



PROJECT TEAM MANAGEMENT ELEMENTS FOR EFFECTIVE MOTIVATION  
AND PROJECT MANAGERS' LEADERSHIP AND TECHNIQUES FOR ITS  
TELECOMMUNICATION INDUSTRY IN GREECE

By

KANELLOPOULOU MARIA

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THIS THESIS ADVISING COMMITTEE

a)

KONTESIS K.

2009/06/27

---

b)

PSAROMILINGOS I.

2009/06/27

---

c)

DIMOPOULOS K.

2009/06/27

---

(Name)

(Signature)

(Date)

THE CU PROGRAM DIRECTOR:

---

(Name)

(Signature)

(Date)

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## **BIOGRAPHY**

Maria C. Kanellopoulou, Electronics Engineer

Maria C. Kanellopoulou was graduated from the Technological Institution (T.E.I.) of Lamia, in the department of electronics. She was specialized in the section of telecommunications subjects with great success. Maria in parallel with her studies, started working in a big telecommunication industry in Greece in the technical support department, in which belongs until today. To be more specific, she works in a project team as an administrator.

After graduation, she joined a post-graduate program of the City University of Seattle (October 2007). For the time being Maria is trying to accomplish successfully this program of Postgraduate Studies in Project Management. After graduating, she hopes to gain a better position in the projectized company that she works and finally to be able to undertake projects.

Name: Maria C. Kanellopoulou

Student Number: 20097797

Title: Project team management elements for effective motivation and project managers' leadership and techniques for ITS telecommunication industry in Greece.

## **Abstract**

This thesis is dedicated to the problems occurring in Greek organizations, such as deliverables delays, when project managers have poor skills in leading and motivating their employees. It is based on the Project Management principles of Leadership and Motivation in organizations. Understanding not only the major problems of the existing condition in implementing projects, but also the tools and techniques of leadership and motivation, are the most important steps of this study. Ways to deal with the problems will be defined with the goal to create an effective project managers' audit. Solutions to this problem are clearly setted in this thesis via the use of the best tools and techniques. In order to present and apply project managers' audit, research was conducted using both theoretical analysis and questionnaires and statistics. The goal of this study is to determine an audit for project managers, in order to avoid situations like the one in my company.

## Table of Contents

Acknowledgments.....	3
Biography.....	4
Abstract .....	5
Table of Contents .....	6
<b>List of Figures</b>	
Figure A: Motivating different personality styles .....	16
Figure B: Factor affecting job attitudes .....	20
Figure C: Maslow's theory of motivation and human needs .....	21
Figure D: Leadership theories .....	26
Figure E: Leadership Skills and Traits (Stogdill, 1974).....	28
Figure F: The three leadership styles .....	33
Figure G: Four styles of leadership and development (Blanchard, 1991).....	36
Figure H: Leadership styles versus Motivation.....	41
Figure I: Employees' years of work in ITS Company.....	50
Figure J: Employees' propositions for effective project management.....	50
Figure K: Employees propositions for high quality performance.....	51
Figure L: Project manager motivation to ITS Company due to employees.....	52
<b>Chapter 1 - Introduction.....</b>	<b>8</b>
1.1 Nature of study .....	8
1.2 Needs Assessment .....	8
1.3 Purpose of study .....	9
1.4 Significance to your workplace .....	9
1.5 Relation to the Program of Study .....	10
1.6 Definition of Terms .....	10
<b>Chapter 2 – Problem Statement .....</b>	<b>11</b>
2.1 Problem Statement.....	11
2.2 Rationale.....	11
2.3 Hypothesis/Objectives .....	13
<b>Chapter 3 – Review Of Literature .....</b>	<b>14</b>
3.1 Motivation.....	14
3.1.1 The Nature of Motivation in Organizations.....	15
3.1.2 Motivation and Performance.....	18
3.1.3 Motivation Theory.....	19
3.1.4 Enhancing motivation in organizations.....	22
3.2 Leadership.....	24
3.2.1 Leadership Theories.....	26
3.2.2 Leadership Styles.....	32
3.2.3 Leading people-individuals-groups-organisations.....	38
3.3 Leadership styles versus Motivation .....	41
<b>Chapter 4 – Methodologies and Procedures.....</b>	<b>46</b>
4.1 Overview.....	46
4.2 Questionnaire.....	46
<b>Chapter 5 – Results .....</b>	<b>49</b>
5.1 Introduction .....	49
5.2 Results from Questionnaire.....	49
<b>Chapter 6 – Discussion, Conclusions, Recommendations.....</b>	<b>54</b>
Bibliography.....	58
APPENDIX A – TRAINING PROGRAM FORM.....	62
APPENDIX B – QUESTIONNAIRE.....	64

APPENDIX C – QUESTIONNAIRE.....	66
APPENDIX D – QUESTIONNAIRE.....	67

## **Chapter 1 – Introduction**

### **1.1 Nature of study**

A major goal of ITS Company, which is one of the biggest telecommunication industries in Greece, is to provide to the customer reliable after sales support. However, that is not what happens in reality. Deliverable delays have become a usual situation anymore. During my working experience in ITS Company and because of my position (I associate with all levels of my department), I noticed that these problems originate to project manager's ineffective motivation and leadership. As a result, I decided to address in my thesis these two major issues of project management.

### **1.2 Needs Assessment**

Stakeholders for my thesis include ITS Company and other telecommunication companies in Greece, as well as project managers who may be interested in reading my study. The various interest groups must have a clear understanding of how important are leadership and motivating skills in order to be able to complete any project with success.

This thesis will present not only the stakeholders, but any reader too, with a view of:

- Definition and ways of motivation such as:
  1. Motivating using personal style
  2. Motivating using career stages
  3. Motivating using career values



#### 4. Motivating using situational considerations

- Definition and skills of leadership
- Useful tools and techniques
- An audit for project managers

Finally, this thesis will hopefully be useful to other researchers in their future studies.

### **1.3 Purpose of study**

The purpose of this thesis is to investigate the problem of deliverable delays in ITS Company, because of the project manager's poor skills in motivation and leadership. I expect that the results of the research and the questionnaires, which will be conducted, and their combination with the existing literature for motivation and leadership, will help me to make some useful recommendations.

In my opinion, finding the problem without a solution does not make a big difference, so the purpose of this study is also to create an audit for project managers, in order to avoid situations like the one in ITS company. As a result, I expect this thesis to reveal a new way of monitoring the leadership and motivating skills of project managers.

### **1.4 Significance to your workplace**

I work in ITS Company, which is the largest multinational provider of telecommunications products, solutions and services in Greece. To be more specific, I am occupied in the technical support department of the company, as an administrator. The position includes cooperation with employees, supervisors, customers and the project manager. From the time that faulty units come into the lab for repair, until

their return to the customer, many problems come up, which cause deliverables delays. During my assignment, I will try to explain and analyze the problems of my department, in order to find and propose solutions.

I expect to find a safe and reliable solution, not only for my company, but for many organizations in Greece. I hope to apply the project manager's audit in my company and this to bring ITS back to the success of its projects.

### **1.5 Relation to the Program of Study**

During PM506 "Managing projects with people and teams", I learned about how a project manager can effectively lead a team. I was really impressed hearing how many ways of motivation exist. I was wondering why in my company the project manager does not apply the methods that I have been taught. As a result, I decided to do this research, to define the problem in my company and propose applicable solutions.

### **1.6 Definition of Terms**

In this proposal there are no special terms.

## **Chapter 2 – Problem Statement**

### **2.1 Problem Statement**

The problem of delays in deliverables in my company is due to project manager's poor skills in leading and motivating technicians.

### **2.2 Rationale**

Traditionally, the success of a project depends on three criteria: cost, time and performance. The iron triangle is the most consequential issue in a projectized company as is ITS industry. Not only in my company, but in many organizations in Greece, it has been determined that people management factors drive a project to success more than technical issues. As a result, teamwork is trying to become the most preferred practice in ITS telecommunication industry.

Unfortunately, in ITS there is lack of the most powerful, basic leadership principle, which is that of motivation. As I have realized during my working experience in ITS, in situations that require the cooperation of others, which also demand time and effort taken to inspire those both under and around you, the project manager does not have the skills required to face these situations. The leader of my company must deal with working with individuals, which are the technicians and the supervisors of my department, and groups, such as the project team, who are at different levels of motivation. This different way of motivation can complicate the achievement of the company's goal. My purpose is to find ways and techniques, which will aid the project manager of my company to help employees to feel

enthusiastic and committed, especially in difficult situations, and make them work harder and more efficiently.

Apart from the effective motivation, the effective leadership of the project manager is another considerable factor that leads a project to success. This factor is close related to motivation, because if the project manager has strong leadership skills, thus the project manager has the knowledge of how to motivate the employees of the company.

Until now, in my company employees are unaware of the current status of the plan and the goal of it. As a consequence employees cannot and do not do much for the project manager. Furthermore, no one in the department knows what is going on, what the project manager expects of each one, and which their role is. Leadership includes how the leader speaks and listens to the employees. The project manager does not have the appropriate skills of leadership and does not set examples for employees to follow. Consequently, employees do not have a leader to follow and they do not perform efficiently and responsibly, as they do not know exactly their responsibilities. That is why delays in deliverables are very common situations in ITS industry.

In conclusion, not only in ITS telecommunication industry, but also in most of Greek companies, there is lack of effective motivation and leadership by project managers. That is the reason why I am going to give my attention to this particular topic. My purpose is to suggest solutions and make some helpful recommendations for the future of motivation and leadership in Greece.

### **2.3 Hypothesis/Objectives**

Effective motivation of employees and good leadership by the project manager lead to their best possible employee performance and minimize projects' delays in deliverables, and as a consequence projects' failures. I will create an audit for the project manager, which will help the upper levels of the company to check if the project manager is leading the employees in the appropriate way and if the leader motivates the people in order to gain their best performance.

## **Chapter 3 – Review of Literature**

A variety of resources have been used during the preparation of this paper. Most of them are orientated towards the major principles of motivation and leadership, in order to understand the significance of these two factors in effective project management. In addition, this review focuses on the ways of their enforcement, via the use of tools and techniques, especially in projectized industries, as ITS Company is.

### **3.1 Motivation**

For many researchers through the time, motivation is not just a science, but an art. According to Webster's dictionary (2001) motivation is a need or desire that causes a person to act.

Steers, Porter and, Bigley (1996) define motivation as what energizes human behavior, what directs or channels such behavior and, how this behavior is maintained or sustained.

Rost (1993) provides a definition of motivation, which is included in a definition of leadership. Effective communication skills may impact the leader's ability to motivate followers. The understanding of the differences between workers may help a leader to motivate them. Furthermore, treating workers in an ethical manner may influence motivation. An individual has the need of being motivated in order to produce. Money, lifestyle and community respect are factors that motivate many individuals. Additionally, what motivates an employee at

work does not necessarily motivate him in his personal life. An effective leadership process should include motivation directly or indirectly.

Flannes and Levin (2005) believe that a good motivator can tailor an appropriate approach for each individual on the team. One of the more difficult challenges for a leader is to learn how to motivate effectively those who are working for him, because motivation can be very personal. It is wrong for leaders to believe that the same factors that motivate themselves will motivate others too.

Steers (1996) also notes that motivation is complex - influenced by perceptions and strengthened by multiple factors. Individuals are motivated by different things at different times in their lives. Leaders need to understand this complexity and know that what motivates one person will not necessarily motivate another.

### **3.1.1 The nature of motivation in organizations**

The ability of motivating team members is affected by three global workplace trends. The project manager has to adopt specific approaches in order to motivate each team member as well as the team as a whole.

Flannes and Levin (2005) notes that these three trends, which influencing the world of work make motivating tem members challenging. They mention that organizations in both the public and private sectors continue to downsize with no end. This is the first trend of the workplace. As a result, the surviving employees “do more with less”. Motivation in such organizations is very difficult, because the employees feel angry and many of the times guilty. Moreover, in organizations or industries is common to find cynicism and skepticism among the employees who have survived.

The second trend is affected and born from the downsizing of organizations and obstructs motivation. This is a change in the contract between the company and the employees. What was generally accepted that the good work leads to job security, has been changed to an assumption only of getting paid for doing the job today, with no guarantees for the future. In an environment like that, the project manager has to be creative in determining strategies for motivation.

The third trend of workplace makes project managers' ability to motivate very complicated. This trend includes cross-cultural teams, which bring team members from different backgrounds and viewpoints.

The motivation of an employee is a combination of desire and energy directed at achieving a goal. Many strategies are available to project managers in order to motivate their team members and influence their performance. Flannes and Levin (2005) propose motivating by using personal style.

<b>Personality Style</b>	<b>Best approach to motivating</b>
<b>Extravert:</b> Outgoing, enjoys dealing with people	Have this person focus on the relationship aspects of the project, such as meetings with stakeholders.
<b>Introvert:</b> Quiet, reflective, inner-directed	Offer this person work that requires extended periods of concentration, possibly working alone.
<b>Sensing:</b> Pragmatic, practical, down-to-earth	Give this person work that has a distinct completion point and can be measured in concrete terms.
<b>Intuitive:</b> Conceptual, big-picture	Put this person to work on the strategic and design portions of the project,



	relating the project's objectives to the organization's strategic objectives.
Thinking: Logical, analytical	Present this individual with tasks requiring quantitative skills, in-depth analysis, or research.
Feeling: People-oriented	Allow this person to be in roles involving nurturing, supporting, and customer relationship management.
Judging: Orderly, structured, timely	Permit this individual to create schedules, budgets, and project closure systems.
Perceiving: Flexible, spontaneous	Direct this person toward situations requiring trouble-shooting.

**Figure A: Motivating different personality styles**

A project manager can motivate his employees by many other forces, such as beliefs, values, interests, fear, and worthy causes. Some of these forces are internal, such as needs, interests, and beliefs. Others are external, such as danger, the environment, or pressure from a loved one. It is sure that there is no simple formula for motivation. The project manager must keep a open viewpoint on human nature. Sometimes there is a variety of forces steering the direction of each person and they cannot always be seen or studied. However, may the same forces are steering two different people and each one may act with a different way. Knowing that each person is possible to react differently your decisions and actions will be guided in certain situations.

Green (1992) stated that the diversity of today's workforce presents managers with a problem of considerable magnitude. Enormous differences among employees in every organization mean that there is no "one best way" to deal with them. An approach that motivates some employees to perform well misses the mark with others. Employees are motivated to perform better when offered to them something that they want, something they believe will be satisfying. Employees' confidence that they will get what they want involves three beliefs, according to Green. The first is the believing that they can perform well enough to get what is offered. The second is the believing that they will get it if they perform well. Finally, the third one is the believing that what is offered will be satisfying.

### **3.1.2 Motivation and performance**

Green (1992) mentioned that motivation and effort are required for performance. However, they do not guarantee performance. Employees must have the required skills and the work environment must be supported with good working conditions and necessary resources.

Motivation is an internal desire and force that drives employees to accomplish tasks and goals. In an ideal situation, people learn, develop skills, and grow as individuals as they move towards these goals. So, as leaders, the growth and development of employees should be a major part of the planning process as they set goals with team members. But to do it effectively a leader needs to understand what motivates each team member. When a leader is able to motivate a team member and help them feel involved, positive results will begin to unfold.

Organizational leadership recognizes that leaders in organizations take on roles of educators and must be aware of their responsibility for exemplary leadership

skills; the development of their people; effective organizational communication and awareness of the capabilities of Human Resources along with the application of and importance of effective performance management.

Green (1992) summarized that performance is an action of effort, skill and environment, where effort is a function of motivation and where motivation is a function of three conditions, that is, of employee beliefs that effort will lead to performance, performance will lead to outcomes and outcomes will lead to satisfaction.

An understanding of motivation theories can help managers increase employee performance. Employees generally fall into two types: self-motivated, and those that require external motivation to stay motivated. Self-motivated employees tend to exhibit good performance even if they are never provided with much external motivation, but their performance increases still more if they are provided with that motivation. Employees that do require external motivation certainly improve in performance when skillfully motivated. Highly motivated employees are highly productive employees, and they do superior.

### **3.1.3 Motivation Theory**

Maslow's Hierarchy of Needs categorizes some of the motivating factors in people's lives as: Psychological Needs, Safety (Security) Needs, Social Needs, Esteem Needs, and Self-Actualization. The Hygiene Motivation theory by Herzberg continues with this idea with Maslow's first three and a half being the hygiene.

A leader should keep in mind that motivating factors will change. If leaders are in tune with the current needs of their team members, they can more effectively

motivate others. It becomes a win-win relationship when the organization can meet its own goals and tasks and the motivating needs of employee.

Herzberg (1959) constructed a two-dimensional paradigm of factors affecting people's attitudes about work. He concluded that such factors as company policy, supervision, interpersonal relations, working conditions, and salary are hygiene factors rather than motivators. According to the theory, the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction.

In contrast, he determined from the data that the motivators were elements that enriched a person's job; he found five factors in particular that were strong determiners of job satisfaction: achievement, recognition, the work itself, responsibility, and advancement. These motivators (satisfiers) were associated with long-term positive effects in job performance while the hygiene factors (dissatisfiers) consistently produced only short-term changes in job attitudes and performance, which quickly fell back to its previous level.

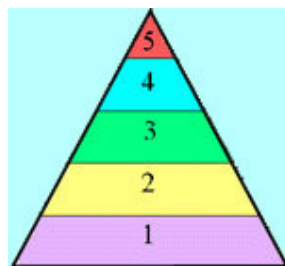
In summary, satisfiers describe a person's relationship with what she or he does, many related to the tasks being performed. Dissatisfiers, on the other hand, have to do with a person's relationship to the context or environment in which she or he performs the job. The satisfiers relate to what a person does while the dissatisfiers relate to the situation in which the person does what he or she does.

Leading to dissatisfaction	Leading to satisfaction
<ul style="list-style-type: none"><li>• Company policy</li><li>• Supervision</li><li>• Relationship w/Boss</li></ul>	<ul style="list-style-type: none"><li>• Achievement</li><li>• Recognition</li><li>• Work itself</li></ul>

<ul style="list-style-type: none"> <li>• Work conditions</li> <li>• Salary</li> <li>• Relationship w/Peers</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Advancement</li> <li>• Growth</li> </ul>
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**Figure B: Factor affecting job attitudes**

Maslow (1954) introduced his theory about how people satisfy various personal needs in the context of their work. He postulated, based on his observations as a humanistic psychologist, that there is a general pattern of needs recognition and satisfaction that people follow in generally the same sequence. He also theorized that a person could not recognize or pursue the next higher need in the hierarchy until her or his currently recognized need was substantially or completely satisfied, a concept called prepotency. Maslow's hierarchy of needs is shown in Figure B. It is often illustrated as a pyramid with the survival need at the broad-based bottom and the self-actualization need at the narrow top.



**MASLOW'S THEORY OF MOTIVATION AND HUMAN NEEDS**

LEVELS OF NEEDS	MOTIVATION & BEHAVIOR
Level 5 = Self-Actualization FULFILLMENT OF GOALS & DREAMS	Level 5 = Self-Actualization CREATIVITY Be a self-starter, have enthusiasm,

Need for self-fulfillment. Desire to realize your full potential and become the best you are capable of becoming.	be creative, be dedicated, enjoy challenges, love to accomplish results!
<b>Level 4 = Self-Esteem</b> <b>SELF RESPECT &amp; ACCEPTANCE</b> Need for reputation, prestige, and recognition from others. Contains the desire to feel important, strong and significant.	<b>Level 4 = Self-Esteem</b> <b>BRAINPOWER</b> Display your talents and skills, have self-confidence, appreciate attention and recognition from others.
<b>Level 3 = Love &amp; Relationships</b> <b>COMMUNICATION &amp; RESPONSE</b> Need to be loved and to love. Includes the desire for affection and belonging.	<b>Level 3 = Love &amp; Relationships</b> <b>VALIDATION</b> Join and be active in clubs and groups, be able to talk to others, contribute to society, marry and have a family.
<b>Level 2 = Your Family &amp; Work</b> <b>SOCIAL SAFETY &amp; SECURITY</b> Need to be safe from physical and psychological harm in the present and future, and trust in a predictable future.	<b>Level 2 = Your Family &amp; Work</b> <b>SURVIVAL SKILLS</b> Work, save for future, improve skills and talents, be responsible, and want an organized predictable world.
<b>Level 1 = Your Body</b> <b>PHYSICAL SAFETY &amp; SECURITY</b> Need to stay alive! Biological and cultural imperatives to live. Includes having enough healthy food, air, and water to survive.	<b>Level 1 = Your Body</b> <b>SURVIVAL SKILLS</b> Eat, sleep, and take care of your bodily needs, provide for clothing, shelter, comfort, be free from pain.

**Figure C: Maslow's theory of motivation and human needs**

### 3.1.4 Enhancing motivation in organizations

All managers are able to influence motivation through the organization's reward systems, or they may adopt specific interventions derived from one or more theories.

Organizational Reward Systems:

The reward system of an organization is the basic structural mechanism that an organization uses to motivate employees. This reward system includes two

mechanisms, the formal and the informal one, by which employee performance is defined, evaluated, and rewarded. The primary purpose of an organization in giving rewards is to influence employee behavior.

Effects of organizational rewards:

An organizational reward is possible to affect individual attitudes, behaviors, and motivation. Lawler (2008) described four major generalizations about employee attitudes toward rewards.

- Employee satisfaction is affected by comparison of the rewards they receive with those received by others.
- Employees often misperceive the rewards received by others.
- The system recognizes that different people have different needs and choose different ways to satisfy those needs.
- Performance-based systems.

In tradition, all of the organizational reward systems have either a fixed salary or hourly rate system or an incentive system. Fixed rewards can be tied directly to performance through merit pay systems. In that case people get different pay raises at the end of the year, depending on their overall job performance. However, a lot of organizations are experimenting with various kinds of incentive systems. These systems' purpose is to reward employees in proportion to their accomplishments. The four most popular incentive systems include profit sharing, gain sharing, lump-sum bonuses, and pay for knowledge.

### Interventions for enhancing motivation

There are three motivational interventions, which are behavior modification, the modified workweek, and work redesign.

- Behavior modification is a technique for applying the concepts of reinforcement theory in organizational settings.
- A modified workweek can be any work schedule that does not conform to a traditional eight-hours-a-day, five-days-a-week design. Some alternatives include the compressed workweek, flexible work schedule, working at home and job sharing.
- Changing the nature of people's jobs in being used as a motivational technique. Any of the alternatives to job specialization - job rotation, job enlargement, job enrichment, the job characteristics approach, and autonomous work groups-could be used as part of a motivational program.

### **3.2 Leadership**

A variety of popular books are related with leadership, but also there are many publications in the research literature. A review of many studies on leadership shows that there are a big variety of different theoretical approaches that can explain the complexity of the leadership process. Some researchers view leadership as a behavior or as a trait or as a relationship between the leader and the follower. Leadership has been studied from small groups to large organizations. Many times leadership is presented with a very simplistic way and other times as complex process having multiple dimensions. This thesis is based on the research



literature and provides a deeply description and application of many different approaches to leadership.

There are many definitions about leadership. In fact, as Stogdill (1974, p.7) pointed out in a review of leadership research, and Dr. Northouse (2007, p2) repeated, there are almost as many definitions of leadership as there are people who have tried to define it. It is much like the words *democracy*, *love* and *peace*. Despite the fact that each of us knows what he or she means by such words, the words can have different meanings for different people.

Below are presented some of the definitions of leadership:

Dr. Northouse stated:

"Leadership is a process whereby an individual influences a group of individuals to achieve a common goal"(2007, p.3).

Drucker P. gave another definition:

"The only definition of a leader is someone who has followers." (1996).

Bryman A. stated that:

"Leadership is defined in terms of a process of social influence whereby a leader steers members of a group towards a goal". (1992, p.2).

Warren Bennis' definition of leadership is focused much more on the individual capability of the leader:

"Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential". (2009).

### 3.2.1 Leadership theories

Through a review of the leadership literature, I deduce that earlier theories tend to focus on the characteristics and behaviors of successful leaders. On the contrary, the later leadership theories begin to consider the role of followers and the contextual nature of leadership. In addition, they focused on leadership and change, vision building and empowering others. Despite the fact that numerous leadership theories have emerged, this thesis provides the most major types.

Great Man theory	In Great man theory, it is believed that leaders are exceptional people, born with a destiny to lead. Leadership was thought of primarily as a male quality, especially in terms of military leadership and that is why the term “Great Man” was used.
Trait theory	In trait theory, it is pointed that people inherit certain qualities and traits that make them better suited to leadership and they continue to be produced. Trait theory often identifies particular personality or behavioral characteristics shared by leaders.
Behavioral theory	Behavioral theory is based on the belief that great leaders are made, not born. This theory is focused on what leaders actually do, rather than their skills. Due to this theory, people can learn how to become leaders through teaching and observation.
Situational theory	In Situational theory leaders choose the best course of action based on situational variable. Which means that different

	styles of leadership may be more appropriate for certain types of decision-making.
Contingency theory	Due to Contingency theory, no leadership style is best in all situations. Success depends on the leadership style, the qualities of the followers, and the aspects of every situation.
Transactional theory	Transactional theory (also known as "Management theory") focus on the role of supervision, organization, and group performance. This theory is based on a system of reward and punishment and it is often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished.
Transformational theory	Transformational theory (also known as "Relationship theory") is focused on the connections formed between leaders and followers. Leaders motivate and inspire people by helping group members; they see the importance and the higher good of the task. Transformational leaders are focused on the performance of group members, but also want each person to fulfill his or her potential.

**Figure D: Leadership theories**

#### Great Man theory

The research of this theory was based on the study of people who were already great leaders. These people were often from the aristocracy, as few from lower classes

had the opportunity to lead. This contributed to the sensation that leadership had something to do with nurture.

The theory of Great Man also strayed into the mythic domain, with notions that in times of need, a Great Man would arise, almost by magic. This was easy to verify, by pointing to people such as Eisenhower and Churchill, let alone those further back along the timeline, even to Jesus, Moses, Mohammed and the Buddah.

### Trait theory

As it is mentioned above, early research on leadership was based on the psychological focus of the day, which was of people having inherited characteristics or traits. Attention was thus put on discovering these traits, often by studying successful leaders, but with the underlying assumption that if other people could also be found with these traits, then they, too, could also become great leaders. However, traits did appear more frequently than others, such as technical skills, administrative skills, emotional control, intelligence, e.t.c. The most widely explored ones, has tended to be “charisma”.

Stogdill (1974) identified the following traits and skills as critical to leaders.

Traits	Skills
<ul style="list-style-type: none"><li>• Adaptable to situations</li><li>• Alert to social environment</li><li>• Ambitious and achievement-orientated</li></ul>	<ul style="list-style-type: none"><li>• Clever (intelligent)</li><li>• Conceptually skilled</li><li>• Creative</li><li>• Diplomatic and tactful</li><li>• Fluent in speaking</li></ul>

<ul style="list-style-type: none"><li>• Assertive</li><li>• Cooperative</li><li>• Decisive</li><li>• Dependable</li><li>• Dominant (desire to influence others)</li><li>• Energetic (high activity level)</li><li>• Persistent</li><li>• Self-confident</li><li>• Tolerant of stress</li><li>• Willing to assume responsibility</li></ul>	<ul style="list-style-type: none"><li>• Knowledgeable about group task</li><li>• Organised (administrative ability)</li><li>• Persuasive</li><li>• Socially skilled</li></ul>
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**Figure E: Leadership Skills and Traits (Stogdill, 1974)**

#### Behavioral theory

Behavioral theory of leadership does not seek inborn traits or capabilities. Rather than that, it looks at what leaders actually do. If success can be defined in terms of describable actions, then it should be relatively easy for other people to act in the same way. This is easier to teach and learn than to adopt the more ephemeral 'traits' or 'capabilities'.

### Situational theory

According to Hersey and Blanchard (1996), situational leadership theory is based on the interaction among the dimensions of task behavior and relationship behavior, as well as follower readiness/maturity for performing a certain task. In their view, followers are the most critical factor in leadership proceedings. As followers differ, so does the suitable method of management. Thus, a “one size fits all” style of management does not exist.

Situational leadership examines “how leaders can become effective in many different types of organizational settings involving a wide variety of organizational tasks” (Northouse, 2001, p. 55). Leadership style is “how you behave when you are trying to influence the performance of someone else and is a combination of directive and supportive behaviors” (Blanchard, Zigarmi & Zigarmi, 1985, p. 46). According to Blanchard, Zigarmi and Zigarmi (1985) directive behavior involves “clearly telling people what to do, how to do it, where to do it, and when to do it, and then loosely supervising their performance” while supportive behavior “involves listening to people, providing support and encouragement for their efforts, and then facilitating their involvement in problem-solving and decision making” (p. 46).

### Contingency theory

According to Scott (1992), “the best way to organize depends on the nature of the environment to which the organization relates”. Contingency theory has two basic underlying assumptions. The first one is that there is no one best way to organize. The other one is that there is any way of organizing is not equally effective.

In contingency theory, it is identified a match between the characteristics of the environment and the leaders of the organization, who lead to high performance, which is called fit.

#### Transformational theory

According to Burns (1978), transformational theory of leadership is about a process in which "leaders and followers make each other to advance to a higher level of moral and motivation". Burns related to the difficulty in differentiation between management and leadership and claimed that the differences are in characteristics and behaviors. Due to Burns, the transformational theory creates significant change in the life of people and organizations as well. Unlike in the transactional style, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through vision and goals.

#### Transactional theory

However another researcher, Bass (1985), suggested a transformational leadership theory that adds to the initial concepts of Burn's (1978). The extend to which leader is transformational, is measured first, in terms of his influence on the followers. The followers of such leader feel trust, admiration, loyalty and respect to the leader and they are derived to do more than they expected in the beginning. The leader transforms and motivates followers by charisma, intellectual arousal and individual consideration. In addition, this leader seeks for new working ways, while he tries to identify new opportunities versus threats and tries to get out of the status quo and alter the environment.

### **3.2.2 Leadership styles**

Kippenberger (2002) notes that leadership styles are reflected in behaviors and attitudes, but these in turn are the outcome of complex interactions between the way we think and feel. He defines that leadership style is the style that a leader adopts in their dealings with those who follow them.

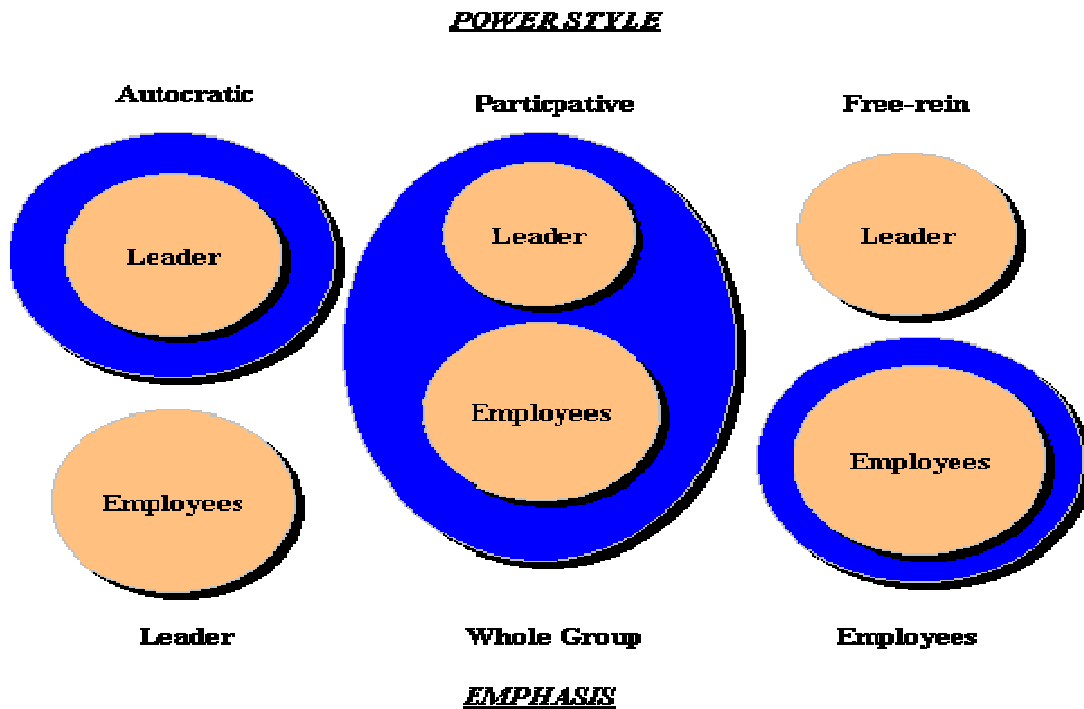
Due to the literature of project management, the appropriate leadership style depends on a variety of criteria, such as the relationship between the persons involved, the nature of what is needed to be done, the match between the difficulty of the task and the competencies available or the mismatch between them. A leadership style is an approach of providing directions, implementing plans, and motivating people.

Kerzner (2006) notes that leadership styles must change according to the readiness of the employees, with readiness defined as job-related experience, willingness to accept job responsibility, and desire to achieve.

Lewin (1939) led a group of researchers to identify different styles of leadership. This study established three major leadership styles. The three major styles of leadership are:

- The autocratic style
- The democratic or participative style
- The laissez-faire or delegative or free reign style





**Figure F: The three leadership styles**

#### Autocratic style

The autocratic style of leadership is an approach whereby a manager retains the maximum amount of power that he can. All decisions are derived from this leader without getting any advice of his followers. It relies on threats and punishment to influence its employees.

Mintzberg (1979) described situations in which an autocratic style was most applicable. In organisations, which are smaller businesses and they are develop from the ideas of one person. As a result this person is responsible for the organisation and makes all the decisions, just as an autocrat. These organisations generally operate in rapidly changing environments with limited stability. So, difficult decisions must be made very quickly.

However, autocratic leadership is becoming less and less feasible in the modern workplace. That is because employees produce low levels of productivity. Because of the fact that autocratic leadership style has the characteristic of total leadership control, the employees desire to have greater job control, they distrust their manager and they do not feel the feeling of involvement. The autocratic style should only be used on rare situations. If the manager has the time and wants to gain more commitment and motivation from his employees, then he should use the democratic style.

#### Democratic style

Lewin (1939) study found that democratic leadership is generally the most effective leadership style. Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. However, the leader maintains the final decision making authority. This style of leadership allows managers to become part of the team and also allows them to make better decisions. Employees feel engaged in the process and they are more motivated and creative.

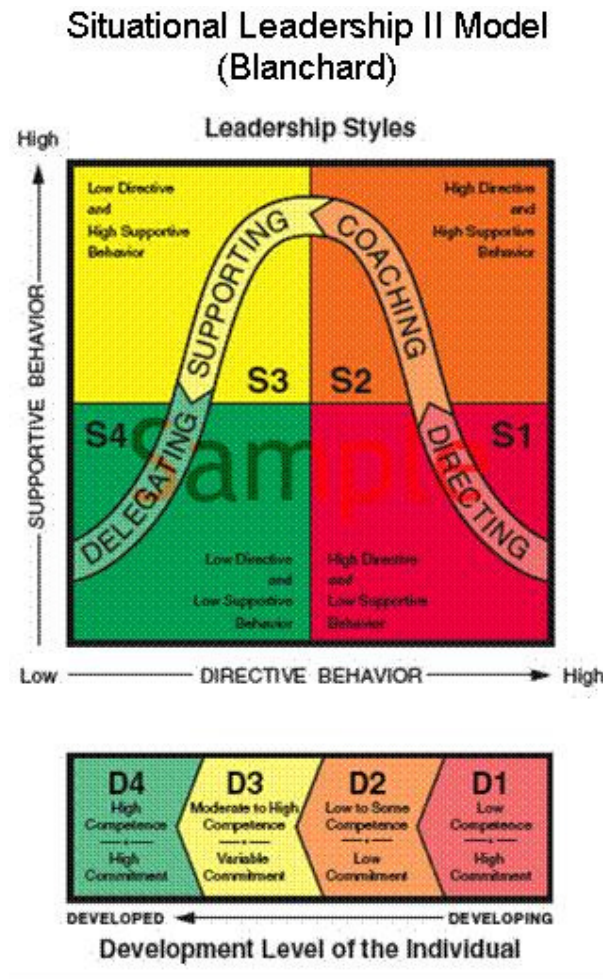
Grint (1997) believes that democratic leaders must distribute responsibility appropriately and empower other group members, but they must devote a bulk of their time and energy to ensuring productive and democratic decision-making. Democratic leadership can augment members' skills by setting high but reasonable standards and asking members to challenge themselves. As a result, democratic leaders can develop employees' abilities through taking on new responsibilities. Moreover, democratic leaders can help team members to develop emotional maturity

and moral reasoning abilities. Democratic leaders must seek to make members into leaders (Theilen and Poole, 1986).

#### Laissez-faire style

Laissez-faire is a French phrase, which means “leave it be” and is used to describe a leader who leaves his or her colleagues to get on with their work. In laissez-faire leadership style, the leader allows the team members to make the decisions. However, the manager is responsible for the decisions that are made. This type of style can be used when employees are able to analyze the situation and determine what needs to be done and how to do it. The manager has to set priorities and delegate certain tasks. This leadership style is not to be used in cases that you can blame others when things go wrong, but it is a style to be used when you fully trust your team. Usually, this type of leadership styles works for teams in which the members are very experienced.

Raynolds (2007) notes that laissez-faire approach involves the leader relinquishing leadership power to the group entirely. Laissez-faire leadership does not promote leadernessness or chaos but, instead, is used effectively with mature groups that process the leadership skills necessary to govern themselves as well as the skills needed to successfully complete the task at hand.



**Figure G: Four styles of leadership and development (Blanchard, 1991)**

According to Blanchard (1991), leadership styles are divided into four primary directive and supportive behaviors:

- High directive/low supportive leader is referred to as directing. The leader tells the subordinate what, how, when and where to do various tasks.
- High directive/high supportive behavior is referred to as coaching. In this style the leader still provides a great deal of direction, but he/she also attempts to hear the employee's feelings about a decision as well as their ideas and suggestions.

- High supportive/low directive leader behavior is called supporting. In this style the leader's role is to provide recognition and to actively listen and facilitate problem-solving/decision making on the part of the employee.
- Low supportive/low directive leader behavior is labeled delegating. Employees are allowed greater autonomy because they have both the competence and confidence to do the task on their own" (p. 22).

According to Northouse (2002), "effective leadership occurs when the leader can accurately diagnose the development level of subordinates in a task situation and then exhibit the prescribed leadership style that matches that situation" (p. 73).

Blanchard (1991) explains that the key to being a situational leader rests primarily on two variables which are the degree of difficulty of the task and the development level of the person doing the task.

Development level is "the degree of competence and commitment an employee has to perform a particular task without supervision. Competence is a function of knowledge or skills which can be gained from education, training or experience; Commitment is a combination of confidence (self-assuredness) and motivation (interest and enthusiasm)" (p. 22). Blanchard and Hersey said that the leader's style should be driven by the Competence and Commitment of the follower, and came up with four levels:

D4	High Competence High Commitment	Experienced at the job, and comfortable with their own ability to do it well. May even be more skilled than the leader.
D3	High Competence	Experienced and capable, but may lack the confidence

	Variable Commitment	to go it alone, or the motivation to do it well / quickly
D2	Some Competence Low Commitment	May have some relevant skills, but won't be able to do the job without help. The task or the situation may be new to them.
D1	Low Competence Low Commitment	Generally lacking the specific skills required for the job in hand, and lacks any confidence and / or motivation to tackle it.

Development Levels are also situational. A manager might be generally skilled, confident and motivated in his job, but would still drop into Level D1 when faced, say, with a task requiring skills he does not possess. For example, lots of managers are D4 when dealing with the day-to-day running of their department, but move to D1 or D2 when dealing with a sensitive employee issue.

### 3.2.3 Leading people-individuals-groups-organizations

Smith (2007) notes that there is a common notion that leadership is a trait that some are born with. On the other hand there is another notion that leadership is a person's ability, which depends on the situation.

Kouzes & Posner (1993) mentioned that when leaders do their best, they challenge, inspire, enable, model and encourage. They suggest five practices and ten behavioral commitments of leadership:

- a. Challenging the process
  1. Search for opportunities
  2. Experiment and take risks

- b. Inspiring a shared vision
  - 1. Envision the future
  - 2. Enlist others
- c. Enabling others to act
  - 1. Foster collaboration
  - 2. Strengthen others
- d. Modeling the way
  - 1. Set the example
  - 2. Plan small wins
- e. Encouraging the heart
  - 1. Recognize individuals contributions
  - 2. Celebrate accomplishments

Scholtes (1998) provides six new competencies for leaders:

- 1. The ability to think in terms of systems and knowing how to lead systems.
- 2. The ability to understand the variability of work in planning and problem solving.
- 3. Understanding how we learn, develop, and improve; leading true learning and improvement.
- 4. Understanding people and why they behave as they do.
- 5. Understanding the interdependence between systems, variability, learning, and human behavior; knowing how each affects the others.
- 6. Giving vision, meaning, direction, and focus to the organisation.

Pinto & Trailer (1998) observe that there are at least five qualities that are essential for a leader, in order to be able to perform his roles:

1. Credibility, which refers to a combination of the manager's expertise and trustworthiness in the eyes of the project's clients, the manager's superiors, functional managers' e.t.c. The project manager must be sufficiently credible to be able to contribute effectively to the design of the project, exercise effective control, and negotiate and bargain effectively.
2. Creative Problem-Solver: A difficult situation needs quickly a solution, but the leader cannot strictly "go by the book" and employee established and standardized bureaucratic procedures. The willingness to take risk and attempt innovative approaches can mean the difference between quality, cost and time.
3. Tolerance for Ambiguity: Some projects have ambiguous ends, goals or objectives. Some others have ambiguous means. So, when quality information is not available when needed, then there is a tendency to either overestimate or underestimate costs, activity duration and personnel capabilities. It is helpful for leaders to develop a high degree of cognitive complexity and maturity. Because of the fact that in many projects the manager must deal with major issues or crises, an individual who is not able to adapt to rapid and unpredictable changes is likely to experience chronic stress and burnout.
4. Flexible Management Style: Situational leadership principles suggest that managers who possess a wide repertoire of management styles have an advantage over managers who have a relatively narrow range of styles.
5. Effective Communication Skills: The success of the project often hinges on how well the project manager handles information whether it is technical, legal, administrative or interpersonal in nature. An effective manager must be



a good observer, an excellent listener and must attend to important details while being conscious of the ever-present danger of information overload.

### 3.3 Leadership Styles versus Motivation

The leadership style that a manager selects influences the level of motivation. However, manager's motivation is influenced by changing ambitions or leadership style that he works under or socializes with. Total control leadership and commanding decreases ambition while worker responsibility makes the opposite.

Leadership Style versus Motivation				
Leadership Style	Motivation Type	Motivation is Based on:	Personality Type	Efficiency
Limited supervision  Worker with decision making responsibility	Self motivated	Creativity	Leader of ideas or people.	High
	Team motivated		Independent Achiever Thrives on change	
Mixed styles	Goal motivated	Opportunity	Personality type and efficiency depends on leader's skill and/or the work environment he's created.	
	Reward motivated	Materialism		
	Recognition motivated	Social status		
High level of	Peer motivated	To be like	Status quo	Low

<b>supervision</b> <b>Command-</b> <b>and-control</b>		others	Dependency  Resist change	
	Authority motivated	Follows policy		
	Threat, fear motivated	Reacts to force		

**Figure H: Leadership styles versus Motivation**

Not only self-motivated, but visionaries as well, will not accept authority controlled environments. It is sure that they will find a way to escape if trapped. Within a team-motivated style environment, dependency personality types will become inspired and strive to be acceptable. In general, associates influence the level of individual motivation.

### **Reaction to Change**

Command-and-control leadership style is the most prime style in our world. It is accepted because efficiency is created by repetitive action, teaching people to resist change. When they attain a skill, they do not want to learn another.

On the other hand, worker responsibility is just the opposite. It motivates people to accept change by seeking challenges, finding ways to achieve goals. Great is the leader who finds ways to create efficiency, such as changing technology.

## **Reaction to Efficiency**

Forcing change is the efficiency of advancing technology. It depends on the hand of the individual or business to decide which side of change they want to be on, the leading edge or trailing edge. The first one, the leading edge, is exciting while the trailing edge is slowness.

In our society and in today's changing technology, an individual must be willing to abandoned old skills and gain new ones. Through self-development programs an individual can have the ability to adapt himself to the new skills. They should not adapt to whatever methods gets things done with the least amount of effort. This has as a result to create us work habits.

Managers and employees, together, are searching for ways to solve and prevent problems. The fact of being able to prevent problems is a kind of motivating force. In command-and-control leadership, the manager makes all decisions. As a consequence, the manager must find ways to solve all problems and find alternative methods. Workers are possible to be aware conflicts. However, they do not have the authority to take actions and they may have learned not to be concerned. Only the supervisors are concerned with elements that the manager thinks that are important.

Moreover, in command-and-control leadership, the manager considers the people's opinions or concerns of them on the front line to be unimportant. Therefore, the manager takes actions only when problems become too big to be ignored. For example when employees have conflicts with their supervisors, they find ways to increase the size of the problem, creating an aggressive environment. Under worker responsibility, manager and employees come together to prevent and solve problems.

### **Reaction to Learning Habits**

In the second level of mixed styles, employees are establishing work habits, developing attitudes and learning professional skills. On the job and out of training, motivation depends on the leadership style they work under. In command-and-control leadership, ambitions are connected with maintaining the status quo. In worker responsibility, ambitions will be interrelated with opportunity. They will expand their skills on and on as opportunities come up.

### **Reaction to Goals**

Self-motivated people are consequently goal motivated. When they succeed a goal, they generate another one. Each goal they establish is a learning process that requires all the elements in level one. A company that attracts and keeps this type of person stays on the leading edge of technology. The CEO is supposed to be a visionary in customer service and employee leadership. The employees' goals are the same as the CEO's. If the CEO desires control, then he will lead in such a way that trains associates to lead by control as well. As a result, the employees' goals are quitting time.

### **Reaction to Recognition**

A very important issue is recognition. It builds positive self-esteem and it has benefits, which are achieved when the employees feel that the job could not have been done without them. In that case the employees were faced with a challenge, which means that they had the responsibility and the authority to take action.

### **Self Motivated Projects**

Self-motivated projects give the ability to start and finish what one has started. Many times people, who are working alone, do not finish what they start. The ability to finish challenging projects is the secret to become a winner. The most important requirement is interest. Through gaining information, a challenge is presented and a goal is set. When action is taken, then risk, fear and failure become a challenge by itself.

In self-motivated projects someone faces many difficulties because no one cares if he will succeed, which is another hitch. That is a reason why most people quit before they get a good start. As a result, people, who find ways to overcome barriers and hang in there, are the winners. In addition, they develop skills and confidence, which are required steps to larger projects.

### **Team Motivated Projects**

In a team-motivated environment, everyone can be inspired to achievement. Everybody have a common goal. So team members support each other until success is achieved. In this type of environment, others do care and team members are needed for achieving the goal. That is a proof that team motivation is extremely powerful. The exchange of various and different ideas and information, adds to the motivating force.

## **Chapter 4 – Methodologies and Procedures**

### **4.1 Description of methodology**

The research for my thesis took place in a projectized telecommunication industry in Greece, ITS. The first method, which I use for my study is the descriptive method. Firstly I describe the case of ITS Company and the problem that the company confronts. Then, I try to demonstrate why this problem exists.

In addition I made a questionnaire, which gave to both levels of my department for answering it. Specifically, I gave the questionnaire to 30 technicians, to the project manager and to 5 supervisors of my department in order to have integrated results and view of the situation. The questionnaire is anonymous and it is answered by everyone, as I hoped to.

After the selection of the information needed, I use the critical evaluation path. I analyze the results of my above mentioned methods and I make suggestions and recommendations for company's future prospects.

### **4.2 Questionnaire**

Questions for project manager, supervisors and employees:

1. Which of the following best describes your position in ITS Company?

- a. Technician
- b. Manager
- c. Administrator

d. Other

2. For how long do you work for ITS Company?

a . Less than 1 year

b . Between 1-5 years

c . Between 5-10 years

d . More than 10 years

3. Do you have any propositions for your supervisor that would help him/her be a more effective manager? What are they?

4. What would help you to be more productive and guarantee higher quality performance?

5. Do you feel that employees are recognized as individuals?

a. Always

b. Usually

c. Sometimes

d. Rarely

e. Never

f. Not sure

6. How the project manager motivates you to see ITS succeed?

7. Does ITS clearly communicates its goals and strategies to you?

- a. Disagree
- b. Somewhat disagree
- c. Neutral
- d. Somewhat agree
- e. Agree

8. Considering your duties, would you say that there are:

- a. Too many
- b. Enough
- c. Not enough

9. Are there any rewards, which you receive from doing your job?

10. Do you have enough information available, which enables you to do your job easier?



## **Chapter 5 – Results**

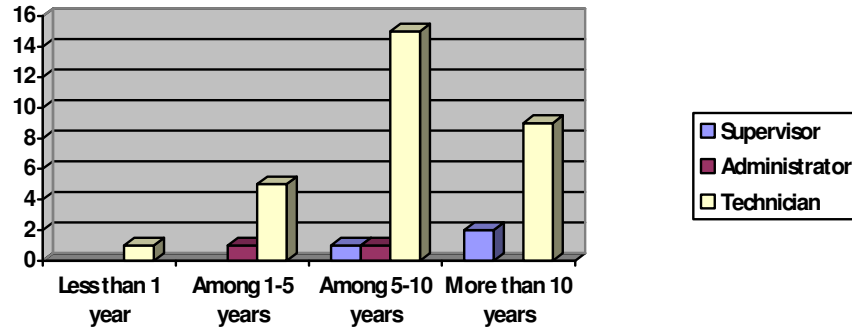
### **5.1 Introduction**

In this chapter, I present a review of the results of the methodology that I followed during this thesis and it is described in chapter 4.

The expectations of this research and study during my thesis were to find out the real problem, which my company faces, and to try to help ITS not only to improve, but to function with great success. I also expected to see from the questionnaire, which many employees answered, that the real problem of my company is about the leadership and as a consequence the motivation of the project manager.

### **5.2 Results from Questionnaire**

The questionnaire was carried out with the employees of ITS Company in the technical support department, where I work too. The questionnaire was given to 35 employees, from which twenty nine (29) are technicians, two (2) of them are administrators and three (3) of them are supervisors. Furthermore, the people who answered the questionnaire are working to ITS Company from one (1) year to more than ten (10) years. They were all answered and the results that are presented below are due the expectations of this thesis at the beginning.



**Figure I: Employees' years of work in ITS Company**

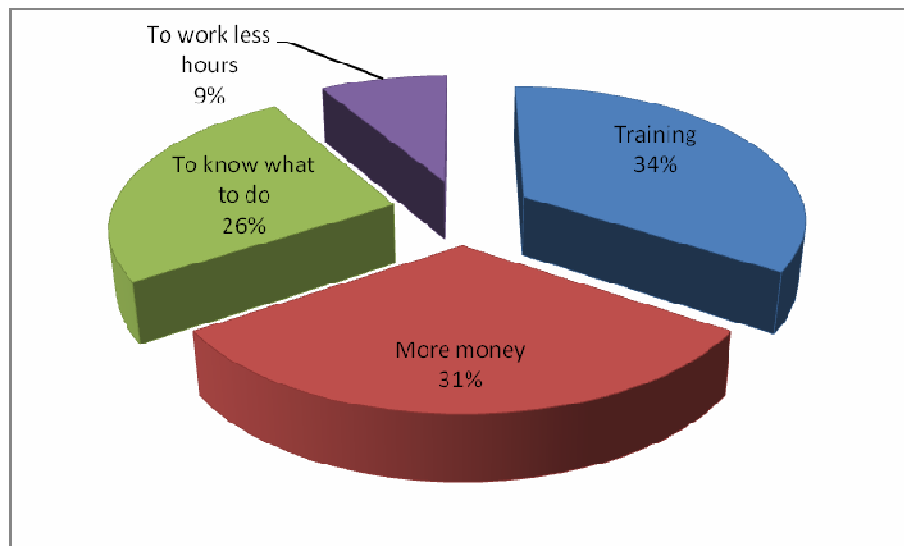
As we can notice from figure I, the most of employees of ITS Company are working there from five to more than ten years. A result, we can understand that they have a considerable experience about the attitude of the project managers of the company.

When the workers were answered if they have any propositions for their supervisors that would help him to be more effective manager, the biggest percentage, which was 32%, proposed training programs. Another noticeable answer was to give him the company more money, in a percentage 26%. One employee to five proposed to change project manager (20%). All the above answers show that the project manager is not agreeable to some employees and he does not have the skills of an effective project manager.

Answer	Employees	Percentage
1)To be trained	11	32%
2)To give the company more money	9	26%
3)To change project manager	7	20%
4)I do not have a proposal	5	14%
5)To calm, be more pleasant	3	8%

**Figure J: Employees' propositions for effective project management**

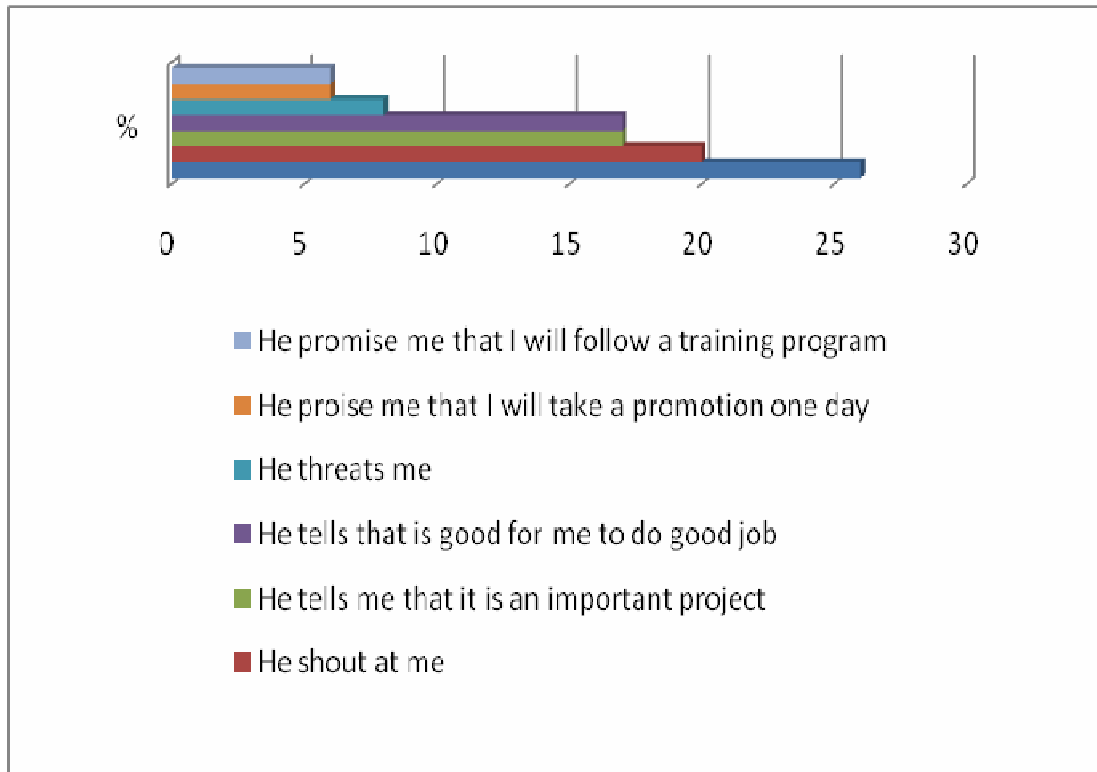
Moreover employees choose not only for the project manager, but for themselves as well, training programs. In the 4<sup>th</sup> question they were asked what would make them more productive and to perform with higher quality, the most of the workers selected training, in order to learn more. With no surprise, a big percentage prefers to take more money in order to be better performer in their work. However, a considerable percentage of the employees would be more productive if it would know what exactly to do.



**Figure K: Employees' propositions for high quality performance**

Furthermore most of the workers (13) believe that employees in ITS Company are never recognized as individuals or they rarely are (11). However there is a small amount of answers (6), which express the belief that ITS Company sometimes does recognize the employees as individuals.

In the question of how the project manager motivates the employees we got plenty of different answers.



**Figure L: Project manager motivation to ITS Company due to employees**

A considerable number of employees (14) notes that ITS Company does not clearly communicates its goals and strategies to them or it depends (7). Only three (3) of them have an opposite opinion or almost (6) and five (5) people cannot decide.

In addition a percentage of 66% notes that its duties are enough. On the other hand a percentage of 32% believes that its duties are too many and only 2% has not enough duties.

It is almost totally admitted that there are any rewards, which the employees may receive for doing their job well. Only three (3) persons out of five said that they take a bonus every year, which means that these persons are the supervisors of the department.

Finally in the last question employees mentioned that for any information they need, in order to make their job easier, they ask their supervisor because they do not have access into the company's system (40%). Another percentage said that takes phone calls to other departments (29%). However, 23% of the employees look everywhere alone, in order to find out the information they need. To close up, a disappointed 8% do not care and do nothing.

## **Chapter 6 – Discussion, Conclusions, Recommendations**

It is generally accepted that nowadays the human factor is the most important one in any organization. As it is mentioned in the literature review many changes in the workforce have lead to this conclusion globally. The rapid development of technology, the globalization, the communication improvement and the project-oriented organizations are some of the factors, which created the need for good human resources management. As a result, leadership and motivation are the most important principles of project management and they have to be effective.

Most companies today are projectized, such as is ITS Company. Because of the fact that these companies have to accomplish some projects and goals successfully, they need to have effective leadership and motivation, in order to influence and empower their people, so as to achieve their goals.

Leadership skills and motivation techniques affect the management of the projects in a big percentage. Moreover, leadership skills and leadership styles define the solutions to problems that are faced during a project and decision making, which has to be taken quickly and apposite. The style, which a leader has, depends on the situation, mentioned in the literature review as the situational leadership, and it is not always the same. The reactions and the decisions of a leader must benefit the project team and the whole organization.

The project manager is responsible to communicate the vision of the company to his team and to give them directions in order to guide them to success. Also, the leader of a project team has to develop his team members' abilities, encourage them in difficult times and motivate them for the future. Finally the project manager must be

able to influence positively his people. As a consequence, they will follow him up to the end of the project and they will give their best performance.

In chapter 5 the results of the survey are presented, which were given to employees of ITS Company. Through these results I reach the conclusion that ITS Company has an important problem in the leadership and motivation area. There is lack of leadership skills and motivational tools and techniques, and it is obvious after this research. That is most probably why ITS do not complete successfully the projects that it gets. Employees are very disappointed from their project manager and they need a change in order to feel better and start to perform in high quality. People need to trust, in order to follow their leader.

As it is referred in this thesis, ITS is a projectized company, which means that ITS works only with projects and as a consequence it has many project managers in its human resources. However, through this research, I came to the conclusion that ITS Company do not select carefully its project managers and it does not look for special credentials that a project manager need to have.

As a result, almost every project manager who takes the job lacks of some very important skills. Furthermore, the company does not have a monitoring system so as to supervise project managers. ITS projects last in average one year and a half. When a project manager comes to the company needs one to two projects in order to gain some experience in project management and to start having results.

I present below a way that ITS Company could easily check its project managers in the field of leadership and motivation and try to make them better and better, so as not to fail projects because of that reason. This is going to be achieved with codetermination.

After a project manager is hired in ITS and before he takes on a project, he is going to follow up a training program about leadership and motivation. Through this program, the project manager will have the opportunity to learn about how to lead his people or motivate them, or he is going to rub up his knowledge in this field.

When the training program is completed, then the project manager will start work. After three years of work, this means that two projects will have been finished; an audit is going to take place for the project manager. This is going to happen with the help of employees. A questionnaire is going to be distributed to the workers. After they will fill in the questionnaire, which is anonymous, they will give them to the upper level of the company. The results define the level of professionalism of the project manager and how good work did in his team.

This audit is going to take place at regular intervals, which means every six months. If the project manager does not have good results for three to four continually audits, then the upper level of the company takes actions for the future of the manager.

Through this audit, I strongly believe that project managers will not neglect the human factor anymore and as a consequence the field of leadership and motivation. On the other hand, the employees are going to feel that they participate in an important matter of the company and that they are part of the company. Furthermore they are going to be more productive and high quality performers, as they will not have the same problems again.

The upper levels of the company will have the opportunity to control the project manager job and results, without putting the project manager in an awkward position.



In conclusion, I believe that a useful tool is now available, in order to help not only the company, but many organizations in Greece having the same problem. The author hopes that the present research can be a small stone in the breadth of project management knowledge.

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## **Appendix A – Training Program Form**

**Leadership & Motivation - Athens**

**24/6/2009**

### **Dates, hours and place of seminar conducting:**

The seminar will be conducted on **24<sup>th</sup>, 25<sup>th</sup> and 26<sup>th</sup> of June 2009**

- Origin time: 9:45
- Start time : 10:00
- End time : 14:00

This seminar will take place in ITS Company, building B2, room 4.

### **Syllabus**

Below follows the coverage, which will be developed during this training program:

- Introduction to Project Management
- Leadership Principles for Project Managers
  - Leadership theories and styles
- Managing Projects with People and Teams
  - Motivation Tools and Techniques
- Leadership & Motivation in Organizations

### **Purpose**

This seminar concerns ITS Company's project managers, in order to reinforce all the required skills and techniques of motivation and leadership.

The educational goals of this training program centre on the ability of project managers, after the completion of the seminar:

- To understand basic principles of leadership & motivation
  - To use the available tools & techniques
  - To evaluate their employees
- To solve problems and take crucial decisions rapidly
- To appreciate and reward their employees' efforts
  - To lead and motivate with high quality

This seminar is accompanied by educational material and tools ready to use directly.

## **Appendix B – Questionnaire**

1. Does your project manager encourage you to participate when it comes a decision making time?
  - Yes
  - No
  
2. Does your project manager try to implement your ideas and suggestions?
  - Yes
  - No
  
3. Does your project manager encourage you to be creative about your job?
  - Yes
  - No
  
4. Does your project manager counselling you, in order to improve your performance or behavior?
  - Yes
  - No
  
5. Does your project manager enjoy coaching people on new tasks and procedures?
  - Yes
  - No
  
6. Does your project manager train you in order to improve your knowledge and performance?



- Yes
- No

7. Does your project manager reward you, when you make a great effort?

- Yes
- No

8. Does your project manager inspire you and influence you positively?

- Yes
- No

9. Do you trust and want to follow your project manager in any project he undertakes?

- Yes
- No

10. Does your project manager find solutions to issues that disturb you?

- Yes
- No

11. Does your project manager communicate you the goals of the project and how they are going to be reached?

- Yes
- No

## APPENDIX C - THESIS CHECKLIST FOR PROJECT MANAGEMENT THESIS

STUDENT NAME

KANELLOPOULOU	MARIA	CHARALAMPOS	20099727
(Last name)	(First, Middle,.)	(Futher's name)	(I.D.#)

ADDRESS

46 FARRON Str.	GALATSI	ATTICA	11147/GREECE
(Number, Street)	(City)	(State/Country)	(Zip/Country)

COURSE

601	2	SPRING	2009
Course No.	Credits	Term	Year (yyyy)

TITLE OF THESIS

Project team management elements for effective motivation and project managers' leadership and techniques for ITS telecommunication industry in Greece.

*The final document submitted to complete requirements should include and be arranged as follows:*

Element	Check if Present
0. Hard/Cartoon Cover FRONT	
1. Inside Title Page Sheet	
2. Library Release and Approval Form Sheet	
3. Copyright information (if applicable) Sheet	
4. Dedication (optional) Sheet	
5. Acknowledgments (optional) Sheet	
6. Vita/Resume Sheet	
7. Abstract	
8. Table of Contents	
9. List of Tables (if applicable)	
10. List of Figures (if applicable)	
11. Text of Report	
a. Introduction	
b. Problem Statement	
c. Review of Literature	
d. Methodologies and Procedures Used	
e. Results	
f. Discussion, Conclusions, Recommendations	
12. Bibliography	
13. Appendices (if applicable)	
14. Blank Sheet	
15. Hard/Cartoon Cover BACK	

Comments on required Elements needing changes:

**Reviewing Faculty**

(Advisor Name)	(Signature)	(Date yy/mm/dd)

## APPENDIX D - THESIS APPROVAL AND GRADE FORM



### Thesis Approval Form

STUDENT NAME

KANELLOPOULOU	MARIA	CHARALAMPOS	20099727
(Last name)	(First, Middle,)	(Futher's name)	(I.D.#)

ADDRESS

46 FARRON Str.	GALATSI	ATTICA	11147/GREECE
(Number, Street)	(City)	(State/Country)	(Zip/Country)

COURSE

601	2	SPRING	2009
Course No.	Credits	Term	Year (yyyy)

TITLE OF THESIS

Project team management elements for effective motivation and project managers' leadership and techniques for ITS telecommunication industry in Greece.
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**Statement from student:** This research report is an original work never published or submitted to any other university. All sources used in the writing of the thesis are identified. I understand that an electronic and a bound copy of my thesis may be placed in the City University of Seattle Library and will be accessible to the public.

Student's Signature	Date (yy/mm/dd)

### To be completed by faculty

*I hereby acknowledge that I have read and approved the thesis submitted by the above student:*

THE THESIS ADVISING COMMITTEE:

a)	KONTESIS K.			2009/06/27
b)	PSAROMILINGOS I.			2009/06/27
c)	DIMOPOULOS K.			2009/06/27
	Print or type name	Signature	Grade(d.,d)	Date(yy/mm/dd)

THE CU PROGRAM DIRECTOR:

	Print or type name	Signature	Grade(d.,d)	Date(yy/mm/dd)

FINAL GRADE (Average)	
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