

Everyone's Smart University

Project (Spring 2021)

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PROJECT LEADERSHIP

Instructions:

- ☐ اخر موعد للتسليم هو يوم الخميس ٢٠-٠٥-٢٠٢١ في تمام الساعة ٩ مساءً.
- ☐ الإجابة متاحة باللغة الإنجليزية أو اللغة العربية مع مراعاة أن تكون المصطلحات العلمية باللغة الانجليزية.
- ☐ يتم تسليم المشروع في صيغة ملف pdf مع الالتزام بنموذج الجامعة ولن تقبل أي مستندات أخرى.
- ☐ يجب مراعاة أقسام البحث الرئيسية (مقدمة Introduction، دراسات علمية سابقة Literature Review، طريقة البحث Methodology، النتائج والمناقشة Results and Discussion، وأخيراً المراجع References. وان كان هناك ملحقات Appendices يتم إضافتها)
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Instructor's Name: **Dr. Sara Adel**

Conflict resolution (Using the Thomas-Kilmann conflict mode instrument)

Introduction

Leadership can be defined as one's ability to influence and motivate others to bring the best out in them. It focuses on encouraging individuals to add more to the overall effectiveness of an organization. Leadership is often defined as a process wherein an individual, influences and encourages others to achieve the organizational objectives and directs the organization so that it becomes more coherent and cohesive to work.

Moreover, a person who can bring out the change is the one who possesses the ability to be a leader. A good leader is the one who always looks out after others before himself and is proactive. Proactive refers to a leader's tendency of being three steps ahead of others, thinking of all the possibilities of a scenario. Leadership is all about developing people, in turn helping them to reach their maximum potential. In the simplest of terms, Leadership is an art of motivating the people to help achieve a common goal.

Project leadership is an interesting and increasingly popular field of investigation. It is an area growing in relevance and importance as projects are being delivered in a more complex and uncertain environment— one which, many would argue, requires more leadership.

The environment within which the project manager works is impacted by the type of project being managed, or the characteristics of the project as well as the business environment, team characteristics, and other factors. However, the impact of these on elements of projects (e.g., team composition and project manager selection) is frequently not taken into consideration. Specifically, as outlined above, it is assumed in many areas of the literature—as reflected by the static nature of lists of project manager skills and competencies— that all projects involve the same work and can be managed most effectively with the same project manager skills and competencies. [1]

Literature Review

Various articles have sought to examine the leadership profiles of successful project managers. In Anantatmula (2010) multiple research methods were used including (1) a literature review, (2) an Interpretative Structural Modeling (ISM) data collection tool used to model a project managers management and individual leadership role, and (3) a questionnaire that highlights relationships among factors independent of the model created through the ISM. The literature review conducted in this data was found to have a common list of significant people-related project performance factors used in project managers' leadership, including creating clarity in communication, defining roles and responsibilities, communicating expectations, employing consistent practices, establishing trust, facilitating support, and managing outcomes (Anantatmula, 2010). Taken as a whole, these combined methods of research found that a project manager's ability to define roles and responsibilities was the most important leadership quality employed by successful project managers (Anantatmula, 2010). Research showed that project managers can play an important leadership role through their ability to motivate team members. By motivating the team, they create a cooperative environment conducive to success,

which, in turn, inspires trust. Trust encourages team collaboration and innovation (Anantatmula, 2010). Trivellas & Drimoussis (2013) also chose to examine this research area, focusing on the behavioral and managerial competency profiles of project managers and their success. Their initial literature review identified fifteen behavioral competencies which are important in the practice of project management, listed as: leadership, engagement, self-control or self-management assertiveness, relaxation, openness, creativity, results orientation, efficiency, consultation, negotiations, conflict and crisis, reliability, values appreciation, and ethics. These researchers built the framework for their study from the Competing Values Model (CVM) used to theorize the concept of organizational effectiveness (Trivellas & Drimoussis, 2013). Trivellas & Drimoussis (2013) also measured behavioral competencies using a questionnaire based on the International Competence Baseline - International Project Management Association (ICB-IPMA); worked to conceptualize managerial competencies and leadership styles/roles (e.g. adaptive, task, etc.) using the Management Skills Assessment Instrument (MSAI) (e.g. teamwork, managing the future, competitiveness, etc.). They employed a research tool based on Golemans four dimensions of emotional intelligence (EQ) reflecting personal competencies (self-awareness, self-management) and social competencies (social awareness, relationship management).[2]

Trivellas & Drimoussis (2013) research found that successful project managers had a broad range of strengths showing high levels of behavioral, managerial, and emotional abilities. In particular, the behavioral competencies related to efficiency, values appreciation, and openness. The managerial competencies of teamwork, customer service, system control, and the emotional competency of social awareness, as well as having a task leadership style, best highlighted the most successful project managers (Trivellas & Drimoussis, 2013).

In research by Muller & Turner (2007), different leadership profiles were examined in order to determine if what characterized a successful project manager might be dependent on the project type. Their work also used a model of intellectual, emotional, and managerial competence (respectively, IQ, EQ, and MQ) to identify the leadership styles of successful project managers (Muller & Turner, 2007). Muller & Turner (2007) interviewed managers and supervisors in order to identify factors used by individuals in these positions to choose effective project managers for different project types. They also conducted a web-based questionnaire to determine the leadership style used by project managers who were deemed successful in different project areas. Muller & Turner (2007) supported the theory that different leadership styles were in fact appropriate for different project areas. The most successful managers were determined to have high emotional competence (EQ), although managerial competence was sometimes important. Conscientiousness, sensitivity, and communication were other significant factors that led to successful results (Muller & Turner, 2007). Depending on the project types, successful project managers were found to have the following leadership qualities: emotional resilience and communication in projects of medium complexity, and sensitivity in projects of high complexity, motivation in repositioning projects, and self-awareness and communication in renewal projects, sensitivity and communication in fixed price contracts, and influence and communication in remeasurement contracts, conscientiousness and communication throughout the life-cycle of a project, while the ability to manage resources was more important in the design state, and motivation and sensitivity were more important in the commissioning stage, motivation and managing resources in home-based, multi-cultural projects, conscientiousness in engineering

projects (Muller & Turner, 2007).

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- emotional resilience and communication in projects of medium complexity, and sensitivity in projects of high complexity,
- Motivation in repositioning projects, and self-awareness and communication in renewal projects.
- Sensitivity and communication in fixed price contracts, and influence and communication in remeasurement contracts.
- conscientiousness and communication throughout the life-cycle of a project, while the ability to manage resources was more important in the design state, and motivation and sensitivity were more important in the commissioning stage,
- motivation and managing resources in home-based, multi-cultural projects,
- conscientiousness in engineering projects (Muller & Turner, 2007).[3]

Methodology

The Thomas-Kilmann Instrument is designed to measure a person's behavior in conflict situations. "Conflict situations" are those in which the concerns of two people appear to be incompatible.

The Thomas-Kilmann Instrument has been the leader in conflict resolution assessment for more than forty years. This instrument requires no special qualifications for administration. It is used by Human Resources (HR) and Organizational Development (OD) consultants as a catalyst to open discussions on difficult issues and facilitate learning about how conflict-handling modes affect personal, group, and organizational dynamics. The TKI is also extensively used by mediators, negotiators, and many practitioners in the coaching profession (executive coaches, career coaches, business coaches, life coaches, etc. [4]

Results and Discussion

In our project, "Anwar Beverages", and for me as I was the project manager, I have faced a several

disputes in the project on a permanent and frequent basis. I remember handling them in different way each time. I can briefly review some of these methods and discuss the reactions, considering the five conflict-handling modes by The Thomas-Kilmann Conflict Mode Instrument (TKI).

The main event which we will discuss: Two different technical opinions, It was a serious conflicts between two supervisors, they disagreed on where to place the welding box in the drawings in the project and whether it was possible to change the location of the electricity cabin. Both parties were adamant in their opinion.

Firstly, assuming that it was handled by **Competing Mode**, after the problem was presented to me. I finished the discussion resolutely. And she asked them to go to the consultant and ask for his opinion and not to waste the time of the project.

Competing is assertive and uncooperative, a power-oriented mode. When competing, an individual pursues his or her own concerns at the other person's expense, using whatever power seems appropriate to win his or her position. Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win.

In the same case, if we assume that it is treated with an **Accommodating Mode**, my behavior in this situation will be very different. Rather, it can be considered the opposite of what was taken in the previous case. I will have to comply with the opinion of one of the parties, and it is often the most persistent and noisy party that I will have to agree with only to please him and get rid of the disturbing situation.

Accommodating is unassertive and cooperative also—the opposite of competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.

But if we assume that we deal with the issue by **Avoiding Mode**, what may happen simply is that the issue is presented to me as the project manager, and I make some excuses to postpone discussion of the problem, and deliberately ignore it or not care about it. Causing a bigger problem at a later time.

Avoiding is unassertive and uncooperative as well. When avoiding, an individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

If the same problem was handled by **Compromising Mode**. and it usually occurs when we seek to the satisfaction of both parties only for the purpose of getting rid of the problem, the desire of the first party is to establish an electricity cabin in the middle of the street while the second party sees its construction on the corner, another area is suggested as a compromise without Resorting to appropriate technical and engineering analysis.

Compromising is intermediate in both assertiveness and cooperativeness. When compromising, the objective is to find an expedient, mutually acceptable solution that partially satisfies both

parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

Last way in The Thomas-Kilmann Conflict mode instrument is collaborating, The problem is analyzed in a professional technical and engineering way to reach a final solution to the discussion. The opinion of one of the parties may be agreed upon, but with an approved technical analysis, the problem may be solved well.

Collaborating is both assertive and cooperative. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.[4]

References

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