2006). The original definitions by Dulewicz and Higgs (2004) can be found in appendix C. A Swedish translation was provided when the participant asks for it. The 15 cards used in the interviews are displayed on the next page.
Figure 4 Cards used in the interviews.

The two authors of the study were both active during the interviews. This gave the interview a more informal atmosphere, letting the interviewee relax and thereby answer more freely. Two interviewers also enabled one to take more thorough notes and observe the conversation. Moreover, multiple interviewers contribute to relevant follow-up questions on aspects the other interviewer could have missed (Bryman and Bell, 2015). However, a problem arising when having two interviewers is the risk of them not being sensitive and respecting of each other (ibid). This was avoided by the researchers discussing who was going to be responsible for taking the lead beforehand. One researcher took the role of leading the interview and asked the pre-formulated questions. The second interviewer was responsible for explaining the ethical considerations to the interviewee, the participants’ right to terminate the interview at any time and asking if he or she allows the interview to be recorded. The interviewer was also responsible for photographing the organized competency cards as well as stopping the recording.

As previously mentioned, the interviewees were asked if they were fine with the interview being recorded, and all of them were. According to Bryman and Bell (2015), recording the interview allows the researchers to listen to the interviewee without the distraction of having to take precise notes. A recording also means that the interview can be analyzed multiple times, without the memory of the interview being affected. Moreover, the recording helps the authors remember the interview and minimizing the risks that data is influenced by the
values of the researches. However, it is important to make sure the recording is of high quality and functioning beforehand (Bryman and Bell, 2015). The recording device was tested before the interview took place and in the same location to ensure that there were no background noises disturbing the recording. Moreover, according to Bryman and Bell (2015) it is hard to predict how the interviewees react when faced to a recorder (ibid). However, this was not a problem in this study, and all of the interviewee’s talked freely knowing they were recorded.

A problem occurring when doing interview-based research is whether or not to transcribe the material. Transcription is an efficient method when getting acquainted with the material and facilitates analysis. However, it is very time-consuming and one hour of interview can take six hours to transcribe for the novice researcher. For this issue to be solved, a professional transcriber can be hired (Bryman and Bell, 2015). Due to the limited time and resources of this study, this is deemed unattainable. Instead of transcribing all parts of the interviews, they are written into a summarized text. Furthermore, certain parts found most relevant to the purpose of the study are transcribed.

The study faces a problem with translation. The interviewees are all Swedish all the interviews were therefore held in Swedish. However, the study is written in English and the concepts found in the literature review is also English. To overcome this problem, the interview questions were in Swedish but the cards with different competencies were in English. This could cause a translation problem if the participants do not understand the cards or misinterpret them. However, by not translating the competencies, the study avoids the problem of mistranslation. To use Swedish during the interview allows the participants to talk more easily and feel comfortable in the situation.

3.7 Data Analysis

Bryman and Bell point out that an important step in the analysis of the gathered data is data reduction, when the data is compiled into categories and redundant data is removed (Bryman and Bell, 2014). As the study uses a qualitative method, interviewing the participants, a large amount of data was generated, therefore data reduction is needed. As previously mentioned, the recorded interviews are summarized and partly transcribed, including only the relevant parts to the study. To analyze the data the interviews were compiled, structured by theory. The study uses thematic analysis which according to Ryan and Bernard looks for themes visible in the data. One way of finding themes is by looking for repetitions used by the interviewees as well as similarities and differences (Ryan and Bernard, 2003). The process of thematic analysis includes coding of the data, where the researches interprets the data. By coding the data, patterns in the data can be identified and interpreted. However, there are
limitations to coding the data, as the study can lose the context of the study and instead focus on small details, such as specific words and phrases. This can lead to an incorrect understanding of the data (Bryman and Bell, 2015). The researchers of this study focus mainly on themes instead of coding the material and this allows the data to speak for itself. By reading the summarized and transcribed interviews, relevant themes were identified and the parts where the themes were current were chosen to be analyzed. Instead of summarizing the data in structured tables, the data was analyzed simultaneously as writing the analysis chapter. This allows the researchers to have an open mind and easily alter the themes when new relevant evidence is found. However, this is not without liabilities. By placing the data into tables based on the chosen themes, the researcher is able to get an overlook over the gathered data and at the same time provide transparency to readers. As this study is limited primarily in time, this is assessed to be irrelevant.

3.8 Quality Criteria

When doing business research, aspects related to quality must be regarded and evaluated. In order to assure that the study and the data is of high quality, Bryman and Bell (2015) suggest looking at reliability and validity.

Reliability describes if the result of a study can be repeatable. This means that future studies should be able to present similar findings showing that the result is reliable and repetitive (ibid). This study is based on a case study of a single energy company, indicating that the result may be specific for that organization. To increase reliability, multiple organizations should be studied. Furthermore, the strict time limits the study to only one organization. However, the reliability increases as five employees are interviewed, meaning that the results can be compared, and conclusions drawn from that.

Validity relates to how well the study measures what it intended to study (Bryman and Bell, 2015). This qualitative, interview-based study lets the participants answer freely to open questions without providing alternatives. Therefore, it is hard to determine if the study reaches a high validity. Nonetheless, the semi-structured interview questions are based on theories and concepts found in the literature review and the interviewees are steered in the right direction during the interview. The answers are therefore relevant to the study. In order to increase the validity, chosen theories are prominent in the analysis and discussion. Based on this, the validity of the study is deemed reasonable.

Bryman and Bell (2015) mentions a problem when analyzing the quality concepts used above for qualitative studies. As they are primarily based on quantitative studies, they can be hard
to adapt to this study. The use of a case indicates that the study phenomenon can be found in the specific location or organization and not in every situation similar to the case (ibid). It is therefore hard to analyze the quality of this study, which is both qualitative and a case study, with these criteria. Instead, Lincoln & Guba (1994, in Bryman and Bell 2011) suggests two criteria needed to be fulfilled in qualitative research, trustworthiness and authenticity. The criteria authenticity refers to if the result of the study accurately portrays the situation. The criteria trustworthiness consists of four components: credibility, transferability, dependability and confirmability.

According to Bryman and Bell, two ways of ensuring credibility is by doing triangulation or by asking the respondents to validate the collected data. Credibility ensures that the result of the empirical study show the right picture (2011). To achieve this quality criteria, the transcribed interviews are sent out to the participants, to confirm that the information is correct. Information found incorrect in the transcriptions is changed after the participants’ requests.

To achieve transferability, Geertz (1973, in Bryman and Bell 2011) recommends doing ‘thick descriptions’ of studied phenomena, so that the result, or part of the results, of the study can be transferred to and applied in other contexts. As the study aims to answer how competencies are valued in a Swedish energy company, and to build a framework based on the descriptions and valuation of the competencies, the answers are directly related to the organization. This is further implied as the participants has a long history of working in the organization, making the result hard to generalize to other contexts. However, the thick descriptions of the interviews allows the findings to be transferred to other situations. It is likely that the results are transferable to other companies in a similar culture, within the same industry, and with the same type of project work.

According to Bryman and Bell, dependability means to ensure that the research has been conducted in a correct and trustworthy way, the process is described and explained thoroughly. This enables and opens up for peer review, for other researchers to do auditing and to take a look at the choice of procedures and how they have been executed (2011). To ensure dependability, all sections of this study are part of a peer review during the time the report is written and after all parts are completed.

Another criteria is according to Bryman and Bell confirmability. Even though it is hard to achieve full objectiveness when doing qualitative research, the research and study is not affected by the author’s personal view (Bryman and Bell, 2011). The interviewers have this in mind when doing the interviews in order to not affect the interview questions and later the
analysis. However, one must be aware of interviewee bias, as the participants risk answering in line with their employer.

Furthermore, when analyzing the quality aspect of the study one must have the translation issue in mind. Xian (2008) argues that the linguistic concerns is the first problem derived from translation between two languages. It entails that one language may contain words not existing in the other languages. Because of this, certain words are hard to correctly translate. This is noticeable when translating the competencies used in this study. Instead, the authors decide to not translate important concepts to avoid this problem. However, there is an uncertainty that the participants interpret them in the same way, making it difficult to compare the interviews with each other. However, this risk is minimized by the participants discussing the meaning of a certain competency with the interviewers who thereby understand the participants’ apprehension and uses this in the analysis. Moreover, Xian (2008) mentions a socio-cultural problem. This refers to how certain words have different meanings in different languages based on cultural aspects. When analyzing the data, this problem is taken into account and the sayings are not directly translated rather the underlying idea. As the authors are fluent in both languages, and native in Swedish, the problem’s extent is decreased. The third common problem according to Xian (2008) is how the translators of a text lets the culture of a text affect the translation. As this study is written by two authors, the translations are done together to minimize this risk.

3.9 Ethical Considerations

According to Bryman and Bell (2015), a business research study needs to take ethical principles into considerations. These principles include harm to participants, lack of informed consent, invasion of privacy and deception (Bryman and Bell, 2015, p. 134).

Harm to participants includes different types of harm, such as physical, psychological or harm to future employment (Bryman and Bell, 2015). It is therefore important to reason around these matters when planning the study. In the beginning of each interview the ethical considerations are described to the interview (see appendix B). To protect the participants, the study removes all names of the interviewees. One interviewee also requested that the name of the company would be removed, hence why the study never mentions the name of the organization studied.

Lack of informed consent refers to the risk of not informing the participants of the purpose of the study and its consequences. To prevent this implication, it is of utmost importance to inform the participants about the study and to verify their understanding (Bryman and Bell,
Because of this, the participants are informed about the study when they are asked to participate as well as before the interview. The interviewees are informed about the right to, at any time, not answer a question or terminate their participation.

Invasion of privacy relates to the right to be anonymous (Bryman and Bell, 2015). This is met by removing the name of both the interviewees and organization. The interviews are recorded, which is approved beforehand by the interviewees. The recordings are not shared with anybody outside the study and deleted when the study is finished.

Deception refers to when the participants are wrongly informed about the study’s aim (Bryman and Bell, 2015). This is avoided by informing the participants about the correct purpose of the study and for what the results will be used for. Moreover, the results is only be used for the intended purpose.
4 Empirical Data

This chapter presents the empirical data conducted through interviews. The interviews were first written into a summarized version, partly transcribed, including only the relevant parts to this study. The empirical data was then compiled and structured by theory. This section presents the empirical data structured by theory. The chapter starts with a section of Background of the Case, including Types of Project Work, Project Roles and Human Resource Management. The second part of this chapter presents the Valuation of the 15 Competencies. The section also includes the interviewee’s Definition of a Successful Project and Definition of a Successful Project Manager.

4.1 Background of the Case

The interviewed project managers and project workers are all involved in different projects at the energy company. Interviewee E, the line manager, is responsible for all projects in the project department. The projects are described to be of various sizes, the largest with a budget of 90 MSEK, according to the line manager. For project bigger than this, there is a separate department within the same company, on an international level. However, Interviewee E believes that “the budget cannot speak for the project; its substance, the complexity and requirements on both the organization and project manager differ regardless of the budget”. The number of project workers also varies depending on each project, from one single project member to bigger projects with a large supporting staff working together with the core project group.

According to all of the interviews, project members mostly work in multiple projects at the same time. Interviewee E, the line manager, believed the employees to be working in 2-5 projects at the same time. Some project members can work as project managers in other projects and as specialists in others. Only a few project members work in one singular project, and this situation is often limited in time. The project workers are co-located with the line, and not with the project group. However, some job assignment and meeting are done together with the project group (Interviewee E).

The project manager is usually the same during the whole project, which is confirmed by all interviewees. Interviewee A and Interviewee B, both project managers, have been part of their projects since the start of them. However, the line manager mentions that sometimes different project managers can be responsible for different stage, e.g. initial stage and operational stage, of a project. He states: “Throughout the different stages, it is possible to
change the project manager. This is not common for our division of the company, where the project manager is responsible for the project from the pre-study to the closure phase. It happens that a different project manager is responsible for the initiating investigation. Thereafter, when the project starts to form, the permanent project manager is appointed.” (Interviewee E)

Table 1 Information about the interviewees and their current projects.

<table>
<thead>
<tr>
<th></th>
<th>Interviewee A</th>
<th>Interviewee B</th>
<th>Interviewee C</th>
<th>Interviewee D</th>
</tr>
</thead>
<tbody>
<tr>
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<td>15 years</td>
<td>15 years</td>
<td>33 years</td>
</tr>
<tr>
<td>Budget of current project</td>
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<td>30 MSEK</td>
<td>200 MSEK</td>
<td>Unknown to the interviewee</td>
</tr>
<tr>
<td>Timeframe of current project</td>
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<td>4 years</td>
<td>4 years</td>
<td>Unknown to the interviewee</td>
</tr>
<tr>
<td>Number of members in the project group</td>
<td>10 project workers</td>
<td>10 project workers</td>
<td>30 project workers</td>
<td>5 project workers</td>
</tr>
</tbody>
</table>
4.2 Projects

4.2.1 Types of Projects

Questions were asked about the projects they are working in currently to give a background and to understand the context in which the four employees are working in right now and to get a deeper understanding. All interviewees were asked about four factors defining the project type: the complexity, the culture, the strategic importance and the contract type.

Projects at the studied company has different levels of international aspects, with a range of not having any international aspects, to executing projects owned by organizations in other countries. Interviewee F, the line manager says, “It is sometimes hard to communicate with foreign contractors [...] This is important for the project manager to handle, as the working environment must be secure, and communication is an important factor when ensuring this.” Moreover, Interviewee D believes that “Projects that has international aspects are more complex. There can be some cultural differences that makes the work difficult sometimes”.

Some projects at the company are described to be of strategic importance while others are not. Interviewee E, the line manager, believes that “some projects are of strategic importance as the company must move forward and reduce its carbon dioxide emissions to be neutral within one generation, and every project that strives towards this goal is of strategic importance.” This is a similar view as Interviewee A presents “My project is about changing the plant so that it can be used in a more environmental friendly way. From that perspective, you could see it as strategic important”. How strategic importance is influencing the work of the project manager is according to Interviewee E, the line manager, that there is a need for the project manager to be a part of this change and culture, and to have this in mind when executing the projects. “The project managers should influence the people around them to understand this new direction, and especially the brought-in consultants, who must have this in mind as well.”

The contract type, meaning what is valued the highest out of budget, deadline and quality is different in every project. According to the line manager, Interviewee E, “What is most important for the project cannot be generalized, it depends. Sometimes the time frame is more important than quality, sometimes when the quality is very important, the budget can expand.” In interviewee A’s project “the most important factor is that the final product reaches the goal of the project and is functioning as intended. Time, or meeting the deadline, is sometimes not as important. However, delays lead to higher costs, so it is not preferable”.

The interviews show that complexity at the studied energy company is defined as when there are many factors affecting the project, such as stakeholders and other factors that a single individual cannot change. Other factors contributing to complexity are complicated technical solutions and time pressure and when many experts from different divisions working together. Moreover, the line manager points out that “the complexity of a project is something to keep in mind when assigning a project manager to a project.” Further he describes that the most important factor is that the project manager has experience. “This is not meant in time, rather what the project manager previously has done. It is important that the project manager has realized that in order to succeed, many people must work together towards the same goal.”

4.2.2 Project roles

All of the interviewed project managers has been working at the company for more than 15 years. Their roles in projects differ, sometimes they work as project managers, sometimes as project workers. Interviewee C, “I am currently responsible for the plant and working in a project as a project worker, but I have been a project manager in other projects”. Another example is Interviewee D that has finished a project with the role as project worker and has recently started a new one with the role as project manager. This is confirmed by Interviewee E, line manager, “Some project members can work as project managers in other projects and as specialists in others”. Interviewee E, the line manager, “I have two main responsibilities, one as a manager for a production department and one as being manager of a project division”.

4.2.3 Human Resource Management

Confirmed by all interviewees is that there are no formal processes at the energy company to evaluate competencies. However, feedback is given through a process called Lesson Learned. “Lessons learned is more about the product and the project itself rather than the competencies of a project manager”. (Interviewee B). Interviewee C has a similar view, “It mostly relates to how the project has evolved in a technical matter”.

Another way of getting feedback as a project manager is through performance reviews, referred to “the line manager’s feedback meetings”. Each employee has a meeting with its manager discussing the work done and future development (Interviewee D). According to the line manager, the review meetings are held three times per year: in the beginning when the goals are decided, in the middle to follow up on the work and in the end to evaluate how the year has proceed. Between these three formal meetings, informal coaching meetings are held. How often the meetings are held is dependent on the manager and the employee. The
meetings allow the project manager to discuss with the line manager what is needed from the project manager (Interviewee E). Interviewee A says that “in these feedback meetings there is no formal tool for evaluating competencies.” However, the interviewee believed that the line manager evaluates the project managers in order to make the decision about who to assign a project manager position.

Moreover, a formal performance appraisal system called Performance Management System is used for evaluating performance. This system combines personal goals with business goals. For evaluating leaders, including project managers, there are three areas, Visible, Clear, and Courageous. Moreover, the tool uses four principles for evaluating project managers; Open, Positive, Active and Work Environment. “The principles emphasize on soft values, rather than detailed technical knowledge, which for me is important in the work with leaders and project managers” (Interviewee E).

According to Interviewee F, HR specialist, the HR department only participates in projects if there is a problem. The role of HR then becomes to help solving the situation. Therefore, if no issue has arisen, HR is not part of the feedback sessions between managers and employees. Instead, the HR department focuses on working with the change management going on in the organization. “One of the things the company is trying to implement is to have more feedback and personal contact between the manager and the employees. Not only in the case of projects, but in general.” (Interviewee F).

Interviewee F, HR specialist, thinks that competencies is a very important, and up-to-date, matter. She explains the way the company is working with competencies at the moment to keep up with the change in the industry. ”Talent management, ensuring that the company has right human resources with the competences needed, is becoming more difficult.” (Interviewee F)

By tracking competencies, it is possible to see the gap of what the company currently have and what is needed in the future. Furthermore, it is important to answer questions related to this matter. Some of them are “How can we assure that we have the right competencies within the company? What competencies do we need to have in the company, and what can we hire consultants for or have sub-contractors for?” In this way, competencies are of strategic importance as well (Interviewee F). The employees are also interested in competencies and there is a demand from the employees to see the career possibilities they have at the company. By looking at competencies, it is possible to see the opportunities for the personal competence development, so that the employee can develop in its role. Other ways of looking at competencies are for wage negotiations and when looking at the need for in-service training (Interviewee F).
4.3 Competencies of a project manager

This section starts with the interviewee’s Definition of Project Success and Definition of a Successful Project Manager. These descriptions can be used for a deeper understanding of the valuation and provide a better understanding of the interviewees background. Further, the section presents the Valuation of the 15 Competencies, structured competence by competence, with each section starting with the project managers’ view followed by the line manager’s view.

4.3.1 Project Success

The interviewee’s have different views of what a successful project is. Important factors for project success are reaching the goals of the projects, meeting the budget, being done on time, having the right documentation, defining the scope of the project and producing a product with high quality. The line manager adds a softer perspective and point out the need for asking questions: “Has the project workers developed both in their working roles and as individuals?” and “Has the corporate culture been perceived correctly and has the project followed the vision of the company?”.

4.3.2 A Successful Project Manager

The definition of a successful project manager is someone “who is clear and concrete in its actions and moves the project forwards. A successful project manager must also be visible during the project, participating in the work and dedicated to it.” (Interviewee A). Interviewee B has a similar view but adds the perspective of the customer, “a successful project manager is driving the project forward so that the project can achieve its goals and at the same time thinks of the customer”. Interviewee C thinks that a successful project manager “has a strategic perspective and is able to guide the project members”. Interviewee D describes a successful project manager as “listening to people around the project, as there is a considerable amount of communication within a project”.

Interviewee E, describes the project manager as a generalist, and points out that it is more important for the project manager to have good knowledge concerning managerial issues rather than specific technical knowledge. The interviewee defines a successful project manager as someone who sees the bigger picture, lets other people grow and lets others take on new roles. “This entails matching the right competencies to the right roles within the project.” (Interviewee E)
4.3.3 The Valuation of the Fifteen Competencies

This section summarizes the empirical data from the interviews and categorizes the answers belonging to each competency.

Critical Analysis and Judgment

Different interviewees claim that Critical Analysis and Judgment entails selecting the right information that is needed for the project and be critical to the information given to them. Critical analysis and judgement is important as it includes collecting facts and considering strengths and weaknesses in a project (Interviewee A). When the project is more complex, the need of critical analysis and judgement is higher. Interviewee C agrees with this statement and adds that “when receiving information with a big impact on the project, you have to be critical of it, even if it comes from your peers, to really see if you can use the information and if it adds value to the next stage of the project.” This is agreed upon by other interviewees who say that one must be critical before considering any information. A project manager states “you cannot believe everything that is being said. The information you get might not always be correct” (Interviewee D).

However, line manager argue that critical analysis and judgment is something that cannot be taught but it is implicit. The interviewee states that “many of the competencies on the cards are important, but critical analysis and judgment is not something a project manager can study to learn, it must be present in a project manager partially from the beginning”. In addition, the line manager, defines critical analysis and judgment as “seeing the bigger picture, and being able to pick the most important details is an essential competency for a project manager throughout the project” (Interviewee E).

Vision and Imagination

None of the project managers sees vision and imagination as a key competence, and instead believes that it affects the project before the project manager is assigned. This is because, as interviewees claimed, vision and imagination is more important in the planning stage of the project then in the execution stage. One interviewee states “this is more important when planning the details, which is when all the good ideas are needed” (Interviewee C). However, other interviewees considered this competency important, and Interviewee D rated the competency low, but still views it as important. He states, “It is probably important to have [vision and imagination] and to get a feeling for how to find alternative paths for the project to take” (Interviewee D). Interviewee A does not agree with this statement and instead says that “the competency is important on a higher level. When I get the project, this should already have made an impact”. Interviewee D however, believes that this visionary mindset is needed throughout the project as “a project is never the same, and even if I believe that I have done this before, it is always different”.
The line manager, on the other hand, thinks that vision and imagination are an important competency, but it belongs to other roles associated to the project than project manager. Because line manager states: “Vision and imagination is of course important for a project, but when a project manager is assigned to a project, the boundaries should already be there, and this analysis should already be done, or it should have been done in the pre-study phase” (Interviewee E).

Strategic Perspective
The interviewees agree to the fact that strategic perspective is one of the most important competency a project manager can have. The competency strategic perspective is viewed differently, as a long term and short-term perspective by each project manager. Some project managers believe that strategy has to be defined even before the project starts, whereas the other believe strategy has to be adjusted during the continuation of the project based on the different problems and challenges. A project manager states, “You need to follow a strategy, which allows you to find a good solution to your problem” (Interviewee B). This entails seeing the project as part of a bigger picture and identifying opportunities and threats. Interviewee C agrees with this and also rates strategic perspective as the most important competency, “As a project manager, I don’t think you need to have detailed knowledge in construction or engineering, but you do need to see the whole picture too keep all disciplines together, and this is a big thing”. Both Interviewee B and C stresses the importance of seeing the bigger picture of a project and believes this is of utmost importance for a project manager. Interviewee D makes a different statement when saying “it is important [for a project manager] to have a long-term perspective and to look beyond the horizon and be aware of events happening later in time”. Interviewee A values strategic perspective low and motivates it by saying “it should already be decided before the project starts. It is an important competency to have, not just for the project manager”.

However, the line manager did not put strategic perspective in a higher position, even though he believes this is an important competence that all project manager should possess. According to the line manager, “the strategic perspective is something the project manager must have in order to lead the project” (Interviewee E).

Engaging Communication
According to all of the project managers, communication is important for mutual understanding, providing with the correct instruction, sharing information, sharing opinion and decision making through participation. For example, according to Interviewee A, communication ensures understanding, and he states that “Communication, not only engaging communication, is important because there is a need to understand each other.
Sometimes, information is interpreted differently, both in speak and in written text. Therefore, the project manager needs to be clear in its communication and needs to repeat the message so that it is understood correctly. One way to ensure that the message is understood correctly is to ask questions to the receiver.” Interviewee C agrees that engaging communication is important for giving and taking clear instructions. “Communication is important so that everyone in the team and stakeholders of the project understand what is being done. In the case of project workers not doing the right thing, the project manager has done a mistake with communicating the right message” (Interviewee C). Interviewee D also agrees with the importance of engaging communication for decision making, “The communication must be engaging as the people involved must be confident that the decision taken is the right decision for the project”. Interviewee B interprets engaging communication as a different way of sharing opinions and means that “Engaging communication goes along with and is similar to influence”. This is considered as persuading others and was something the interviewee disliked. “It is important that everyone has the right to say its own opinion and to be heard”.

On the other hand, the line manager finds communication, and collaboration, are both key competencies for a project manager. Communication must be adapted to the person the project manager is talking to, and to be able to understand how to engage the project group. Moreover, a suitable communication enables the receiver to understand the message correctly. The line manager believes, that a project manager who has this ability of communication “can come a long way in his or her role” (Interviewee E).

**Resource Management**

The importance of Resource Management is described by Interviewee C as, “It is especially important so to that the project has the right human resources”. Interviewee A agrees of the importance of Resource Management “as the project workers' time is often limited and the project workers combine their regular work in the line with the project, the project manager must be able to coordinate them”. It is described as difficult to find a time that is suitable for everyone in the project group. Furthermore, the project manager needs to find the right resources to make that the project is staffed with the right people. “Without them, the project will not move forward”. (Interviewee A) This can sometimes be a challenge, as the project manager has to talk to multiple people from different departments. Another difficulty is that the project manager cannot always decide which people will be a part of the project. An example of this is if a desired human resource is not available, another one has to be found. If this is not possible, a consultant needs to be brought in (Interviewee A).

Interviewee E, the line manager, believes Resource Management to be a crucial competency for a project manager with the motivation that resource management must work, otherwise
the project is in trouble. However, other competencies are harder to achieve by studies and learning, while resource management can be taught to project manager. “I sometimes say that it is hard to inherit somebody else’s experiences, people can tell you about it but you need to experience it yourself to fully understand it”. Resource Management is therefore valued lower as it is something a project manager can learn. The interviewee emphasizes on how resource management still is an important competency for a project manager.

**Empowering**
Empowering is used in projects to make the project members to believe in themselves and dare to do tasks they may find hard. “The project isn’t one person, it is a group. It is the project manager’s job to make sure that they are happy with their job and the job environment” (Interviewee E). Interviewee C interprets the competency to “making others work more and harder than required.” and it can therefore be connected to motivation. “If a project worker is not motivated, he won’t put in extra effort into the work”. This viewpoint is shared with interviewee B who states that “It is pretty important that the project worker can take their own initiative”, and therefore values Empowering as one of the most essential competencies.

**Developing**
The project managers see Developing as an important tool for them, because this competence of developing keep them to align with the project goal and achieve the defined result. Interviewee D values it the highest of the 15 competencies. “It is important that a project manager makes it possible for project members to grow and develop. You need to help them to work in the same direction and towards the same goal. The most important thing for a project manager is the ability to make sure that the project organization moves in the right direction”. Interviewee A agrees with this statement and connects developing to influence, “You, as a project manager, must help the project group to reach their full potential and at the same time deliver the required results of the project”. Interviewee C, on the other hand, connects developing with role performance in different stages in a project. “The roles changes in the different phases of a project, and you need to make sure that everybody can participate, and to realize that there are other things to do still. I have had different roles in this project, depending on how the project is going. Maybe you don’t have only one role, but two. And maybe you end up with three” (Interviewee C).

The line manager thinks developing is a very important responsibility for his own role, however he ranks developing low as an important competence for the project manager. “This is not because it is insignificant for a project manager, but I think it is more relevant for a line manager. Our projects are so short that it never falls on the table of a project manager. It is not unimportant, but I value it less for a project manager” (Interviewee E).
**Achieving**

For some project manager achieving is by default attached with the project, and it is therefore an important competence, whereas the other finds it as an important competence to have when reaching milestones and goals. Interviewee A believes achieving to be important “so that the project reaches its goals as well as the milestones”. Interviewee B agrees that it is important “achieve the goals set for the project”. Interviewee D interpret achieving as achieving goals, “which also is a way of proceeding with the project”. However, Interviewee C, has a different view and value the competency achieving low, with the argument that “it should something all project managers should do”, meaning that it is required, not highly valued.

The line manager thinks achieving is the basic need for a project manager. He makes a difference between competencies being a basic need, something a project manager must be able to do, and competencies bringing value to a project manager. Interviewee E believes that achieving should not be valued the highest as other competencies might be more interesting for a project manager to have. However, Interviewee E finds the competency so crucial for the project manager that it cannot be excluded.

**Self-awareness**

Self-awareness is according to the interviewees to have a clear mind and ability to act based on the situation, Interviewee A interprets self-awareness as “the ability to understand the people and the context to the able to act in a suiting way for that specific situation. That it entails knowing when to be quiet or when to explain something further”. Interviewee C consider self-awareness to be important for a project manager “so that he or she can have a clear picture in mind even in stressful situations”.

The line manager explains that self-awareness is the essential knowledge that the project managers possess about their strengths and weaknesses. Therefore, the competency would be seen as one of the most important for a project manager “The step from junior to senior is for me when you get humble and realizes your flaws but also see strengths in them. This is self-awareness” (Interviewee E). The line manager also stated that self-awareness is the competency that derived from being aware and having control of their own feelings: “New employees often think they will be great project managers because they know everything about boilers and technology, and this is totally irrelevant for me, because you can get this from the project itself. But if you get to know your own limitations and how other people work and act is the tricky part of being a project manager. To handle people, that’s what it comes down to”.

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Emotional Resilience

Emotional resilience is of importance as it entails project managers not using much emotion and feelings when considering contradictory opinions of the project members. “As a project manager you need to be professional and not let your personal matters affect the work” (Interviewee A). Interviewee C thinks that “People have different opinions, and this is something the project manager must be prepared for receiving criticism”. Interviewee D has a similar opinion about the importance of emotional resilience and points out “the importance of being able to disconnect with one’s feelings as if the project is met with drawbacks it might be emotional heavy for the project manager who feels responsible”.

Emotional resilience is important to the line manager as “a project manager often must fight an organization that want to take certain actions that not always are valid” (Interviewee E). Therefore, the project manager must be able to distinguish needs based on facts from needs based on feelings.

Motivation

Motivation is considered an important competency for all the interviewed project managers. Interviewee A states that “The purpose of motivation is to push people forward. Motivation is the most important competency, for all projects and in all settings.” Interviewee C continues this argument by saying “Motivation is crucial since without a motivated team, they won’t give anything extra than what is requested”. Interviewee D have a similar view on motivation “The project staff needs to be motivated to do a good job”. Interviewee A agrees with the others opinions and describes the need for the competence Motivation “As a project manager, it is important to move the project forward. It is quite common that a project starts off well, but later in the process the pace slows down. This is the time when there is a need to motivate the project workers”. A possible reason for why the pace might slow down is provided by Interviewee A who explains that the project workers have a lot of work to do, not only in their projects, but in their regular work.

The line manager considers Motivation one of the key competencies for a project manager and therefore places it in the top three. He also states that a project manager with the competence Motivation enables “the project group to work towards the same goal”. Furthermore, he thinks that it can be linked to Engaging Communication (Interviewee E).

Interpersonal Sensitivity

Interpersonal Sensitivity is according to Interviewee B about “hearing the opinions of the project workers and of other stakeholders”. Interviewee A interpret Interpersonal Sensitivity in a similar way, as states that it about “listening to others and being aware of their
decisions.” Interviewee D think that a project manager needs to have Interpersonal Sensitivity since “the project group must come to a decision and agree on it together”.

The line manager thinks of Interpersonal Sensitivity as taking other people’s opinions into account when making decision. However, he says that “this is relevant at all the stages of a project, not only when making decisions”. With this definition he considers it to be a basic need for a project manager and therefore he does not value Interpersonal Sensitivity very high when ranking the 15 competencies.

**Influence**
Interviewee C finds Influence to be the second most important competency of a project manager. He describes the competency in two steps, first the project manager need to be aware of what the project needs to achieve, and then the project manager needs to influence others to believe the same way. He states “There usually are a lot of different views on things in a project, and project workers have different basic values. Therefore, the project manager needs to influence the project workers to work in the right direction”. Interviewee A have a similar view of the importance of Influence. He says that the project manager must be ready to influence the project workers. “This is done by the project manager by changing its behavior to fit in every situation and consider other people’s feelings and ideas”. Interviewee B disagrees with the importance of Influence. He considers Influence as “persuading others” and is something the interviewee disliked. “It is important that everyone has the right to say their own opinions and to be heard”.

Influencing can according to the line manager be seen from two perspectives. One perspective is how the project manager influences other people around him or her. “A project manager must influence people around him or her, the project manager is a leader too. A leader who has to lead a culture and is a culture carrier. From this perspective, influence is an important competency. If you look at the big picture, you, as a project manager, is a role model, people are going to look up to you, both project workers and employees of the organization”. However, as the definition of the competency entails influencing the project group to move in a certain direction within the project, the competency is seen as of less importance. Instead, the two different definitions of influencing resulted in the interviewee placing the competency in the middle.

**Intuitiveness**
The need for intuitiveness is valued differently by all the interviewees. Interviewee A and Interviewee B have similar opinions on the matter and Interviewee A states that “Sometimes there is a need to act immediately in the case of unforeseen event, but these decisions should not be made with intuition”. Interviewee B explained that “decisions should be made with
the support of facts and not intuition. Decisions should not be influenced by emotions”. However, Interviewee D has another understanding “Intuition is usually based on knowledge, and this is important for a project manager. Because of this I value Intuitiveness rather high”.

Interviewee E connects Achieving to intuitiveness, as it is based on previous experiences, sometimes unconsciously. “There are often thoughts behind decisions, and these are based on experience”. Intuitiveness is ranked in the middle by Interviewee E, the line manager, who says “There are people who do not have this competency that have been great project managers, and this brings us back to self-awareness. If you are aware of your own flaws and know if you use intuitiveness often or if it something you never use, you know yourself”. Interviewee E further states that being intuitive is not always a benefit and can instead be problematic. As the definition of self-awareness did not entail the aspect of knowing yourself and rather focused on self-awareness in decision, Interviewee E ranked intuitiveness higher.

**Conscientiousness**

Conscientiousness is important as it makes everyone work in the same direction, prioritize tasks, sticking to the plan, but within limits (Interviewee B). Interviewee A believes that conscientiousness is an important competency since “it is sometimes easy to lose sight of the project goal when there are many things to do. It is therefore important to prioritize certain tasks instead of focusing on less important ones”.

The line manager, believed that conscientiousness is connected to achieving as the two entail communicating to the project group in which direction the project should go. “If the leader doesn’t point out the right direction it [the work] is impossible”. A leader enables the project to succeed by leading the project group and helping them achieve the goals (Interviewee E).

**Competencies for Project Success**

The interviewees have different views on which competency is the most important for a project manager to have in relation to a successful project. However, they do agree that all competencies are important for a project manager to have. Interviewee D states “all of the competencies are important for a project manager, and it is hard to put them in a specific order. Many of them are connected to each other and it is therefore hard to differentiate them”.

This lead to some difficulties when valuing the competencies. Interviewee E states that “the competency less valued by no means is less important for the project manager. Instead, the higher rated competencies are competencies that cannot be learned and are built on experiences”. According to Interviewee D, the need for certain competencies differs from
project to project. This is connect to how two projects never are the same. Interviewee D further explains that “the importance of certain competencies differs from each individual as they have different goals and strive towards different things. A project manager must engage others, handle the financial aspects, move the project forward and do this in different variations which is why different competencies are valued differently.” Interviewee C agrees with Interviewee E on how the valuing of competencies is dependent on previous experiences and mean that “a project manager with a more technical understanding may value other competencies more than a general project manager”.

Furthermore, Interviewee C emphasizes on that no valuing of competencies is wrong, only different “All of us has different experiences and different values, and some project managers may never have worked on a more detailed level. There is nothing wrong about it, but there’s a difference.” Furthermore, Interviewee B states that “the main reason for the valuing of competencies being different is how the project managers manage. If more personal feelings affect a decision, the valuing of competencies will be different from a project manager listening more to others”. Interviewee A uses a similar statement and says “the valuing is dependent on the leadership style of the project manager”.

5 Analysis

This chapter analyzes the empirical data. The first section analyzes *The Company as a Case* with theories of *Types of Projects, Project Roles* and *HRM*. The second section presents a *Framework Categorizing the 15 Competencies*, and further explains and analyzes the categorization.

5.1 *The Company as a Case*

5.1.1 *Types of Projects*

Müller and Turner (2007a) came to the conclusion that the project type can be defined using four factors: *culture, strategic importance, complexity* and *contract type*. Projects within the organization has different levels of international aspects, with a range of not having any international aspects, to executing projects owned by organizations in other countries. There are different levels of strategic importance as well. The projects considered to be of strategic importance are the ones that strives to reduce the carbon dioxide emission while projects with a maintenance focus is seen as of less strategic importance. The level of complexity differs depending on project. However, the main focus for this study is how complexity is defined by the employees. Complexity in projects is described as when there are many factors affecting the project, such as stakeholders and other factors that one as an individual cannot change. Other factors contributing to complexity are complicated technical solutions and time pressure and when many experts from different divisions working together. Type of contract is also depending on the project and differs as they strive to reach different goals concerning budget, time and quality.

The empirical data show that the projects work is intra-functional with fragmented participation. According to Bredin and Söderlund (2011) definition intra-functional project work is when the project workers are co-located with their line and fragmented project work is when the project workers often work in many parallel projects simultaneously. The empirical data shows that the project group, both the workers and the managers, usually are working in multiple projects at the same time and are co-located with the line and not the project group.

5.1.2 *Project Roles*

The empirical data show that the employees have different *roles* and *positions* in the organization, according to the definition of roles and position in projects. Tonnquist (2016)
states that an employee’s *position* is the employee’s function in the organization, while an employee’s project *role* refers to the function of an employee in a project. Moreover, the interviewed line manager has a *supporting role as resource owner*, which is prominent as the line manager in this case is the manager of the project department and assigns project managers to suitable projects. The project manager has a *managerial role* and is the manager of the project worker and therefore delegates tasks to the project group and is responsible for ensuring that the project achieving the project goal. This is in line with the definition of project roles by Tonnquist (2016).

### 5.1.3 Human Resource Management

The HRM processes at the studied company concerning evaluation of the project manager are Lessons Learned and Performance Management Systems. Lesson Learned evaluates the project and the product with a focus on technical matters (Interviewee B), and Performance Management Systems evaluates the project managers’ performance (Interviewee E).

The Performance Management System at the company follows the typical design of a *Performance Management Cycle (figure X)* (Bratton and Gold, 2017). The meetings are held three times per year with different purposes. The goals are decided in the beginning of the year and are followed up in the middle. At the end, the performance during the year is evaluated. Between these three formal meetings, informal coaching meetings are held (Interviewee E). According to Bredin and Söderlund’s (2011) framework, the HR-quadriad, the HR-specialist should be part of the performance review. By having an HR-specialist support the line manager in this process the project can benefit by higher HR value (Bredin and Söderlund, 2011). This is not the case at the studied company, where HR only partake when issues occur (Interviewee F). Instead, the line manager is alone responsible for the evaluation processes (Interviewee D). The study by Bredin and Söderlund (2011) focuses on HR processes connected to the project workers and not project managers. However, one can assume that support from the HR specialist increases the HR value for the project managers as well.

The Performance Management system focuses on softer values by looking at four principles internally decided. However, competencies are not included in this evaluation. Nonetheless, confirmed by the HR specialist is that competencies are seen as an important aspect of an employee’s performance both by the organization and by employees (Interviewee F). This is in line with Dubois (2004) who states that a company can benefit from having competencies in mind when reviewing its personnel.
5.2 A New Framework for Competencies

After analyzing the empirical data, a pattern appeared. The 15 competencies can be categorized in four categories; perceptive competencies, strategic competencies, interpersonal competencies and elemental competencies. This section will discuss, explain and give reasons for the categorization.

The empirical data shows that the 15 competencies not only can be categorized as IQ, MQ, and EQ. Instead, the interviews exposed how different competencies could be related to each other and are important for different aspects of a project. The interviews gave information concerning how certain competencies were crucial for a project to work, while others above all brought benefits to the individual project manager, rather than the project group. This lead to the categorization of the 15 competencies to four categories: elemental competencies, interpersonal competencies, strategic competencies, and perceptive competencies. The categorized are based on the definitions of the 15 competencies by Dulewicz and Higgs (2004) and the empirical data.

![Figure 5 The framework based on the four new categories](image-url)
Perceptive competencies are first and foremost of use for the individual project manager and includes a security in the role together with a good self-understanding and are often a sign of maturity and experience. The competencies are not critical for project success, does not include interpersonal skills and are not about communicating the company vision or strategy. Instead, perceptive competencies can be categorized as personal competencies and thereby bringing value to the individual (Turner and Müller, 2005). However, it does add value to the project group. Being an emotionally perceptive leader has proven to bring value to an employee’s job performance. A leader with strong perceptive abilities can create a more inspiring workplace for its employees, and thereby improve performance (Vidyarthi et al., 2014).

Strategic competencies are beneficial for the company and are about communicating the business strategy and vision to the project group and other stakeholders. It is about understanding the big picture, things going on outside of the project, combined with a long-term perspective. With these competencies the project manager is a company culture bearer. Gemünden (2015) determined a connection between successful project and a project following the organizational strategy. A project manager with competencies connected to strategy is therefore likely to increase the value of the organization, hence why strategic competencies are clustered together and seen as a fitting category.

Interpersonal competencies are competencies used for interaction with the purpose of influencing or changing someone’s behavior in a positive way. Ramazani and Jergeas (2015) identify the need of developing Interpersonal skills for project managers, as it is beneficial for their managerial role. However, for a project manager to be successful, interpersonal competencies are not enough. This lead the study to the conclusion that interpersonal competencies are important for a project manager, but that they need to be combined with the other mentioned competencies. This motivates the decision to categorize Interpersonal competencies separately, as it provides an easier overview whether a project manager possesses these competencies or not.

Elemental competencies are competencies needed or required for the project to succeed. They represent the minimum a project manager should be doing in the role as a project manager. Lampel (2001) found four categories of core competencies for a project manager, and two of them; technical competencies and entrepreneurial competencies, can be seen as elemental competences. They focus on how the technical aspects of a project can be solved as well as on reaching the goal of the customer. The findings of Lampel (2001) supports the division of competencies as Elemental Competencies, as they are proven to be of importance for a project to function.
5.2.1 Perceptive Competencies

According to the interviews, self-awareness is about having a clear picture in mind even in stressful situations, being humble and realizing personal flaws, but also seeing strengths in them, being aware and having control of personal feelings and knowing individual limitations (Interviewee A and E). The interviewees’ perception of the competency is in line with the definition by Dulewicz and Higgs (2004) and concerns the project manager’s perception of himself or herself. “The step from junior to senior is when the project manager gets humble and realizes its flaws but also see strengths in them.” (Interviewee E). As the competency is a sign of maturity and thereby not connected to a specific project or situation, the competency is related to the individual (Turner and Müller, 2005). Therefore, the competency is categorized as a Perceptive Competence.

The empirical data shows that emotional resilience is about the project manager being professional and not letting personal matters affect the work (Interviewee A), being prepared for criticism and able to disconnect with personal feelings (Interviewee D) and being able to distinguish between needs based on facts from needs based on feelings (Interviewee C). This shows that the competence is highly related to individual matters, rather than how the project is executing or how the interaction with other project members work. It is also similar to the definition of emotional resilience, which emphasizes on the importance of overlooking potential criticism and stay focused on the task and project (Dulewicz and Higgs, 2004). Therefore, the competency is categorized as a Perceptive Competence.

The interviews show that intuitiveness is about the project manager being able to act immediately in case of unforeseen events (Interviewee B) and being able to act based on knowledge and earlier experience (Interviewee E). This is seen as acting based on intuitiveness and corresponds to the definition of Dulewicz and Higgs (2004). The use of intuitiveness is individual and can vary depending on the project manager, hence why it is considered to be a perceptive competency. The competency is not critical for a project manager to have, instead it can be connected to self-awareness (Interviewee E) which is an indicator for how Intuitiveness can be seen as a Perceptive Competency (Turner and Müller, 2005).

Common for the three competencies are how they can be developed by experience and are of a personal matter. The competencies are important for the project manager to have; however, they do not contribute direct value to the organization, the result of the project or the project group. Instead, they bring value to the individual project manager who feels more secure in the role as he or she is supported by a better self-understanding, which is derived from experience. It can therefore be seen as something the project manager do not need to have in order to deliver the requested product, rather ensuring the well-being of the project manager.
However, being a perceptive leader brings value to the project group, as it can spur inspiration in a group (Vidyarthi et al., 2014). Therefore, the three competencies are categorized as Perceptive Competencies with the following definition: Perceptive competencies are competencies needed for the project manager’s individual experience managing the project.

5.2.2 Interpersonal Competencies

Motivation is according to the interviews a competency needed to ensure that the project group is working toward the same goal (Interviewee E), in order to motivate them to try a bit harder (Interviewee C), and to push people forward (Interviewee A). When motivating, the project is able to move forward, and this is of great importance to the project manager to use in the later phases of a project when the work has a tendency to slow down. The definition of motivation is “the drive and energy to achieve clear results and make an impact” (Dulewicz and Higgs 2004, p. 9). From this definition, one can make the assumption that motivation is current in the communication between the project manager and the project group. This lead the study to the understanding that the competency can be classified as an Interpersonal Competency as it requires interaction between the different parties in the project.

Influencing is described by the interviewees as how the project manager should be changing its behavior to fit every situation, consider and listen to the people around and as persuading others to work in the right direction for the project (Interviewee A). The competency entails joining the thoughts of the project group to follow the same plan (Interviewee C). Even though it is the project manager’s role to take the final decisions in certain matters, it is of great importance that the project group is heard, and their opinions valued. However, influencing enables the project manager to convince the project group that the chosen solution is the right way for the project to go (Dulewicz and Higgs, 2004). Furthermore, influencing can also be viewed from a wider perspective and mean how the project manager can influence people around by being a role model and represent the culture of the company (Interviewee E). Influence can be summarized as a competency used to interact with others in order to convey the message and to achieve a certain outcome or wanted behavior. It is therefore interpreted as an Interpersonal Competency, which is important in the interaction with others (Ramazani and Jergeas, 2015).

Engaging communication is said to be important to the interviewees as a functional communication is crucial in order for the involved to understand each other (Interviewee A). One can make a difference between communication and engaging communication, as engaging communication according to the used definition includes a need for the communication to be engaging in order to win support, and communicate the vision to the project group (Dulewicz and Higgs, 2004). An engaging communication is important as the
project group must be convinced the taken direction is the right one (Interviewee D). To ensure that the message has been received correctly, the project manager should find ways to verify it, for example by repeating the message and asking question on how the information has been understood (Interviewee A). As the competency concerns how a message is delivered between the project manager and the project group, the competency can be connected to the interpersonal competencies. When a project manager is able to adjust its communication to fit different individuals, the project manager has “come a long way” in its managerial development (Interviewee E). It is important that the interaction is functioning in order for the project to move in the right direction, and a sign of a message being misunderstood is when a project member is doing something wrong (Interviewee C). Furthermore, a frequent and knowledge sharing communication is crucial to a project, and the sharing of a common goal increases collaboration and facilitate a working communication where knowledge is exchanged (Park and Lee, 2014). This corresponds with the empirical result of this study, which motivates the need for working communication that the project group and everybody involved must understand each other in order to succeed with the project (Interviewee A). As the competency is used in the interaction between the project manager and the project group it can be categorized as an Interpersonal Competency. This is motivated by how the interaction between the two parties are dependent on the communication to work, and that it is the communication that communicates in which direction the project should go.

Interpersonal Sensitivity is found relevant for a project manager to have as it provides a tool to understand the project workers ant take their opinions into consideration when arriving at decisions (Interviewee A and Interviewee D). However, as the interviews showed, this competency is important in every situation the project manager can find itself (Interviewee E). This is because the project manager should always be aware of the project group and listen to them. Because of this, the competency is found to belong in the interpersonal competencies category. The competency entail taking others opinions into account when finding solutions to problems and listen to other people’s ideas (Dulewicz and Higgs, 2004). For this to be possible, the project manager has to interact with the project group, as another definition of the competency states that interpersonal sensitivity is prominent in the treatment of others (Cropanzano and Wright, 2003), hence why the competency is considered an Interpersonal Competency.

The empirical data found developing to be of great importance, as the project manager need to help the project group grow in their roles and reach their full potential (Interviewee D). This should be coordinated with making sure the project is going according to plan, and at the same time move the project in the right direction (Interviewee A). As the roles in a project may change during the different project phases, the project manager must help the project
workers to find new roles to take and coach them in the new situation (Interviewee C). As the interpersonal competencies emphasizes on interaction between the project manager and project worker, the definition is found fitting for developing. Developing allows the project workers to develop during the process, and for this to be achieved the project worker and project manager need to interact with each other. Furthermore, according to the definition of Dulewicz and Higgs (2004), developing enables knowledge sharing as the manager is able to coach the project workers to take on more demanding tasks. This indicates that developing is done through communication and should therefore be seen as an Interpersonal Competency according to this study’s definition of the category: Interpersonal competencies are competencies used for interaction with the purpose of influencing or changing someone’s behavior in a positive way.

Empowering is by the interviewees used to encourage the project group to do more advanced tasks and believe in themselves (Interviewee C). It was also interpreted as a way to inspire the project workers to take their own initiative (Interviewee B) and the emphasis lies on how the project is the whole group and not the individuals in it (Interviewee E9. The competency is therefore used to fuse the group together and enable them to work as a team instead of a group, which corresponds to the definition of empowering used in this study (Dulewicz and Higgs, 2004). This is a sign that it can be seen as an Interpersonal Competency as it involves interaction and support from the project manager to the project group. Empowering is happening in the interaction between these two parties and the competency cannot be used without communication. The study is able to come to this conclusion as empowering leadership includes coming to jointly made decisions and interacting with the project group (Wu et al., 2016). As interaction plays a big part in empowering, it is seen to belong to the category Interpersonal Competencies.

The conscientiousness competency was partly misunderstood by the interviewees. This is dependent on a translation mistake by the researchers and combined with a difficult explanation in English. Because of this, the data can be misleading when analyzing it as an Interpersonal competency. However, according to the definition, conscientiousness means focusing on the task even when this is difficult to do and inspire the group to do the same (Dulewicz and Higgs, 2004). From this definition, the competency is seen as belonging in the Interpersonal competency category. This is supported by the empirical findings that state that conscientiousness helps the project manager communicate in which direction should go, and how the group can help achieve the goal (Interviewee E). This shows how the competency is important in the interaction between the project manager and the project group, and it is therefore seen as belonging to the Interpersonal Competencies.
The above mentioned competencies are all categorized as Interpersonal competencies. Common for them are how they are used in the interaction between the project manager and the project group (Wu et al., 2016; Cropanzano and Wright, 2003; Ramazani and Jergeas, 2015). This interaction is used to ensuring the group acts as a team and that everyone can feel secure and heard in the environment. It is the project manager’s responsibility to make sure that the communication within the group is functioning and that the project moves in the right direction by verbally encourage and persuade the project workers to accept the chosen direction (Tonnquist, 2016). This is not done by force, rather a successful communication enabling the project workers to come together as a group, and realize that for a project to succeed the interaction within the project group must work (Park and Lee, 2014). This lead to the definition of Interpersonal Competencies: Interpersonal competencies are competencies used for interaction with the purpose of influencing or changing someone’s behavior in a positive way.

5.2.3 Strategic Competencies

Vision and imagination is viewed as seeing the bigger picture and be aware of the alternative paths the project can take by the interviewees (Dulewicz and Higgs, 2004). The need for Vision and Imagination is visible in the planning phase where innovative ideas are welcomed (Interviewee C). However, it is important for a project manager to be able to find new solutions to problem and “think outside the box” (Interviewee D). This brings the study to find the Vision and Imagination competency suitable for the Strategic Competencies category as it innovative and new solutions help bring value to the company and not only the project. A project manager who is able to see and understand the vision of the company is also able to take decisions fitting to the vision. The quality of the project’s vision can be connected to organizational success (Sarrando and Pinto, 2015), which argues for why Vision and imagination is categorized as a Strategic Competency as it indicates that vision in a project brings value to the organization, and not only the project.

Strategic perspective was interpreted differently by the interviewees, both as the ability to follow a plan, and to find a suitable solution to the project problem (Interviewee B), and as seeing the bigger picture in which the project is a small part (Interviewee C). Furthermore, Strategic Perspective also entails having a long-term perspective and be able to predict future events (Interviewee D). However, the definition used in the study emphasizes on how to balance the need of the project with the need of the organization as well as having both a long-term and short-term vision of the project (Dulewicz and Higgs, 2004). When combining these beliefs, the need for seeing the bigger picture and having a long-term perspective becomes evident. As following a strategy is connected to project success (Gemünden, 2015) one can therefore come to the conclusion that strategic perspective helps bring value to the
company and not the project. Furthermore, strategic perspective does not help the project manager reach project success (Müller and Turner, 2007b), and it becomes evident that the competency does not lead to project success, rather organizational success. This lead the study to place Strategic perspective in the Strategic Competency category.

Both vision and imagination and strategic perspective are seen as Strategic Competencies as they help the project manager bring value to the whole company. The empirical data show that being able to communicate the strategic perspective and vision of the company to the project group, the project can more easily be influenced by the company culture. This goes hand in hand with the following definition: Strategic competencies are competencies that bring value to the company and communicates the business strategy and vision to the project group and other stakeholders. One of the main components in the definition of Strategic Competencies is implementing and communication the business strategy. Shenhar et al. (2007) point out that there is a missing link between the project plan and the business strategy, a project strategy. Moreover, organizations can benefit by selecting and implementing an appropriate project strategy compatible to business strategy. This speak for the relevance of communicating the business strategy in project, but also shows that it is more relevant for the long-term for organization as a whole, rather than short-term for as in the case of a project.

5.2.4 Elemental Competencies

The empirical data shows that achieving is a competency a project manager must have so that the project reaches its goals and milestones (Interviewee A, Interviewee E), which is described as a way of proceeding with the project. Moreover, the interviewees point out that managing to achieve the goals of the project something all project manager should do (Interviewee C), therefore it is not valued highly. The empirical data shows that it is expected of project managers to have this competency. The interviewees’ understanding of achieving can be connected to the definition of Dulewicz and Higgs (2004) which state that it involves the project manager’s ability to achieve objectives and implement decisions. Furthermore, Lampel (2001) divided the core competencies of a project manager into four factors, where achieving, based on the Dulewicz and Higgs (2004) definition can be seen as a combination of technical and entrepreneurial competencies. As achieving includes striving to achieve the objective, it can be interpreted as entrepreneurial as it is the project group that must execute the implemented decisions and technical as the objectives of the project must be reached with a suitable technical solution (Lampel, 2001). It can therefore be said that achieving is a competency that must be present in a project manager for the project to succeed. As the competency must be present in a project manager from the beginning, the category Elemental Competencies is applicable.
Resource management is described by the interviewees as a competency needed to coordinate resources (Interviewee C, Interviewee A). Further it is described as a crucial competency for a project manager, since in order for the project to succeed, the resource management need to work, therefore it is expected of a project manager (Interviewee A). This explains how a project manager must be able to coordinate the resources of a project for the project to reach its goal, hence why the competency is critical to a project manager (Interviewee E). The interviewees’ perception of resource management is coherent with the definition by Dulewicz and Higgs (2004) which includes how a project manager is able to coordinate the resources needed in a project. This can also be seen as a core competency categorized as entrepreneurial based on the framework done by Lampel (2001). This lead this study to the conclusion that resource management is fitting into Elemental Competencies as it is a core competency every project manager need to possess.

The interviews show that critical analysis and judgment is about collecting facts, being critical to the information, selecting the right information that is needed for the project, and considering strengths and weaknesses in a project (Interviewee A and C). Being able to pick the most important details is described as an essential competency for a project manager throughout the project. This is coherent with the used definition stating that the competency includes making decisions based on factual information. As the interviewees mentioned that this is critical for a project management to have (Interviewee E), it is found to belong to Elemental Competencies. This is supported by Lampel (2001) who states that included in technical competencies is the skill to “identify crucial knowledge” (Lampel, 2001, p. 475), and as technical competencies are seen as core competencies for a project manager, this leads this study to the conclusion that critical analysis and judgment is categorized as Elemental Competencies.

Common for the three competencies are how they are crucial for a project manager in order for the project to succeed. Lampel (2001) describes that without core competencies present in a project manager, it is not possible, or very difficult, for a project to achieve its goals. This study’s definition of Elemental Competencies are therefore: Elemental competencies are competencies needed or required for the project to succeed. They represent the minimum a project manager should be doing in the role as a project manager.
5.3 A New Framework for Categorizing the Competencies

A new framework is created using the categorization discussed above. As all competencies are important for the project manager, hence the framework does not show a hierarchy. Instead, the competencies are grouped into equally important fields. The framework maps out the needed competencies without determining the value of them.

The empirical data show that all the 15 competencies are valued highly by all of the interviewees, which is in line with previous research regarding that the competencies are connected to project success (Müller and Turner, 2006; Geoghegan and Dulewicz, 2008). However, the interviews show that there is a difference in what competencies the line manager hopes for the project manager to have, and the project managers’ hopes to achieve, in the role as a project manager. This is illustrated in Figure 6. The project manager’s wish is illustrated by a rectangle and line manager’s wish illustrated by an oval.

Figure 6 The framework with the empirical findings.
The empirical data show that the line manager expresses a wish for the project manager to have the *strategic competencies*. The strategic competencies are about communicating the strategic perspective and vision of the company to the project group, which in turn lead to bringing a value to the company as a whole, rather than the specific project. The interviews show that the line manager value these competencies highly, and wish for that this is being done by the project manager, whilst the project managers thought that it sometimes is more required by others, working in steps before the projects is started.

The project manager’s wishes are to have the *perceptive competencies*. The perceptive Competencies of use for the individual project manager and includes a security in the role together with a good self-understanding and are often a sign of maturity and experience. The interviews show that the project managers’ hopes to achieve these competencies, and mean that they bring value to the individual project manager.

### 5.4 Limitations

Due to limited time and budget, the main limitation with this study is the sample size. The sample was only one company, where six interviews were conducted. The framework of categorization is therefore not generalizable, and might not be applicable to other organizations, in other industries, or to other types of project work. Moreover, the study does not take age, culture or genus perspectives into consideration.
6 Discussion

The study aims to examine how the 15 competencies of a project manager (Dulewicz and Higgs, 2004) are valued by the project managers and the line manager. In line with previous studies (Müller and Turner, 2007a), the findings of the study suggest that the 15 competencies are of importance for the project manager.

This study has resulted in a new framework, categorization the 15 competencies, originally defined by Dulewicz and Higgs (2004), and further examined in this study. As the 15 competencies have been connected to project success (Müller and Turner, 2006; Geoghegan and Dulewicz, 2008) and the empirical findings confirmed the importance of them, the study acknowledge the need for the 15 competencies in a project manager.

Competency-based frameworks have become more common in today’s organization. However, the discussion of competencies have a tendency to rationalize them, leading to a simplified description of competencies (Garavan and McGuire, 2001). The need for a framework based on extensive description of competencies, such as the one provided by this study, is therefore established.

Turner et al. found a difference in leadership profiles for project managers and line managers. Out of the 15 competencies successful project managers scored higher than the line managers on some of them (Turner et al., 2009). This shows that the competencies that makes a successful project manager differs from what make a successful line manager. Therefore, this study identifies the need for a framework categorizing the competencies, created specifically for project managers.

Müller and Turner (2007a), concluded that different leadership styles for project managers are appropriate for different types of projects. Therefore, the framework does not show a hierarchy, instead it is a way of mapping competencies. However, one can argue for that certain competencies are of more or less importance to a project manager, and if some of them are better to have in earlier stages, before the project is initiated. The empirical data show that the employee’s question if the competencies, now categorized as strategic competencies, enhances the performance of project managers. There are signs that certain competencies are more suitable for line managers than project managers (Interviewee A; Interviewee E). Nonetheless, previous studies have connected 14 out of the 15 competencies to successful project managers, all but intuitiveness (Turner et al, 2009), and the empirical data show that the interviewees value all of them highly and finds it difficult to rank them,
hence why this study sees them as important. This is another reason for not organizing the competencies in a hierarchy.

Moreover, the interviewees mention that some competencies, now categorized as strategic competencies, bring value to the project in its initial phases. Based on the answers from the participants, one can come to the conclusion that the strategic competencies also are needed before the project start, before the project manager has been assigned, as well as during the project. The competencies are therefore placed in a separate category, with the argument that they bring value to the organization and not only the project. This is in line with previous research. According to Müller and Turner (2007a), one can question the need for strategic perspective in a project manager (ibid). However, Gemünden (2015) argues for the need for projects to follow a strategy, and this study’s empirical findings support the need of a strategic perspective in a project manager. Therefore, this study acknowledge the competency as important for a project manager.

Furthermore, the descriptions of the competencies and their importance by the line manager and the project managers varies, which can be dependent on many factors. Turner and Müller (2007) show that depending on experience, managers emphasizes on the importance and the need of different competencies. Even though all of the respondents of this study have a long background working at the energy company, all of them have different experiences, which can explain the variation. Moreover, one can look at previous studies linking competencies to successful project managers and line managers to explain the difference. According to Turner et al., emotional competencies are shown to be linked to successful line managers (Turner et al., 2009). Included in the emotional competencies is self-awareness which is emphasized by the line manager as crucial to have for a project manager. That self-awareness correspond to the success of a line manager could explain the variation in the valuation between the project manager and the line manager. However, such assumption cannot be made since the participants are asked to value the competencies from the project manager’s perspective and since only one line manager is participating in the study. Instead of explaining the variation, this study only acknowledge it, illustrated in Figure 6 (p. 62).

The recommended practical use of the categorization of competencies is as a part of a competency-based human resource management. The framework can be used for measuring the input of competencies, and for determining the wanted output of competencies of a project manager. According to Dubois, the benefit of competency-based HRM is that by connecting individuals’ competencies to certain roles and goals of the company, the organization can easier benefit from its employees and thereby achieve the goals (Dubois, 2014). By looking at the existing competencies for a project manager through the framework, the organization can analyze if any competencies are missing in order to the goals to be
achieved, and for which roles each project manager is suitable for. Furthermore, as Dulewicz and Higgs (2004) stated when creating the original leadership framework with the 15 competencies, the assessment of managers needs to be context-specific.

Different competencies bring value to a project in different ways, and certain projects require more or less of specific competencies (Turner and Müller, 2006). One example of this is that need for critical thinking increases for project managers working in complex environments (Ramanzai and JERGEAS, 2015). The framework can be used to easier assess the project managers, to see what competencies are available at the company. The company can thereafter decide which competencies are needed for different projects.

Furthermore, the framework based on the categorization can be used in performance management for assessing the project managers’ competencies. By evaluating and estimating the competencies, the data can be used for controlling and developing (Bratton and Gold, 2017), which later can be used for performance appraisals and competence development. According to Dubois (2004) and Özçelik and Ferman (2006) an important step in performance management is identifying the gap between wanted competencies and actual competencies. The developed framework can be used to identify competency gaps, as it is a tool to use when analyzing inputs and wanted outputs from a project manager. When having identified the gap, training and development can be used to close it (Özçelik and Ferman, 2006). By knowing which competencies are valued and how these can be developed, an organization can avoid future issues by training and develop the competencies needed in the employees (Draganidis and Mentzas, 2006).

As a part of the performance management, the practical recommendation is to evaluate the project managers’ competencies with a behavior-anchored rating scale (BARs). The study provides a BARs based on the framework of categorization of competencies, found in Appendix D. By rating how well the competencies are used, the manager can identify gaps where the project manager may require further training to reach its full potential. Furthermore, knowledge about how certain project manager excels at different competencies enables the manager to make more qualified decisions when managing careers.
7 Conclusion

In line with previous research, this study shows that the 15 competencies of a project manager are valued important by the line manager and the project managers. Moreover, based on the empirical findings the 15 competencies can categorized into four categories; perceptive competencies, strategic competencies, interpersonal competencies and elemental competencies. Furthermore, the empirical data show a difference in what competencies the line manager hopes for the project manager to have, and what competencies the project managers hope to achieve. The empirical data show that the line manager expresses a wish for the project manager to have the strategic competencies, while the project manager’s wish to have the perceptive competencies.

This study presents a framework based on the categorization of the 15 competencies connected to IQ, EQ and MQ, defined by Dulewicz and Higgs (2004) and further explored in this study. The framework consists the four categories, elemental competencies, interpersonal competencies, strategic competencies and perceptive competencies. The suggested use of the categorization is as a part of the Competency-based Human Resource Management, and more specifically the Performance Management. Further, the study presents a Behavior-Anchor Rating Scale for evaluation of the 15 competencies of a project manager.

7.1 Future Research

The empirical data, collected by qualitatively interviews, has provided detailed descriptions of the 15 competencies. This study's academic contribution is a framework, a new way of categorization of the 15 competencies. Recommended further research is to further examine the framework and the categorization. Suggested areas of research is to examine if there is a possible hierarchy of competencies or if there are any competencies more important in the different phases of a project. Future research is also recommended regarding the use of the framework in performance management, but in other areas of competency-based HRM such as recruiting, and training and development. Moreover, the authors recommend quantitative research to link the four categories of the framework to project success.
8 References


### Appendix A: Interview Questions

The study is conducted using semi-structured interviews. The questions are therefore connected to theory. Presented below are the questions with the connection to theory.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Questions Motivation</th>
<th>Connection to theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your work task?</td>
<td>Description of work task connected to the responsibilities of line manager.</td>
<td>Tonnquist, 2016</td>
</tr>
<tr>
<td><em>Follow up question:</em></td>
<td></td>
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<tr>
<td>-What is your job title?</td>
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<td></td>
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<tr>
<td>-How long have you been in this position?</td>
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<tr>
<td>What did you do before?</td>
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<tr>
<td>2. Can you tell me a bit about the projects?</td>
<td>This question answers what types of project are being done in the company. Moreover, it starts of the conversation and give a background description of the case.</td>
<td></td>
</tr>
<tr>
<td>-Size of the projects?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Budgets and time frames?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Number of members in the project groups?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Stakeholders of the projects?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is the participation usually fragmented or focused?</td>
<td>Question related to the project dimension of focused or fragmented participation.</td>
<td>Bredin and Söderlund, 2011</td>
</tr>
<tr>
<td>Does the project workers and project managers work in different projects at the same time or one at a time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is the regular project worker located in the line and his/her permanent workplace/office or co-located with the project team?</td>
<td>The question is related to inter- and intra-functional project work.</td>
<td>Bredin and Söderlund, 2011</td>
</tr>
<tr>
<td>4. In what division or department are you doing your project? To whom are you going to deliver the project?</td>
<td>Question related to the project dimension application area.</td>
<td>Müller and Turner, 2007a</td>
</tr>
<tr>
<td>Question</td>
<td>Related Dimension</td>
<td>Reference</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>-----------------------</td>
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<tr>
<td>5. Do you think the project is complex and how do you define complexity?</td>
<td>Question related to the project dimension complexity</td>
<td>Müller and Turner, 2007a</td>
</tr>
<tr>
<td>6. Do you assign a project manager in the beginning of a project who stays with the project or could the project manager change in different stages of the project life cycle?</td>
<td>Question related to the project dimension life cycle stage</td>
<td>Müller and Turner, 2007a</td>
</tr>
<tr>
<td>7. Is your project of strategic importance to the company and if so, do you think it affect your job compared to a project that is not of strategic importance?</td>
<td>Question related to the project dimension strategic importance</td>
<td>Müller and Turner, 2007a</td>
</tr>
<tr>
<td>8. Is there a mix of culture in the project? Multiple countries involved, different languages?</td>
<td>Question related to the project dimension culture</td>
<td>Müller and Turner, 2007a</td>
</tr>
<tr>
<td>9. What would you say is most important in your project? Following a strict timeframe and budget or is it more flexible?</td>
<td>Question related to the project dimension contract type</td>
<td>Müller and Turner, 2007a</td>
</tr>
<tr>
<td>10. Here are some competencies of a project manager, could you please rank them by “the most important competence of a project managers, in order to ensure that the project goal is achieved, no matter project type, size etc.”. Ask interviewee to structure the cards. Ask them to motivate the ranking during the process, to understand the thinking behind it.</td>
<td>This question looks at IQ, EQ and MQ competencies, with the based on the assumption “the main task of a project manager is to ensure that the goal is achieved”. When the interviewee gets to see all of the competencies at the same time, which makes it easy to rank them. It is also a way to visualize all of the competencies when all of the cards are on the table in front of the interviewee.</td>
<td>Dulewicz and Higgs, 2003 and Tonnquist, 2016</td>
</tr>
<tr>
<td>11. Do you think there is a difference in what competencies you value the highest and what others value the highest?</td>
<td>A better understanding of the beliefs of what competencies are valued the highest by others in the organization.</td>
<td>Dulewicz and Higgs, 2003</td>
</tr>
</tbody>
</table>
12. How would you describe a successful project?  
This question refers to other studies of project success. It intends to see how a successful project is described by the interviewee for a better understanding.  
Kerzner, 2013; Gemünden, 2015

13. How would you describe a successful project manager?  
Follow up question:  
To what degree do you find the project manager’s leadership style important for the project success?  
This question aims to connect project success with the project manager.  
Geoghegan and Dulewicz, 2008

14. How do you evaluate the competencies of the project managers? Do you have any HR tools?  
This question aims to see if there is any focus on competencies in the company’s HRM processes. Question connecting to competency-based human resource management.  
Dubois, 2004

15. Do you see a difference in how competencies are evaluated formally in the organization, with how in the informal evaluation is done?  
This question is not related to theory, but asked to provide a deeper understanding of how the competences are valued by the interviewees.

16. Is the HR-department a part of the HR processes for the project managers?  
This question aims to see if the HR-specialist is a part of the HR processes at the company.  
Bredin and Söderlund, 2011
Appendix B: Interview Guide

Introduction
The interview will begin with a presentation of the authors, continued with a description of the study with its background, aim, purpose and research questions. The authors will then verify that the interviewee has fully understood the purpose of the study and that it agrees to be a part of it.

Ethical Considerations
To start off, we would like to inform you about the ethics around this interview.

- First of all, we would like to tell you that you can stop this interview at any time if you would like. You can also retract your participation from the study at any time, and we will not use your answers in our thesis.
- If there is a question you don’t want to answer, we will pass it and continue on to the next one.
- We would prefer you use your name and work title if possible, if not you will stay anonymous. Would you like to be anonymous?
- We would like your consent to record this interview so that we can transcribe it afterwards. May we record it?
- If you give your consent to be a part of this interview, we will now start the interview.

Questions for line manager and project managers

1. Could you please tell your name and age?

2. What is your work task, position in company and number of years employed? How many years have you been in your current role?

3. Can you tell me a bit about the projects? Size of the projects? Budgets and time frames? Number of members in the project groups? Stakeholders of the projects?

4. Here are some competencies of a project manager, could you please rank them by “the most important competence of a project managers, in order to ensure that the project goal is achieved, no matter project type, size etc.”.

5. Do you think there is a difference in what competencies you value the highest and what others value the highest?
6. How would you describe a successful project?

7. How would you describe a successful project manager?

8. How do you evaluate the competences of the project managers? Do you have any HR tools?

9. Do you see a difference in how competencies are evaluated formally in the organization, with how in the informal evaluation is done?

10. Do the project workers and project managers usually work in different projects at the same time or one at a time?

11. Is the regular project worker located in the line and his/her permanent workplace/office or co-located with the project team?

12. What would you say is most important in your project? Following a strict timeframe and budget or is it more flexible?

13. In what division or department are you doing your project? To whom are you going to deliver the project?

14. Do you think the project is complex and how do you define complexity?

15. Do you assign a project manager in the beginning of a project who stays with the project or could the project manager change in different stages of the project life cycle?

16. Is your project of strategic importance to the company and if so, do you think it affect your job compared to a project that is not of strategic importance?

17. Is there a mix of culture in the project? Multiple countries involved, different languages?

18. Is the anything you would like to add? Do you have any other comments?

Questions for the HR-specialist

1. Could you please tell your name and age?
2. What is your work task, position in company and number of years employed? How many years have you been in your current role?

3. How is the HR department part of the on-going projects at the company?

4. What processes and/or tools do the company have/use for evaluating the project managers?
   Follow-up question: Are the competencies of the project managers evaluated?

5. Is the HR-department a part of the HR processes for the project managers?

6. How do the company, and more specifically the HR-department, think of competencies?

7. How would you describe a successful project?

8. How would you describe a successful project manager?

Termination
  - Thank you very much for being a part of this study. Thank you for your answers, your time and your effort.
  - Can we contact you after this interview in case we have more question or need clarification?
  - Is there anything you want to add or wonder about?
Appendix B.1 Interview Guide in Swedish

The interview guide translated into Swedish.

Introduktion
Intervjun börjar med en presentation av författarna, därefter presenteras studien med dess bakgrund, syfte och frågeställning. Författarna kommer sedan verifiera att respondenten har förstått syftet med studien och att den går med på att vara en del utav den.

Etiska aspekter
Innan vi börjar intervjun vill vi informera dig om de etiska aspekterna gällande denna intervju.

- Först och främst vill vi tala om att du kan avbryta denna intervju när som helst om du önskar. Du kan även avbryta ditt deltagande i studien när som helst, och vi kommer inte att använda dina svar i vår kandidatuppsats.

- Om det är någon fråga som du inte vill svara på kan du hoppa över den, och vi kommer att fortsätta med nästa fråga.

- Vi önskar använda ditt namn och namnet på din arbetsroll om möjligt. Om inte, kommer du vara anonym. Får till ditt tillstånd att använda ditt namn, eller önskar du vara anonym?

- Vi önskar till tillstånd att spela in denna intervju så att vi kan transkribera den efteråt, har vi din tillåtelse att spela in den?

- Om du ger väljer att vara med i denna studie, kommer vi nu börja intervjun.

Frågor för linjechef och projektledare
1. Vad heter du och hur gammal du är?

2. Vad är din arbetsuppgift och arbetsroll/titel? Vad är din roll i projektet och hur länge har du haft den? Hur länge har du varit anställd på företaget?


5. Tror du att din åsikt skiljer sig från andras åsikter gällande de viktigaste
kompetenserna hos en projektledare?

6. Vad är din definition på ett lyckat projekt?


8. Hur utvärderas kompetenserna av en projektledare här på företaget? Har ni några formella HR-redskap för utvärdering?

9. Ser du några skillnader i hur kompetenser är värderade i den “formella organisationen” alltså HR och utvärderingsverktyg, med hur de värderas informellt bland projektmedlemmar?

10. Projektmedlemmarna i ditt projekt, jobbar de heltid med samma projekt eller har de andra projekt parallellt?

11. Projekten ni gör på er avdelning, sitter projektgruppen tillsammans med varandra eller sitter var och en på sina respektive kontor?

12. Vad skulle du säga är mest viktigt för ditt projekt, att hålla sig inom budget och deadline (tidsram) eller att det är flexibelt och viktigast att uppnå hög kvalitet?

13. Vad är det för typ av projekt är det du gör? Vilken avdelning tillhör det i företaget? Vem kommer du leverera resultatet till?


15. Brukar det vara en och samma projektledare under alla faser av projektet, eller händer det att projektledaren byts ut?

16. Är ditt projekt strategiskt viktigt för företaget? Tror du att det påverkar arbetet?

17. Finns det en mix av kulturer i projektet? Olika språk? Är det globalt på något sätt? Intressenter från andra länder?

18. Är det något du vill tillägga eller har du några funderingar
Frågor för HR-specialisten

1. Vad heter du och hur gammal är du?

2. Vad är din arbetsuppgift och arbetsroll/titel? Hur länge har du varit det? Och hur länge har du varit anställd?

3. Hur är HR och din roll som HR delaktiga i projekt som pågår inom organisationen?

4. Vad har ni för processer och verktyg för utvärdering av kompetenser hos projektledare?
   Följdfråga: Utvärderar man kompetenserna hos projektledare?

5. Är HR en delaktig i processen om feedback som projektledare får?

6. Hur ser man på kompetens från HR:s sida?

7. Vad är din definition av ett lyckat projekt?

8. Hur definierar du en lyckad/framgångsrik/duktig projektledare?

Avslutning
   - Tack så mycket för ditt deltagande i studien. Tack för dina svar och för att du tagit din tid.
   - Kan vi kontakta dig efter denna intervju utifall vi har någon mer fråga eller vi behöver förtydliga något av dina svar?
   - Du får gärna höra av dig i efterhand om det är något du vill ändra eller ha osagt.
Appendix C: Fifteen Dimensions of Leadership

In this appendix the LDQ dimensions definitions by Dulewicz and Higgs (2004, pp. 8-9) are presented. The interviewee’s were presented with a simplified and shortened version of the definition by Dulewicz and Higgs (2003, in Turner and Müller, 2006) presented in chapter 2.

The original definitions of the 15 competencies are presented below:

<table>
<thead>
<tr>
<th>Emotional and Social Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-awareness</strong></td>
</tr>
<tr>
<td>Awareness of one’s own feelings and the capability to recognize and manage these in a way which one feels that one can control. A degree of self-belief in one’s capability to manage one’s emotions and to control their impact in a work environment.</td>
</tr>
</tbody>
</table>

| **Emotional Resilience** |
| Performs consistently in a range of situations under pressure and adapts behavior appropriately. Balances the needs of the situation and the tasks with the needs and concerns of the individual involved. Retains focus on a course of action or need for a result in the face of personal challenge or criticism. |

| **Intuitiveness** |
| The capability to arrive at clear decisions and drive their implementation when presented with incomplete or ambiguous information using both rational and emotional or intuitive perceptions of key issues and implications. |

| **Interpersonal Sensitivity** |
| Is aware of and takes account of, the needs and perceptions of others in arriving at decisions and proposing solutions to problems and challenges. Builds from this awareness and achieves the commitment of others to decisions and action ideas. A willingness to keep open one’s thoughts on possible solutions to problems and to actively listen to, and reflect on the reactions and inputs from others. |

| **Influence** |
| The capability to persuade others to change a viewpoint based on the understanding of their position and the recognition of the need to listen to this perspective and provide a rationale for change. |

| **Motivation** |
| The drive and energy to achieve clear results and make an impact and, also, to balance short- and long-term goals with a capability to pursue demanding goals in the face of rejection or questioning. |

| **Conscientiousness** |
| Displays clear commitment to a course of action in the face of challenge and to match ‘words and deeds’ in encouraging others to support the chosen direction. Shows personal commitment to pursuing an ethical solution to a difficult business issue or problem. |
Managerial Dimensions

Resource Management
Plans ahead, organises all resources and co-ordinates them efficiently and effectively. Establishes clear objectives. Converts long-term goals into action plans. Monitors and evaluates staff’s work regularly and effectively, and gives them sensitive and honest feedback.

Engaging Communication
A lively and enthusiastic communicator, engages others and wins support. Clearly communicates instructions and vision to staff. Communications are tailored to the audience's interests and are focused. Approach inspires staff and audiences. Communication style conveys approachability and accessibility.

Empowering
Knows one’s direct report’s strengths and weaknesses. Gives them autonomy, encourages them to take on personally challenging and demanding tasks. Encourages them to solve problems, produce innovative ideas and proposals and develop their vision for their area and a broader vision for the business. Encourages a critical faculty and a broad perspective, and to challenge existing practices, assumptions and policies.

Developing
Believes others have potential to take on ever more-demanding tasks, roles, and encourage them to do so. Ensures direct reports have adequate support. Develops their competencies and invests time and effort in coaching them so that they can contribute effectively and develop themselves. Identifies new tasks and roles which will develop others. Believes that critical feedback and challenge is important.

Achieving
Willing to take decisions involving significant risk to gain a business advantage. Decisions are based on core business issues and their likely impact on success. Selects and exploits activities which result in the greatest benefits to the organization and which will increase its performance. Unwavering determination to achieve objectives and implement decision.

Intellectual Dimensions

Critical Analysis and Judgement:
A critical faculty which probes the facts, identifies advantages and disadvantages and discerns the shortcomings of ideas and proposals. Makes sound judgements and decisions based on reasonable assumptions and factual information, and is aware of the impact of any assumptions made.

Vision and Imagination
Imaginative and innovative in all aspects of one’s work. Establishes sound priorities for future work. A clear vision of the future direction of organization to meet business imperatives. Foresees the impact of external and internal changes on one’s vision which reflects implementation issues and business realities.

Strategic Perspective
Sees the wider issues and broader implications. Explores a wide range of relationships, balances short and long-term considerations. Sensitive to the impact of one’s actions decisions across the organization. Identifies opportunities and threats. Sensitive to Stakeholders’ needs, external developments and the implication of external factors on one’s decisions and actions.

(Dulewicz and Higgs, 2004, pp. 8-9)
Appendix D: Behavior-anchored Rating Scale

The study provides a behavior-anchored rating scale (BARs) based on the categorization of competencies: elemental competencies, interpersonal competencies, strategic competencies and perceptive competencies. The BARs is presented below:

**Elemental Competencies**

**Achieving**
Implements decisions that lead to achieving the project goals and milestones.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td></td>
<td></td>
<td></td>
<td>Excellent</td>
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**Resource Management**
Organizes co-ordinates all resources efficiently and effectively.

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**Critical Analysis and Judgement**
Collects facts, is critical to information received, and considers strengths and weaknesses in the project.

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**Interpersonal Competencies**

**Motivation**
Motivates the project group to move forward with drive and energy.

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**Influence**
Persuades the project group to work in the wanted direction.

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**Engaging communication**
Communicates the wanted message in an engaging way.

1 ─────────── 2 ─────────── 3 ─────────── 4 ─────────── 5
Unacceptable                             Excellent

**Interpersonal Sensitivity**
Listens to others’ ideas and take their opinions into account when making decisions.

1 ─────────── 2 ─────────── 3 ─────────── 4 ─────────── 5
Unacceptable                             Excellent

**Empowering**
Encourages the project group to take on more-demanding task and roles and in believing in themselves.

1 ─────────── 2 ─────────── 3 ─────────── 4 ─────────── 5
Unacceptable                             Excellent

**Developing**
Coaches the project group in taking on more-demanding task and roles in order for them to grow and reach their full potential by challenging and giving critical feedback.

1 ─────────── 2 ─────────── 3 ─────────── 4 ─────────── 5
Unacceptable                             Excellent

**Conscientiousness**
Displays clear and personal commitment in a course of action and influences others to follow.

1 ─────────── 2 ─────────── 3 ─────────── 4 ─────────── 5
Unacceptable                             Excellent

**Strategic Competencies**

**Vision and Imagination**
Sees the bigger picture with a long-term perspective and takes decision aligned with the vision.

1 ─────────── 2 ─────────── 3 ─────────── 4 ─────────── 5
Unacceptable                             Excellent
**Strategic Perspective**
Implements and communicates the company strategy in projects, has a long-term perspective and takes the stakeholders view into consideration when making decisions.

1 2 3 4 5
Unacceptable Excellent

**Perceptive Competencies**

**Self-awareness**
Knows personal strengths and limitations and is able to control emotions.

1 2 3 4 5
Unacceptable Excellent

**Emotional Resilience**
Stays professional when faced with criticism and is able to distinguish between needs based on facts from needs based on feelings.

1 2 3 4 5
Unacceptable Excellent

**Intuitiveness**
Acts immediately in case of unforeseen events based on earlier experience and intuition.

1 2 3 4 5
Unacceptable Excellent