

The use of traditional project management in creative industries in South Africa

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**A research report submitted to the Faculty of Commerce, Law and
Management, University of the Witwatersrand, in partial fulfilment of the
requirements for the degree of Master of Business Administration**

ABSTRACT

Project management was, in its formative stages, found only in specific industries like defence and technology. It has more recently become common across many sectors and has been, formally or informally, adopted as an effective business tool. The purpose of this research was to explore the presence and usage of project management in creative industries and to determine the effectiveness of the methods used by creative people.

The answers to the following two research questions were established through the research conducted. The questions asked “do project managers in creative industries use traditional project management techniques to get their jobs done or do they rely on what they have learned through experience?” and “what are the barriers to effective project management as perceived by project managers in creative industries?”.

Data was collected from 15 individuals who manage work in television production and event management. These respondents took part in in-depth interviews where they provided information on their method of managing projects and gave information about themselves and their careers. They also completed a short questionnaire on project management.

The interview data was analysed using a themed content analysis approach and the research results were presented using the thick descriptive technique.

The results of the study indicated that persons working in creative industries are neither aware of, nor make use of traditional project management techniques except in some cases where those techniques happen to be coincidentally similar to something they have already learned. Traditional project management techniques do exist in creative industries but occur more out of coincidence than conscious thought.

The results also indicated that persons working in creative industries believe that the constraints of cost and speed present problems in achieving effective

outcomes and work with creative people does not lend itself to using formal project management techniques.

DECLARATION

I, _____, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

(Beverley Alice Clayton)

Signed at

On the day of 2010

ACKNOWLEDGEMENTS

To my parents Stan and Pam who sacrificed much including taking care of financing this little adventure called the MBA.

To my sister Janice who has helped me in all ways great and small the past three years.

To Micks who got there first and kept me motivated via long distance phone call.

To all my colleagues who volunteered to be interviewed for this research and helped me enjoy the process by seeing it through their eyes.

To Conrad Viedge my supervisor for his support.

To all that have positively contributed to my education from the very beginning up until this incredible milestone.

And to all the women of the past who fought for the freedoms I have today.

Thank you

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CHAPTER 1: INTRODUCTION

“Many aspects of project management practice are common to most projects in most contexts, while others vary significantly among different types of projects and among projects in different contexts. The examination of the use of tools and techniques by practitioners and their perceptions of these tool and techniques can be viewed as a means for studying the present state of professional practice.” Besner and Hobbs (2008:17)

1.1 Purpose of the study

The purpose of this research is to look at the prevalence and effectiveness of project management in selected creative industries in South Africa.

1.2 Context of the study

Project management processes and techniques have been used in many industries for simplified and successful project management (Whitty and Schulz 2006). The industries that predominantly use project management include engineering, construction, defence and technology (Anbari, Bredillet and Turner 2007) and it is also becoming a part of various industries including pharmaceutical, manufacturing, medical, educational and service organisations (Burke 2006).

While completing her MBA studies the researcher was introduced to the concept of project management. Upon reflection she realised that within her industry of television production the nature of the work involved projects. However, in her own personal experience she had never studied project management but on a daily basis dealt with the mechanics of managing projects in her work. She also realised that the majority, if not all, of her

colleagues had not studied project management but had the knowledge to manage projects.

Thus she became curious as to how one is able to project manage without having a formal education in this area and where the ability and knowledge would come from in this case.

The research concept of investigating project management in creative industries such as television production, advertising and events management was born of this curiosity.

1.3 Problem statement

1.3.1 *Main problem*

This research aims to investigate whether project managers in creative industries use traditional project management techniques to get their jobs done or if they rely on what they have learned through experience, and what they perceived to be the barriers to effective project management.

1.3.2 *Sub-problems*

The first sub-problem is to investigate whether project managers in creative industries use traditional project management techniques to get their jobs done or if they rely on what they have learned through experience.

The second sub-problem is to establish what the barriers to effective project management are as perceived by project managers in creative industries.

1.4 Significance of the study

The study fills a gap in that it will explore project management within creative industries and will provide a qualitative view on the use and presence of these techniques within creative industries such as television production, advertising and events management.

The study will provide guidance to stakeholders in creative industries, production teams and business persons interested in getting involved in creative industries such as television production, advertising and events management, as well as project managers who would like to broaden their scope and researchers interested in this area.

The benefits will be that those involved in the study will, thereafter, have an understanding of their own personal project management methodologies as well as that of traditional project management. As will they have developed an appreciation of the value of both.

The results of the study will also benefit those who are interested in doing further research into project management particularly in creative industries.

1.5 Delimitations of the study

- The study will focus only on creative industries, therefore no inferences will be able to made into other industries that make use of project management.
- The study will focus on employees currently working as production managers or with previous production management career experience.
- The study will report on the thoughts, feelings and opinions of individual respondents.

1.6 Definition of terms

Critical Path Method (CPM) –“Critical Path Method models the project by clarifying the relationships between activities diagrammatically” Pycraft, Singh, Phihlela, Slack, Chambers, Harland et al. (1997:593).

Culture –“[A]n integrated pattern of knowledge, belief and behaviour related to human beings’ capacity for learning and transmitting knowledge to successors/descendants” Oosthuizen, Koster and De La Rey (1998:153).

Gantt chart –“A Gantt chart is a simple device . . . which represents time as a bar . . . on a chart” Pycraft et al. (1997:360).

Input –“Any item, whether internal or external to the project that is required by a process before that process proceeds. May be an output from a predecessor process” PMBOK (2008:428).

Methodology –“A system of practices, techniques, procedures, and rules used by those who work in the discipline” PMBOK (2008:430).

Output –“A product, result, or service generated by a process. May be an input to a successor process” PMBOK (2008:431).

Practice –“A specific type of professional or management activity that contributes to the execution of a process and that may employ one or more techniques and tools” PMBOK (2008:433).

Process –“[A] set of activities by means of which an output or objective is achieved” Oosthuizen et al. (1998:160).

Programme evaluation and review technique (PERT) –“[This] technique recognizes that activity duration and costs in project management are not deterministic (fixed), and probability theory can be applied to estimates” Pycraft et al. (1997:598).

Project –“A project is a set of activities which have a defined start point and a defined end state, that pursue a defined goal and that use a defined set of resources” Pycraft et al. (1997:605).

Project Manager – “[T]he role of the project manager is to achieve the project objectives . . . by planning and controlling the project from initiation to conclusion” Pycraft et al. (1997:571).

Project Management – “[I]s the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6).

Project Management Knowledge Area – “An identified area of project management defined by its knowledge requirements and described in terms of its component processes, practices, inputs, outputs, tools and techniques” PMBOK (2008:435).

Project Management Team – “The members of the project team who are directly involved in project management activities” PMBOK (2008:436).

Traditional Project Management – For the purpose of this research, traditional project management will be defined as the very basic form of project management, rather than any newer modified or evolved areas of the discipline.

Technique – “A defined systematic procedure employed by a human resource to perform an activity to produce a product or result or deliver a service, and that may employ one or more tools” PMBOK (2008:443).

Tool – “Something tangible, such as a template or software program, used in performing an activity to produce a product or result” PMBOK (2008:443).

1.7 Assumptions

- Research volunteers will be assumed to have worked on projects within their chosen industries and have an understanding of what they do on a daily basis as well as some form of opinion on the effectiveness of processes, techniques and tools that they use. Should this assumption not be met said research volunteer would have no value.

- Research volunteers will be assumed to have an interest and willingness to invest in the research process. Should this assumption not be met this may affect the data and consistency of answers.
- It will be assumed that, although interview subjects will present subjective answers, they will be honest in the content of these answers. Should a subject lie this would degrade the value of the answers.

CHAPTER 2: LITERATURE REVIEW

"A clear understanding of the state and the evolution of professional practice are particularly important to the future developments of the field of project management."

Besner and Hobbs (2008:16)

2.1. History of Project Management

Project management has been seen to exist prior to the advent of business (Shenhar and Dvir 2007) sometimes considered to date back to the building of the Pyramids and the Great Wall of China (Burke 2006). However, the beginnings of project management as a discipline have been traced back, firstly, to two early contributors in the early 1900's, Henri Fayol and Henry Gantt, and thereafter to the late 1950's (Burke 2006; Anbari et al. 2007).

Project management trends evolved throughout the second half of the 20th century beginning to include, for example, project management software, life-cycle management, cost schedule control systems, team building, and risk management (Kloppenborg and Opfer 2002).

The 1960's saw organisations making use of project management in all operations and using it as a management discipline (Oosthuizen et al.1998). In the 1980's the popularity of project management as a profession became apparent and research around project management increased (Kloppenborg and Opfer 2002).

Over time different types of project management methodologies began to evolve (Fernandez and Fernandez 2008) some examples include TQM, Prince and Agile Project Management (Fernandez and Fernandez 2008). These methods may have been developed in an attempt to standardise project management within an organisation or industry (Nickson and Siddons 1997). The total quality management (TQM) methodology was developed to include a focus on the client, team work, and continuous improvement (Burke 2006).

While Prince was focussed on project organisation, project control and project planning to allow for the production of technical products (Nickson and Siddons 1997). Agile project management developed particularly for the software development industry and has been created to deal with “complex and uncertain project situations” Fernandez and Fernandez (2008:10).

It is today considered to be an academically young discipline (Anbari et al. 2007; Leybourne 2007) as well as in very early stages of its development (Anbari et al. 2007) but is also the fastest growing profession in the world (Oosthuizen et al.1998). Oosthuizen et al. (1998:29) also considers it to be “arguably the most significant development in management science in the latter half of the century, and [it] has proven to be the most successful of the new management philosophies”.

2.2. The Role of the Project Manager

The project manager has the role of bringing the nine project management areas (as described in Section 2.4.) together successfully while working on a particular project (Burke 2006). The two main areas of responsibility of the project manager are to deal with administrative and operational issues and to manage the people involved (Berg and Karlsen 2007). This means that the project manager needs to have a broad range of skills as all areas of the project fall under their control including “strategy, finance, contracts, culture, planning, control, communication, [and] environment” Berg and Karlsen (2007:3).

The demand for project managers is growing due to the fact that more companies are using project management as a means of organising their day to day work structure (Crawford and Pollack 2007). The increase in demand is also creating an increase in the required competences and standards of project managers, thus project managers with certification and high standards in the workplace are more sought after (Crawford and Pollack 2007).

2.3. The PMBOK Guide

As project management evolved as an academic discipline and a profession a need arose for the knowledge contained therein to be recorded. Thus 'A Guide to the Project Management Body of Knowledge' (or more colloquially known as 'The PMBOK Guide') came into being (PMBOK 2008). The PMBOK guide is used by practitioners as it contains an inventory of useful and valuable tools and techniques available in the field of project management (Besner and Hobbs 2008).

The PMBOK Guide provides a "common vocabulary", "knowledge generally recognized as good practice" and "a foundational reference" (2008:4). Almost all academic literature on project management makes reference to The PMBOK Guide.

The PMBOK Guide serves as "the standard for the project management profession . . . a formal document that describes established norms, methods, processes and practices" (2008:3). It was conceived and developed by the Project Management Institute and the first edition was published in 1996 (PMBOK 2008). The current (fourth edition) was published in 2008 and is the version used for reference purposes in this research.

2.4. Nine Project Management Areas

As knowledge around project management has developed over the last 50 years it has been divided up into nine specific areas as defined in The PMBOK Guide (Burke 2006).

These areas are project integration management, project scope management, project time management, project cost management, project quality management, human resources management, communication management, risk management and procurement management (PMBOK 2008). The areas can be divided into broad management categories and have specific tasks and tools attached to them.

2.4.1. Project Integration Management

Planning, execution and control are brought together under project integration management (Burke 2006).

Table 1.1: Examples of Tasks and Tools - Project Integration (PMBOK 2008)

Project Management Knowledge Area	Examples of Tasks and Tools Attached to Project Management Knowledge Area		
Project Integration Management	Expert Judgement	Project Management Information System	Change Control Meetings

2.4.2. Project Scope Management

To manage scope it is important to define and control the work that must go into the project as well as that which should not be included (PMBOK 2008), keeping in mind the needs of all stakeholders (Burke 2006) and constantly adhering to the projects specific aims, goals and objectives (Oosthuizen et al.1998).

Table 1.2: Examples of Tasks and Tools - Project Scope Management (PMBOK 2008)

Project Management Knowledge Area	Examples of Tasks and Tools Attached to Project Management Knowledge Area		
Project Scope Management	Interviews	Observations	Group Creativity Techniques
	Focus Groups	Prototypes	Group Decision Making Techniques
	Facilitated Workshops	Expert Judgement	Questionnaires and Surveys
	Product Analysis	Decomposition	Variance Analysis
	Alternatives Identification	Inspection	

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2.4.3. Project Time Management

Time management is defined and controlled through the scheduling and sequencing of various activities and the adherence to these schedules throughout the project (Oosthuizen et al.1998; Burke 2006; PMBOK 2008).

Table 1.3: Examples of Tasks and Tools - Project Time Management (PMBOK 2008)

Project Management Knowledge Area	Examples of Tasks and Tools Attached to Project Management Knowledge Area		
Project Time Management	Decomposition	Alternative Analysis	Critical Chain Method
	Rolling Wave Planning	Published Estimating Data	Resource Levelling
	Templates	Bottom-up Estimating	What-if Scenario Analysis
	Expert Judgement	Project Management Software	Applying Leads and Lags
	Precedence Diagramming Method	Analogous Estimating	Performance Reviews
	Dependency Determination	Parametric Estimating	Variance Analysis
	Applying Leads and Lags	Three-Point Estimates	Project Management Software
	Schedule Network Templates	Critical Path Method	Adjusting Leads and Lags
	Reserve Analysis	Schedule Compression	Schedule Network Analysis
		Scheduling Tool	

2.4.4. Project Cost Management

The cost management process maintains control over the financial aspects of all resources involved in the project (PMBOK 2008), for instance, keeping to the budget (Burke 2006) and following the correct structures and procedures while doing so (Oosthuizen et al.1998).

Table 1.4: Examples of Tasks and Tools - Project Cost Management (PMBOK 2008)

Project Management Knowledge Area	Examples of Tasks and Tools Attached to Project Management Knowledge Area		
Project Cost Management	Expert Judgement	Project Management Estimate Software	To-complete Performance Index
	Analogous Estimating	Vendor Bid Analysis	Performance Reviews
	Parametric Estimating	Cost Aggregation	Variance Analysis
	Bottom-up Estimating	Historical Relationships	Project Management Software
	Three-Point Estimates	Funding Limit Reconciliation	Earned Value Management
	Reserve Analysis	Forecasting	
	Cost of Quality		

2.4.5. Project Quality Management

To determine project quality it is important to satisfy the needs and expectations of the stakeholders (PMBOK 2008) and this can be done through quality control, maintaining of specific standards and following the appropriate procedures (Oosthuizen et al.1998; Burke 2006).

Table 1.5: Examples of Tasks and Tools - Project Quality Management (PMBOK 2008)

Project Management Knowledge Area	Examples of Tasks and Tools Attached to Project Management Knowledge Area		
Project Quality Management	Proprietary Quality Management Standards	Cost-benefit Analysis	Statistical Sampling
	Additional Quality Planning Tools	Cost of Quality	Flowcharting
	Plan Quality and Perform Quality Control Tools and Techniques	Control Charts	Quality Audits
		Benchmarking	Process Analysis
		Design of Experiments	Cause and Effect Diagrams
	Histogram	Statistical Sampling	Approved Change Request Review
	Pareto Chart	Inspection	
	Run Chart		
	Scatter Diagram		

2.4.6. Human Resources Management

One aspect of managing a project is that of organising, leading and managing the project team (PMBOK 2008), it is vital to get the most productive results from the humans involved on the project (Burke 2006).

Table 1.6: Examples of Tasks and Tools - Human Resources Management (PMBOK 2008)

Project Management Knowledge Area	Examples of Tasks and Tools Attached to Project Management Knowledge Area
-----------------------------------	---

Human Resources Management	Networking	Training	Organization Charts and Position Description
	Organizational Theory	Team-building Activities	Observation and Conversation
	Pre-assignment	Ground Rules	Project Performance Appraisals
	Negotiations	Co-location	Recognition and Rewards
	Acquisition	Interpersonal Skills	
	Virtual Teams	Conflict Management	
	Issue Log		

2.4.7. Communication Management

Communication management involves all forms of communication regarding the project that allow for effective project management, both internally and externally with all the stakeholders involved (PMBOK 2008).

Table 1.7: Examples of Tasks and Tools - Communication Management (PMBOK 2008)

Project Management Knowledge Area	Examples of Tasks and Tools Attached to Project Management Knowledge Area		
Communication Management	Communication Requirements Analysis	Stakeholder Analysis	Communication Models
	Interpersonal Tools	Expert Judgement	Communication Methods
	Management Skills	Communication Technology	Information Distribution Tools
	Variance Analysis	Forecasting Methods	Reporting Systems

2.4.8. Risk Management

Risk management involves the analysis of possible risks and the subsequent development of strategies to minimise and appropriately manage problems which may arise (PMBOK 2008).

Table 1.8: Examples of Tasks and Tools - Risk Management (PMBOK 2008)

Project Management Knowledge Area	Examples of Tasks and Tools Attached to Project Management Knowledge Area		
Risk Management	Data Gathering and Representation Techniques	Planning Meetings and Analysis	Expert Judgement
		Documentation Reviews	Risk Probability and Impact Analysis
	Quantitative Risk Analysis and Modelling Techniques	Information Gathering Techniques	Probability and Impact Matrix
	Strategies for Negative Risks or Threats	Checklist Analysis	Risk Data Quality Assessment
		Assumptions Analysis	Risk Categorization
	Strategies for Positive Risks or Opportunities	Diagramming Techniques	Risk Urgency Assessment
	Contingent Response Strategies	SWOT Analysis	Expert Judgement
	Technical Performance Measurement	Risk Reassessment	Reserve Analysis
	Variance and Trend Analysis	Risk Audits	Status Meetings

2.4.9. Procurement Management

Procurement management should allow for the development of effective relationships between the organisation and suppliers of goods or services required to make the project a success (Burke 2006; PMBOK 2008).

Table 1.9: Examples of Tasks and Tools - Procurement Management (PMBOK 2008)

Project Management Knowledge Area	Examples of Tasks and Tools Attached to Project Management Knowledge Area
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Procurement Management	Procurement Negotiations	Make-or-buy Analysis	Advertising
	Contract Changes Control System	Expert Judgement	Internet Search
	Procurement Performance Reviews	Contract Types	Inspections and Audits
	Proposal Evaluation Techniques	Bidder Conference	Performance Reporting
		Independent Estimates	Payment Systems
	Records Management System	Expert Judgement	Claims Administrations

2.5. Project Life Cycle

The project can be divided into separate, chronological and sometimes overlapping stages by identifying and shaping these stages it is possible to manage time and deliverables (PMBOK 2008).

Sources differ on how many stages there are and what they are called, a representation of this is seen in Table 2.

Table 2: Varying Project Life Cycle Stages (References as per table)

Conceptual Development Implementation Termination	Oosthuizen et al.1998
Conceptualization Planning Delivery	Deepröse 2001

Closure	
Initiation Planning Executing Monitoring and Control Closing	Zqikael, Levin and Rad 2008
Initiating Planning Executing Closing	PMBOK 2008

2.5.1. Initiation/Conception

In this phase a need arises and authorisation of the project takes place (Zqikael et al. 2008), resources and staff are allocated, the scope of the project is determined in terms of cost, time, quality, risk and human resources (Oosthuizen et al.1998) and all stakeholders commit to the project (Deeprise 2001).

2.5.2. Planning/Development

In this phase plans are developed, courses of action and objectives are laid out (Zqikael et al. 2008) and timing is planned as well as the specifications (Oosthuizen et al.1998) and the contingency plan is developed (Deeprise 2001).

2.5.3. Execution/Implementation

The plan of action is now carried out (Oosthuizen et al.1998) and the coordination and performing of particular tasks takes place (Zqikael et al. 2008) in this phase.

2.5.4. Monitoring and Controlling

Quality control takes place (Zqikael et al. 2008) and any changes to the schedule and budget being a part of this phase.

2.5.5. Termination/Closing

This is the final phase and the product is delivered to the client plus the learnings are documented for future usage, formalisation and finalisation takes place (Zqikael et al. 2008) and the project closes out and the documentation is finalised (Oosthuizen et al.1998), feedback is given to the customers and in some cases a celebration takes place (Deeprise 2001).

Table 3: Project Management Process Groups and Knowledge Areas Mapping (PMBOK 2008)

	Project Management Process Groups				
Knowledge Areas	Initiating	Planning	Executing	Monitoring and Controlling	Closing
Project Integration Management	Develop Project Charter	Develop Project Management Plan	Direct and Manage Project Execution	Monitor and Control Project Work Perform Integrated Change Control	Close Project or Phase
Project Scope Management		Collect Requirements Define Scope Create WBS		Verify Scope Control Scope	
Project Time Management		Define Activities Sequence Activities Estimate Activity Resources Estimate Activity		Control Schedule	

		Durations Develop Schedule			
Project Cost Management		Estimate Costs Determine Budget		Control Costs	
Project Quality Management		Plan Quality	Perform Quality Assurance	Perform Quality Control	
Project Human Resource Management		Develop Human Resource Plan	Acquire Project Team Develop Project Team Manage Project Team		
Project Communication Management	Identify Stakeholders	Plan Communications	Distribute Information Manage Stakeholder Expectations	Report Performance	
Project Risk Management		Plan Risk Management Identify Risks Perform Qualitative Risk Analysis Perform Quantitative Risk Analysis Plan Risk Responses		Monitor and Control Risks	
Project Procurement Management		Plan Procurements	Conduct Procurements	Administer Procurements	Close Procurements

2.6. Traditional Project Management

Traditional project management can be seen as project management that is applied to the “generic project [wherein] there are sets of generic knowledge, skills, and practices that are applicable to most projects most of the time” Crawford and Pollack (2007:89). These projects have certain characteristics (Fernandez and Fernandez 2008):

- They are clearly defined.

- They have well documented features, functions and requirements.
- Budget, scope and schedule play an important role in managing of the project.
- They have planned baselines against which changes can be tracked.
- The role of the project manager, in traditional projects, is to reduce risk and actively manage time and money.
- The work team structure is well defined.

Due to “increased complexity in society, economics, and technology a new and suitable organisation and management [of projects is required]” Saynisch (2005:555). Therefore traditional projects and thus traditional project management have become less common and newer modes of project management like “PMI, CH2M, Hill, Prince2, DoD PMBOK, NASA systems Engineering, Solomon’s Performance Based Earned value” Fernandez and Fernandez (2008:15) are being used. Each one of these variations on traditional project management is designed to work specifically on projects with differing complexity and uncertainty. They present alternate approaches to project management that apply particularly to each project environment (Fernandez and Fernandez 2008).

In the context of this research only the concept of traditional project management will be used when collecting data for the purpose of simplification and to avoid too many variables.

2.7. The Measure of Effectiveness

According to Pycraft et al. (1997:605) successful projects are dependent on the following:

- Clearly defined goals.

- Competent project management.
- The support of top management.
- Competent team members.
- Sufficient resources.
- Adequate channels of communication.
- Satisfactory control mechanism.
- Feedback.
- Responsiveness to clients needs.
- Mechanisms for sorting out problems.
- Continuity among project staff.

It is possible to measure effectiveness subjectively, in terms of how a person feels about how well things get done, but when measuring in a concrete way one can also look at the “five performance objectives” Pycraft et al. (1997:48). The five objectives include quality, speed, dependability, flexibility and cost.

2.7.1. The Quality Objective

The elements that quality is made up of will vary depending on the kind of operation, all operations regard quality as a particularly important objective, quality is the most visible part of an operation, customers find quality something that is relatively easy to judge, quality is a major influence on customer satisfaction or dissatisfaction, good quality means high customer satisfaction and increases the likelihood that the customer will return, and quality as a performance objective has external aspects which lead to customer satisfaction and internal aspects which lead to a stable and efficient organisation Pycraft et al. (1997:49).

2.7.2. The Speed Objective

Speed is concerned with how long a customer has to wait to receive their product or service, in most cases the faster a customer can get what they want the more likely they are to buy it, internally speed is also important as speedy decision making, the spread of information and the completion of tasks within an appropriate amount of time allows for quicker production Pycraft et al. (1997:51).

2.7.3. The Dependability Objective

Dependability is the ability to get things done in time for the customer to receive their product or service, customers might only judge the dependability of an operation after delivery. A lack of dependability within an organisation affects time and cost. Dependability within an operation reduces problems Pycraft et al. (1997:53).

2.7.4. The Flexibility Objective

Flexibility means being able to change the operation and fast service often depends on an operations' flexibility. Flexibility can be addressed when introducing new products or services, offering a broader mix of products or services, allowing for varying volumes in the products or services, and being able to change the delivery time of a product or service Pycraft et al. (1997:56).

2.7.5. The Cost Objective

Cost is the most important objective, the lower the cost of production, the lower the cost of the product or service offered to the customer. All organisations are interested in lowering the cost of operations, lower costs allow for lower price

and increase of profits, and the cost objective can be improved by improving the other four objectives within the operation Pycraft et al. (1997:61).

2.8. Project Success and Failure

Project management has become more prevalent in industries that previously never used it, it has been found to be an effective organisational tool producing positive results in areas such as product development, human resources, financial management and communication (Pinto and Kharbanda 1996).

Due to the increased reliance various industries now have on project management techniques the necessity for effective performance and productivity has increased and thus the need for success in all areas has been allocated much importance (Pinto and Kharbanda 1996).

Expectations around the role of project management and those persons that use this tool have been raised but most times training and implementation is not adequate and the likelihood of failure of new projects is quite high (Pinto and Kharband 1996).

2.8.1. How Projects Fail

There has been a fair amount of research into the failure of project management and Shenhar and Dvir (2007) believe a project failure can be any one or a combination of the following:

- A project that is not completed on time.
- A project that is completed with spending over the budgeted amount.
- A project that does not fulfil the business objectives.
- A project that does not meet the expectation of the stakeholders.

2.8.2. Why Projects Fail

With the understanding that projects can fail it is subsequently possible to establish why they fail. The main contributing factors have been determined by research conducted by Shenhar and Dvir (2007) and Pinto and Kharbanda (1996). The following areas can contribute to project failure:

- Managerial neglect.
- Lack of planning.
- Failure to analyse trends and advances in technology.
- Inadequate training.
- Events beyond the project teams control.
- Events beyond the organisations control.
- Failure to understand the needs of the stakeholders.
- Lack of contingency planning.
- Poor diagnosis of the actual cause of a problem.
- Lack of feasibility studies.
- Inability to determine in advance the likelihood of a project being a success.
- Inability to learn from previous failures.
- Internal politics.

2.8.3. The Definition of Success

It is possible to define the elements of failure, however, it needs to be understood that mistakes are a part of learning and many valuable lessons come from such eventualities (Pinto and Kharbanda 1996).

A new way of thinking has also been establish to determine exactly what success should be seen as (Jugdev and Muller 2005). Traditionally success in terms of project management has been measured in terms of time, cost and scope (Jugdev and Muller 2005). Jugdev and Muller (2005) have also discovered an incongruence in that most success is only measured in the implementation phase of a project.

Jugdev and Muller (2005) posit that success should no longer be measured by these standards. Instead a project should be measured with new criteria including:

- Assessment from both an objective and subjective perspective.
- Acknowledgement of operational as well as strategic successes.
- An analysis of outcomes across all project phases.
- From the perspective of not only doing things right but also doing the right things.

“Projects success is a complex and ambiguous concept and it changes over the project and product life cycle . . . projects are about managing expectations [that have] to do with perceptions of success” Jugdev and Muller (2005:29). Therefore failure as it was traditionally defined may not in fact be failure. Success is more effectively determined when looking at the entire project lifespan and the positive outcomes for all stakeholders. (Jugdev and Muller 2005).

2.9. Besner and Hobbs Study

A study completed by Besner and Hobbs (2008) surveyed 750 project management practitioners with the intention of determining the practices that are most common to project management in most contexts as well as the variations of these practices in different contexts. Data was collected through the use of a questionnaire that was completed by project management professionals.

Participants in the study completed a questionnaire that collected data about their career and the projects they are involved in and they completed a list of questions designed to establish the status of the tools used within their industry. The selection of the project management tools included in this list was based on the tools Besner and Hobbs (2008:18) considered “to be those things that project management practitioners use to ‘do the job’ to ‘execute a process’”.

The list was made up of tools selected by Besner and Hobbs from the PMBOK guide and the literature they reviewed for the study (see table below).

The purpose of the study was to create “a better understanding of project management practice by investigating the use of project management tools and techniques” Besner and Hobbs (2008:16).

Table 4: The 70 Project Management Tools in Alphabetical Order (Besner and Hobbs 2008)

Activity List	Feasibility Study	Project Charter
Baseline Plan	Financial Measurement Tools	Project Communication Room
Bid Documents	Gantt Chart	Project Web Site
Bid/seller Evaluation	Graphic Presentation of Risk Information	Quality Function Deployment
Bidders Conference	Kick-off Meeting	Quality Inspection
Bottom-up Estimating	Learning Curve	Quality Plan
Cause and Effect Diagram	Lesson Learned/Post-mortem	Ranking of Risks
Change Request	Life Cycle Cost	Re-baselining
Client Acceptance Form	Milestone Planning	Requirement Analysis
Communication Plan	Monte-Carlo Analysis	Responsibility Assignment Matrix
Configuration Review	Network Diagram	Risk Management Documents
Contingency Plans	Parametric Estimating	Scope Statement
Control Charts	Pareto Diagram	Self Directed Work Teams
Cost/benefit Analysis	PM Software for Cost Estimating	Stakeholder Analysis
Critical Chain Method and Analysis	PM Software for Monitoring of Cost	Statement of Work
Critical Path Method and Analysis	PM Software for Monitoring of Schedule	Team Building Event
Customer Satisfaction Surveys	PM Software for Multi-Project Scheduling/levelling	Team Member Performance Appraisal
Database for Cost Estimating	PM Software for Resource Levelling	Top-Down Estimating
Database of Historical Data	PM Software for Resource Scheduling	Trend Chart
Database of Lessons Learned	PM Software for Simulation	Value Analysis
Database of Risks	Pm Software for Task Scheduling	Work Authorization
Database of Contractual Commitment Data	PERT Analysis	Work Breakdown Structure
Decision Tree	Production Breakdown Structure	
Earnar Value	Progress Report	

After allowing the project management practitioners to complete the research questionnaires a new list was drawn up, from the data collected, indicating the usage of these tools which is presented in the table below. The list was divided into three areas. The first division included all the tools used from limited to extensive use described as “most extensively used tools composed of very well-known and widely used tools” Besner and Hobbs (2008:21). The second division included all the tools used from very limited to limited use “whose use levels are neither very high nor very low” Besner and Hobbs (2008:22). The third division included all the tools that had less than very limited use “the use levels of these tools are very low” Besner and Hobbs (2008:21).

Table 5: The 70 Tools in Order of Average Use (Besner and Hobbs 2008)

From Limited to Extensive Use	From Very Limited to Limited Use	Less than Very Limited Use
Progress Report	Contingency Plans	Life Cycle Cost
Kick-off Meeting	Re-baselining	Database of Contractual Commitment Data
PM Software for Task Scheduling	Cost/benefit Analysis	PERT Analysis
Gantt Chart	Critical Path Method and Analysis	Quality Function Deployment
Scope Statement	Bottom-up Estimating	Value Analysis
Milestone Planning	Team Member Performance Appraisal	Database of Risks
Change Request	Team Building Event	Trend Chart
Requirement Analysis	Work Authorization	Control Charts
Work Breakdown Structure	Self Directed Work Teams	Decision Tree
Statement of Work	Ranking of Risks	Cause and Effect Diagram
Activity List	Financial Measurement Tools	Critical Chain Method and Analysis
PM Software for Monitoring of Schedule	Quality Plan	Pareto Diagram
Lesson Learned/Post-mortem	Bid Documents	PM Software for Simulation
Baseline Plan	Feasibility Study	Monte-Carlo Analysis
Client Acceptance Form	Configuration Review	
Quality Inspection	Stakeholder Analysis	

PM Software for Resource Scheduling	PM Software for Resource Levelling	
Project Charter	PM Software for Monitoring of Cost	
Responsibility Assignment Matrix	Network Diagram	
Customer Satisfaction Surveys	Project Communication Room	
Communication Plan	Project Web Site	
Top-Down Estimating	Bid/seller Evaluation	
Risk Management Documents	Database of Historical Data	
	PM Software for Multi-Project Scheduling/levelling	
	Earned Value	
	PM Software for Cost Estimating	
	Database for Cost Estimating	
	Database of Lessons Learned	
	Production Breakdown Structure	
	Bidders Conference	
	Learning Curve	
	Parametric Estimating	
	Graphic Presentation of Risk Information	

Finally tools were scored according to extent of use, from highest to lowest, and a list was created rating the tools from one to 70 which is presented in the table below.

Table 6: The Highest and Lowest Ranking Tools on Use (Besner and Hobbs 2008)

Highest	Lowest
1. Progress Report 2. Kick-off Meeting 3. PM Software for Task Scheduling 4. Gantt Chart 5. Scope Statement	56. Graphic Presentation of Risk Information 57. Life Cycle Cost 58. Database of Contractual Commitment Data 59. PERT Analysis 60. Quality Function Deployment

6. Milestone Planning	61. Value Analysis
7. Change Request	62. Database of Risks
8. Requirement Analysis	63. Trend Chart
9. Work Breakdown Structure	64. Control Charts
10. Statement of Work	65. Decision Tree
11. Activity List	66. Cause and Effect Diagram
12. PM Software for Monitoring of Schedule	67. Critical Chain Method and Analysis
13. Lesson Learned/Post-mortem	68. Pareto Diagram
14. Baseline Plan	69. PM Software for Simulation
15. Client Acceptance Form	70. Monte-Carlo Analysis
16. Quality Inspection	
17. PM Software for Resource Scheduling	
18. Project Charter	
19. Responsibility Assignment Matrix	
20. Customer Satisfaction Surveys	

The top 20 tools on this list would therefore indicate the most commonly used tools in the project management environment and thus could be considered relevant to the research conducted in this report. The discussion around how this list was used in collecting data will follow in Chapter 3.

Some of the conclusions drawn from the research completed by Besner and Hobbs (2008) are:

- There are common patterns of project management practice across the project management community irrespective of context or project type.
- The most often and least often used tools are the same irrespective of project characteristics.
- Large projects and those encountered in mature organisations use project management tools and techniques to a far greater extent than small projects.
- Project management is a logical way of doing things. Systems can develop through natural abilities of those working together in an environment.

2.10. Project Management as Management Practice

Although project management can be seen as a discipline particularly focused on accomplishing a set task within particular budgetary and time specifications (Cicmil and Hodgson 2006) trends have begun to move towards project management being seen as something more.

The project has become an integral part of the daily operations of organisations (Oosthuizen et al. 1998; Cicmil and Hodgson 2006), traditional business processes are being replaced with project-type initiatives (Shenhar and Dvir 2007) and the use of the project now expands into areas of new product development, product improvement, system development, process building, process reengineering, new service initiation and marketing campaigns (Shenhar and Dvir 2007).

Project management also presents a structured way of managing people that is linked to performance management (Bryde and Wright 2007). Performance management is primarily about ongoing communication and information sharing between the employee and manager (Bacal 1999) and project management through its predefined tools and techniques allows for this to happen easily (PMBOK 2008).

Above all project management is being used as the new management practice (Oosthuizen et al. 1998) and “is the most successful of the new management philosophies” Oosthuizen et al. (1998:29).

Some of the advantages project management offers management practice is that it is suited to the business environment because it was developed in organisations and not in an academic context, it can be used to accomplish almost any particular function, it can present a simplistic model for handling these functions and it is particularly effective in the management of business environments that change constantly and move quickly (Oosthuizen et al. 1998).

The apparent success of project management in the business environment can be attributed to the use of flat organisational structures, the team based

approach, the close link between project manager and the stakeholders and the ability of the project manager to manage across a number of functions instead of specialising in one area (Oosthuizen et al. 1998).

1.11 Creativity and Creative People

Many authors (DeLong 1981; Myers 1981; Fletcher 1983; Pierson 1983) have written about creativity and creative people. For the purposes of this research a brief analysis of these concepts is necessary. The analysis will look at what creativity is, the creative process, a description of creative types and some ideas on how to manage creative people.

2.11.1. Creativity

Comella (1966:46) defines creativity as “new ways of thinking about old problems . . . it is a complex mental process that may or may not have a tangible result”. Comella (1966) posits that creativity is built up of ideas that can be drawn from the knowledge of the creative person and subsequently viewed from new perspectives using that person’s imagination and flexibility.

2.11.2. The Creative Process

The creative process has been analysed and defined into various stages but the analysis of literature does not provide a consistent definition. The below table represents some of the variations in the stages of the creative process.

Table 7: Varying Stages of the Creative Process (References as per table)

Problem perception: the problem makes itself known in the appropriate context and is subsequently defined. Incubation: a potential solution begins to be formulated. Insight: inspiration concerning the key issue is brought forth.	Comella 1966
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Elaboration, test and evaluation: detail of the solution is mapped out and the validity of it is tested. Application: the solution is put into practice.	
Preparation: when a problem is defined and knowledge is sourced based on the problem. Incubation: thinking around the problem and consolidation of the knowledge happens. Illumination: the initial exploration of the solution takes place. Implementation: the solution is put into effect.	Cochran 1984
Knowledge: the introduction and development of new ideas in conjunction with expertise and prior knowledge around the area in question, using prior problem solving experience and personally predefined implementation skills. Process: the problem is defined and all concepts are readdressed to allow new understanding to be brought forth. Work styles: this is where the problem solving nature and special abilities of the creative person are used in their own unique way to develop a solution.	Mumford 2000

2.11.3. Creative Types

Detailed information exists on the character traits and behaviour of the creative person. There appear to key areas that define a creative type (Comella1966; Cochran 1984; Mumford 2000).

A creative type is confident in his/her own ideas, has good self image, measures success against their own personal standards, requires personal freedom and tends to be stifled by corporate processes (Comella1966; Cochran 1984; Mumford 2000).

He/she is thought to be intelligent, has an ability to be flexible in his/her thinking, is competent at abstract thinking, uses intuition where necessary, has an avid curiosity and values continued learning. (Comella1966; Cochran1984; Mumford 2000).

Independence and individualism are very important for a creative type, he/she is stimulated by challenge and takes pride in his/her work and is determined and persistent (Comella1966; Cochran 1984; Mumford 2000).

2.11.4. *Creative Types in Teams*

A popular approach to team functioning is the Belbin (2000) team role theory. In this approach one of the team roles is called a “Plant”. The Plant is the creative member of the team. Belbin (2000) describes the characteristics of the Plant as follows:

- Independent, clever and original.
- Prefers to work beyond the constraints of the team.
- Sensitive to criticism and positive feedback.
- Does not follow rules allowing room to generate fresh ideas.

The role of the Plant within the team is to develop new ideas and assist where there are difficulties and problems. However, teams need different perspectives and should not have too many Plant type people Belbin (2000).

2.11.5. *Managing Creative People*

Creative types require a specific management style that is different from traditional management (Cochran 1984). Studies by Comella (1966), Cochran (1984) and Mumford (2000) suggest the following tactics:

- Encourage creative ideas.
- Respect the individuality of the creative type.
- Provide positive motivation and reinforcement.
- Identify and nurture the individuals with greater creative ability.

- Allow creative types to pursue problems which stimulate and challenge them.
- Avoid routine, bureaucracy and paperwork.
- Allow work planning to be flexible.
- Allow for personal freedom.
- Encourage time to think before work begins.
- Allow access to knowledge enhancing information and encourage learning.

Creative types think and behave differently and thus need to be managed in a specific way and offered the right kind of environment to flourish and be productive to the organisation.

2.12. Conclusion

Project management as a research area has also grown as it is now believed to be a key strategic discipline and its' value and potential for growth enhancement has been recognized (Kloppenborg and Opfer 2002). The main industries that have been making use of project management since the 1950's are engineering, construction, defence and technology (Anbari et al. 2007), however, it is also being recognised worldwide (Santos do Valle, da Silveira e Silvia and Soares 2008) and becoming a part of various industries including pharmaceutical, manufacturing, medical, educational and service organisations (Burke 2006).

With project management becoming more and more prevalent throughout various industries it is valuable to determine the extent to which it is present in creative industries and how it is used.

2.12.1. *Research Question 1*

Do project managers in creative industries use traditional project management techniques to get their jobs done or do they rely on what they have learned through experience?

2.12.2. *Research Question 2*

What are the barriers to effective project management as perceived by project managers in creative industries?

CHAPTER 3: RESEARCH METHODOLOGY

"[T]o create good research findings, analysis also must yield results that are meaningful to the people for whom they are intended and described in language they understand." LeCompte (2000:152)

3.1 Research methodology

When selecting the research methodology to be used in a study the researcher should be aware of the point raised by Creswell (2003:23) that "the choice of which approach to use [should be] based on the research problem, personal experiences, and the audiences for whom one seeks to write".

Therefore when conducting research the researcher should look at the research problem, personal experience and the audience to establish whether to use a qualitative methodology or quantitative methodology and which would be more appropriate.

3.1.1. Differences between Qualitative and Quantitative Methods

Qualitative and quantitative methods differ as well as do researchers that are inclined to use either approach (Neuman 2003). All researchers are systematic and careful in their methods of gathering data and all have the role of collecting, analysing and finding patterns in data. However, within the qualitative and quantitative methods, there are differences in the styles of research and types of data. Researchers that embrace one or the other methodology have different ways of seeing things and ways to anticipated the outcomes of their research (Neuman 2003). The below table illustrates some of these differences.

Table 8: Quantitative Research versus Qualitative Research Neuman (2003:145)

Quantitative Research	Qualitative Research
Test hypothesis that the researcher begins with.	Capture and discover meaning once the researcher becomes immersed in the data.
Concepts are in the form of distinct variables.	Concepts are in the form of themes, motifs, generalizations, and taxonomies.
Measures are systematically created before data collection and are standardised.	Measures are created in an ad hoc manner and are often specific to the individual setting or researcher.
Data are in the form of numbers from precise measurement.	Data are in the form of words and images from documents, observations, and transcripts.
Theory is largely causal and is deductive.	Theory can be causal or noncausal and is often inductive.
Procedures are standard, and replication is assumed.	Research procedures are particular, and replication is very rare.
Analysis proceeds by using statistics, tables, or charts and discussing how what they show relates to hypotheses.	Analysis proceeds by extracting themes or generalizations from evidence and organizing data to present a coherent, consistent picture.

3.1.2. The Qualitative Research Report

Neuman (2003) describes the qualitative research report as having the following qualities:

- Relatively less rigid in structure and more leniency with writing style and length than a quantitative research report.

- Aims to illustrate the research process and explain the data collected.
- Presents, describes and interprets the data in a rigorous fashion.
- Data can be collected and expressed in more ways than in a quantitative research report and the approach is less standardised.
- Presents concrete data but also aims to project a subjective sense of meaning using detailed descriptions.

3.1.3. *Choice of Methodology*

Having considered the differences between qualitative and quantitative methodologies, with particular reference to the particular research problem and the audiences, the researcher believed that the qualitative methodology would provide the most logical way of approaching this research.

Due to the nature of the industries taking part in the research it was most valuable to use a qualitative research methodology paradigm. It was believed that the chosen paradigm would encapsulate and evoke more of the subjective feelings and experiences whereas quantitative methodologies may have missed out on certain nuances and perspectives and particularly may not have been as user-friendly to creative types.

The intention was to draw out and richly describe the experiences, feelings and opinions of those involved, particularly relating to their career experience as production managers within their chosen field.

3.2. Research Design

According to Creswell (2003:18) the qualitative research approach has the following characteristics:

- The enquirer makes knowledge claims based primarily on constructivist perspectives.
- Multiple meanings of individual experiences are explored with the intent of developing a theory or pattern.

- Narrative strategies of enquiry are used.
- The researcher collects open-ended, emerging data with the intention of developing themes from that data.
- The researcher collects participants meanings, brings personal values into the study, collaborates with the participants and makes interpretations of the data

After selecting the qualitative methodology the researcher chose to use in-depth interviews as a way of collecting data.

Interviews can be used to collect data when there is a need for information to be collected in an accurate way from another person (Neuman 2003). The interview is a social interaction where the interviewer asks particular questions of the respondent to glean specific information (Neuman 2003). The interviewer records the respondents answers and these answers become the source data to be analysed by the researcher (Neuman 2003).

3.3. Population and Sample

3.3.1. Population

The population for this research includes persons working in creative industries such as television production, advertising and events management in the South Africa. There are no limitations as to age, race and gender, however, it was necessary for members of this group to have been working as production managers or to have some career experience in production management.

3.3.2. Sample and Sampling Method

The sample was drawn from organisations in creative industries such as television production, advertising and events management within the Gauteng area using purposive sampling (Karmel and Jain 1987).

Organisations and individuals were approached and asked to participate in the research. Any persons who were working as production managers or who have project management experience were invited to take part.

All volunteers were allowed to remain anonymous but certain demographic information was requested e.g. age, number of years career experience, industry.

A snowball sampling technique (Biernacki and Waldorf 1981) was used where networks and word-of-mouth type situations were taken advantage of so that people working within such industries were requested to invite other production managers or assist the researcher in contacting them.

Most respondents were therefore either people who were friends of the researcher due to a previous working relationship or were friends or colleagues of those friends.

Having considered the number of persons to interview to collect adequate data the logic of Morse as quoted by Neuman (2003:439) stating “[i]n qualitative research, adequacy refers to the amount of data collected, rather than to the number of subjects as in quantitative research. Adequacy is attained when sufficient data has been collected that saturation occurs” was taken into account. Therefore 15 persons were interviewed as it appeared that with this number of research subjects adequacy had been reached and saturation of themes began to occur.

3.4. The Research Instrument

The research instrument (see Appendix A) was designed to be used by an interviewer, interviewing one respondent at a time. The interviewer took the respondent through the entire process using the research booklet as a protocol (Leedy and Ormrod 2005).

The respondent filled in the short questionnaire, provided some general career information about themselves (e.g. number of years career experience) and answered several open-ended questions. The interviewer took responsibility for

explaining the process, clarifying any queries and prompting the respondent to elaborate further when necessary.

3.4.1. Short Questionnaire

A study completed by Besner and Hobbs (2008) surveyed 750 project management practitioners with the intention of determining the practices that are most common to project management in most contexts as well as the variations of these practices in different contexts. The purpose of the study was to create “a better understanding of project management practice by investigating the use of project management tools and techniques” Besner and Hobbs (2008:16). The outcomes of this study were used as a basis for developing the short questionnaire (see Appendix A).

The short questionnaire presented the list of the highest ranking tools in use (see Table 6 in Chapter 2) as determined by Besner and Hobbs (2008) to the respondents. Respondents were asked to tick the box that they found to be most correct in their personal experience.

The box options were:

- I know this term and I use it in my work.
- I know what this term means.
- I have heard this term but I don't know what it means.
- I use a term which I believe to be similar in my work.
- I don't know of this term.

The purpose of the questionnaire was not necessarily to collect in-depth data but rather to allow the respondent to warm up to the interview process. In analysing the answers ticked the researcher was able to get a sense of how familiar the highest ranking tools were to the respondent. The researcher did not design this questionnaire to be analysed statistically.

3.4.2. Interview Questions

The literature reviewed provided the material from which the interview questions (see Appendix A) were developed. Questions were open-ended and designed to draw a detailed answer rather than a short response from the respondent.

The content drawn from the literature review and addressed by the interview questions were drawn from the following areas:

- Traditional project management.
- The project life cycle.
- The role of the project manager.
- The project team.
- The nine project management knowledge areas.
- The measures of effectiveness.
- Project success and failure.
- Creative environments and creative people.

3.5. Procedure for Data Collection

The researcher conducted the interviews with 15 respondents over a three week period. Those interviewed work in creative industries such as television production, advertising and events management within the Gauteng area and are currently working as production managers or have previous project management career experience.

Each respondent was interviewed individually and, where possible, in their own work environment. The researcher had an existing relationship with each person interviewed and therefore did not need to employ any techniques to

build rapport. The interviewer controlled the process by asking questions, providing clarity and prompting further detail where necessary. The interviewer took detailed and accurate notes when recording the answers.

Confidentiality and anonymity were guaranteed and respondents were offered the opportunity to read a summary of the research results should they be inclined to do so.

3.6. Data Analysis and Interpretation

Data analysis in qualitative research is “[t]he process of investigating the frequency and intensity with which concepts are addressed in the text . . . closely examining the transcript for concepts . . . which are repeated several times and . . . determining or establishing a fuller, detailed meaning” Remenyi (1992:76).

During the process of data analysis a researcher must (LeCompte 2000):

- Establish how to organise their data.
- Illustrate the information that was collected.
- Express to the reader the meaning of the data.

In order to do this the researcher creates a structure with which to analyse the data. The structure recommended by LeCompte (2000) is illustrated in the figure below.

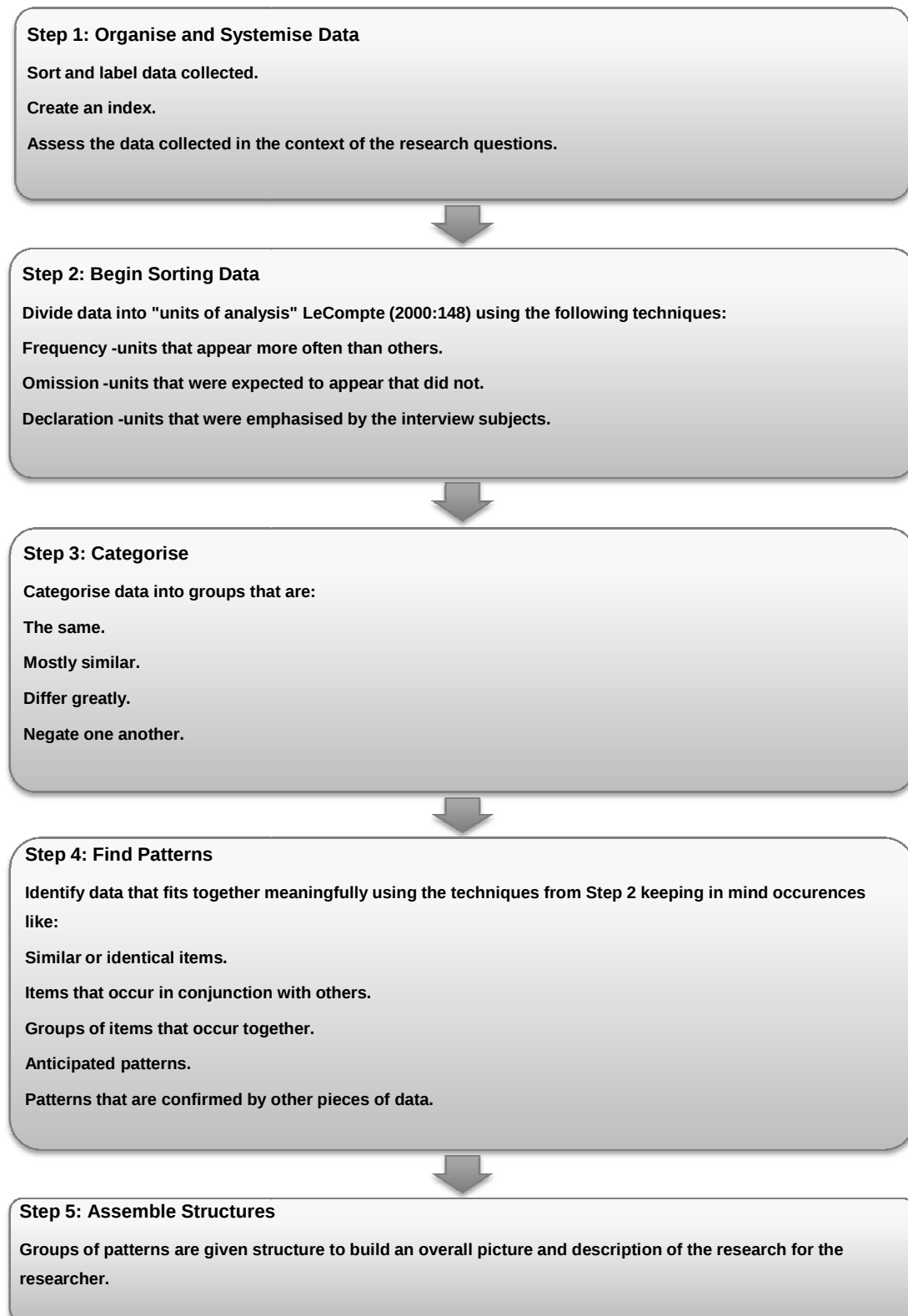


Figure 1: Recommended Steps for Data Analysis (LeCompte 2000)

The objective of data analysis is for the researcher to take raw data and transform it into research results in such a way that the reader can understand the entire research concept in a simplified way (LeCompte 2000).

The data collected for this research was in the form of transcripts from the interviews of the 15 research subjects. The researcher performed a data analysis adhering to the steps recommended by LeCompte (Figure 1) where possible and appropriate.

It was necessary for the researcher to select a way in which to do this analysis and therefore a themed content analysis approach was used.

3.6.1. Themed Content Analysis

The analysis was done using the research tool 'themed content analysis'. A themed content analysis "focuses on identifiable themes and patterns" Aronson (1994:1).

Aronson defines two steps and the processes within those steps that are involved in the themed content analysis (illustrated below in Figure 2).

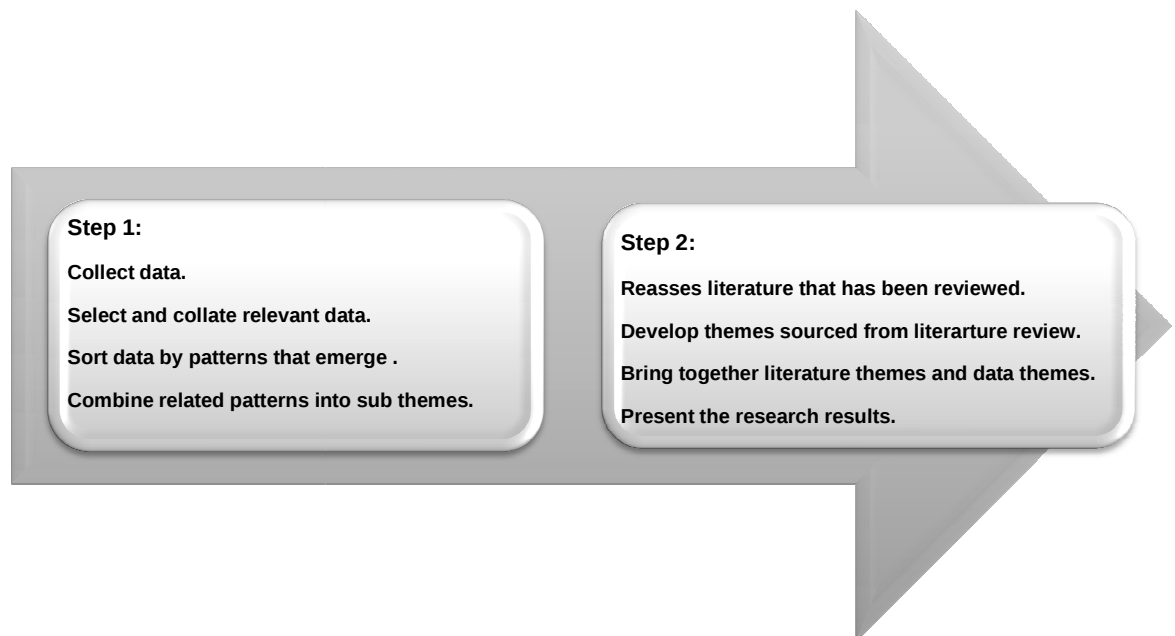


Figure 2: Recommended Steps for Themed Content Analysis (Aronson 1994)

A themed content analysis was carried out by the researcher using Aronson's model (Figure 2) to draw out identifiable themes and patterns which were relevant to one of the two sub-problems and knowledge gained from the literature review. The identified themes were then presented using a 'thick descriptive technique' (Ponterotto 2006).

3.6.2. Thick Descriptive Technique

An analysis of what the thick descriptive technique, its meaning to different researchers and how it can be used can become quite complex. For the purpose of this research a brief description of 'thin descriptive technique' (Ponterotto 2006) for comparative purposes and a simple description of the thick descriptive technique is adequate.

The thick descriptive technique was originally introduced by philosopher Gilbert Ryle (Ponterotto 2006) and was made popular as a device used in qualitative research in the field of anthropology and has subsequently become more common in qualitative research across a number of fields (Ponterotto 2006).

The features of the thick descriptive technique are (Ponterotto 2006):

- Produces detailed descriptions of context, experience, intention, interaction, circumstances and meaning.
- Establishes relevance for the research subject in relation to research conducted.
- Allows for interpretation.
- Goes beyond the surface factual evidence.

The thin descriptive technique by contrast, “only reports facts, independent of intentions or the circumstances that surround an action” Ponterotto (2006:542).

The use of “thick description leads to thick interpretation, which in turn leads to thick meaning of the research findings for the researcher and participants themselves, and for the report's intended readership” LeCompte (2006:543).

3.7. Limitations of the Study

The research subjects were volunteers. It may be possible that a certain ‘type’ of person is more likely to volunteer than any other. If so then all volunteer ‘types’ may have some characteristics in common that could possibly affect the data on some level.

The volunteer was requested to give of his/her own time. It is possible the type of person who is ‘too busy’ to take part in research may be someone who is a very effective production manager and would provide useful data, however, would not take part as his/her time is too precious.

Persons taking part in the study were sourced from certain organisations or through networks within the creative industry communities. Although individuals may know each other this is not likely to affect the research findings.

For simplification only traditional project management was used in the questions presented to the volunteers. There are a number of new types of project management being used currently. All new project management techniques have evolved due to needs of various projects or industries. Therefore traditional project management may be considered to be over simplified or a ‘one size fits all’ strategy.

The study is exploratory and the findings are not intended to be definitive.

3.8. Validity and Reliability

Golafshani (2003:599) explores and compares the concepts of reliability and validity within the quantitative and qualitative forms of research methodology. The author finds that the reliability and validity concepts “are viewed differently by qualitative researchers who strongly consider these concepts defined in quantitative terms as inadequate. In other words, these terms defined in quantitative terms may not apply to the qualitative research paradigm”.

Reliability and validity are linked in the qualitative framework and cover areas such as (Golafshani 2003):

- Eliminating bias.
- Increasing the researchers' truthfulness.
- Credibility dependant on the effort of the researcher.
- Includes consistency, transferability, trustworthiness and neutrality.

Therefore the Golafshani (2003:604) concludes that “[r]eliability and validity are conceptualized as trustworthiness, rigor and quality in the quantitative paradigm”.

3.8.1. Reliability and Validity as a Function of the Researcher

Keeping in mind the description of reliability and validity (in Section 3.8), particularly within the qualitative research methodology paradigm, the reliability and validity of a research becomes a function of the researcher.

The researcher needs to be:

- Free of bias.
- Truthful.
- Put in a credible effort to ensure the data collected is accurate.

- Allow for transferability, neutrality and consistency.

3.8.2. Ways to Achieve Reliability and Validity

In this particular research the two areas in which validity and reliability can be maintained are in the interactions with research volunteers and in the analysis of data.

When conducting interviews the researcher will need to be consistent on two levels. The first being the questioning and interaction with each individual, which will need to be same each time, including an approach that allows the interview subject to be comfortable and confident in their interactions. The second would be the note taking, which will need to be thorough and accurate.

Also the analysis of data will need to be accurate and unbiased and the representation of the data in the findings will need to reflect the findings as they are.

Finally it is worth noting that Neuman (2003:178) believes that “[p]erfect reliability and validity are virtually impossible to achieve. Rather, they are ideals researchers strive for”.

CHAPTER 4: PRESENTATION OF RESULTS

“Project management is logically sound and easy to understand. Its principles are not complicated premises conjured up by theoreticians; it developed in the workplace and can be applied to virtually any type of task.” Oosthuizen et al.(1998:15)

4.1 Introduction

The data collected for this research was from in-depth interviews. The respondents were asked to give some information about themselves and their career, fill in the short tick box questionnaire and answer several open-ended questions which were transcribed by the interviewer.

The data will be described in terms of those three tasks. Firstly a description of demographics relating to the respondents will be given, then there will be a discussion around the data collected on the short questionnaire and finally the data collected from the open-ended questions will be presented.

4.2 Demographic Profile of Respondents

The objective for this research was to interview between 20 and 30 suitable subjects that would represent a mixture of demographics (e.g. gender, race, age, years career experience). The reasoning behind this was that this would be a large enough sample to collect appropriate data and if all individuals were different but the data turned out to be similar then any relevance of demographics would be rendered moot.

In collecting the data a final sample of 15 individuals was used and this was found to be adequate as ‘saturation’ (Neuman 2003) began to occur. Both genders were represented, there was an adequate racial mix and individuals fell

within the ages of 20 to 60. The demographic breakdown is represented in the table below.

Table 9: Demographics of Respondents

Demographic	Description of Respondents
Gender	12 females 3 males
Race	3 black 2 indian 10 white
Age	4 individuals in their twenties 4 individuals in their thirties 3 individuals in their forties 2 individuals in their fifties 2 individuals in their sixties
Years Career Experience	5 individuals with 1-5 years experience 5 individuals with 6-10 years experience 1 individuals with 11-15 years experience 2 individuals with 16-20 years experience 1 individuals with 21-25 years experience 1 individuals with 30-35 years experience

Those interviewed were all working in creative industries including events management, exhibitions and expos, experiential marketing and cross media promotion but the majority of individuals were from the television production

industry. The sample included individuals with varying career experience, the individual with the least experience had been working for two years and the individual with the most experience had been working for 33 years.

All respondents were excited to take part in the study and willing to answer as truthfully and extensively as possible. It is not overtly relevant to the research but it is interesting to note that the economic downturn and the subsequent lack of work or reduced profits, as well as the uncertainty of the future, was at the forefront of all respondents minds.

4.3 Short Questionnaire

The short questionnaire presented the list of the highest ranking tools in use (see Table 6 in Chapter 2) as determined by Besner and Hobbs (2008) to the respondents. Respondents were asked to tick the box that they found to be most correct in their personal experience.

The box options were:

- I know this term and I use it in my work.
- I know what this term means.
- I have heard this term but I don't know what it means.
- I use a term which I believe to be similar in my work.
- I don't know of this term.

The analysis of the questionnaire is not intended to present statistical results but rather a general overview of the answers and what this means in terms of whether the respondents use traditional project management in their work or not.

The tables below provide a representation of the data collected using the research instrument.

Table 10: Representation of Selection of Answers per Highest Ranking Tool Item

Number of respondents that selected this option					
Tool	I know this term and I use it in my work	I know what this term means	I have heard this term but I don't know what it means	I use a term which I believe to be similar in my work	I don't know of this term
Gantt Chart	0	1	1	0	13
PERT (Program Evaluation and Review Techniques)	0	4	2	4	5
CPM (Critical Path Method)	0	2	3	0	10
Progress Report	7	3	0	5	0
Kick-off Meeting	5	0	1	9	0
PM Software eg MS Projects	2	7	1	2	3
Scope Statement	0	1	2	2	10
Milestone Planning	2	0	3	8	2
Change Request	1	3	2	3	6
Requirements Analysis	3	1	1	8	2
Work Breakdown Structure	3	2	0	7	3
Statement of Work	1	2	0	6	6
Activity List	2	1	0	12	0
PM Software for Monitoring of Schedule	0	7	0	3	5

Lesson Learned/Post-mortem	6	0	0	7	2
Baseline Plan	1	0	2	4	8
Client Acceptance Form	4	0	0	8	3
Quality Inspection	2	4	1	8	0
PM Software for Resources Scheduling	1	6	0	3	5
Project Charter	1	1	1	2	10
Responsibility Assignment Matrix	1	1	0	6	7
Customer Satisfaction Surveys	1	9	1	4	0

Table 11: Total Number of Selections per Column

	I know this term and I use it in my work	I know what this term means	I have heard this term but I don't know what it means	I use a term which I believe to be similar in my work	I don't know of this term
Total Number of times each column was selected	43	55	21	111	100
Total Number of times each column was selected –represented as a percentage	13%	16.7%	6.3%	33.7%	30.3%

4.4 Interview Questions

Respondents were asked to answer several questions during their interview. The questions were designed to draw out answers that would illustrate the following:

- Their personal career experience of project management.
- Their thoughts on creativity and creative people.
- Their opinions on the effectiveness of project management in their environment.

During the data collection and data analysis the researcher found that some questions were more informative than others. Therefore not all the questions that were asked and answered will be addressed in the research analysis. Only the questions that the researcher found evoked relevant answers will be dealt with.

The context of the interview and the relevant answers will be presented and described per individual respondent in Chapter 4 and then in Chapter 5 the results will be explained within the context of the research.

4.4.1. Respondent A

Respondent A is a thirty-something woman who after leaving school went overseas to travel and made her living by doing a number of different things including working an au pair. When she returned to South Africa she started working permanently at a company specialising in events and exhibitions. She has five years experience.

After several years she established that, although permanent employment provided learning opportunities and stability, she was outclassing her superiors

in her technical and conceptual abilities. She chose to start her own company in events and exhibitions which has been running for three years.

She met with the interviewer at her home where she runs her business and looks after her two year old son. The interview itself was interrupted by calls she had to take and once or twice by the needs of her son.

When relating her career history to the interviewer it became apparent that she is the respondent with the most formal project management experience. She had been on a one day course on MS Projects and attended a four day project management workshop. It also appeared that the company she worked for had a culture of using some of the correct project management terms and techniques and employees with a natural aptitude towards project management were able to absorb this through on the job training.

What mainly came across in the interview was that Respondent A had taken it upon herself to become familiar with project management and she believed that she has the right personality and inherent skills to succeed at it.

Below is a table summarising the important points from the transcript of her interview.

Table 12: Summary of Transcript: Respondent A

Question	Important point from transcript of interview
What is a project? Can you give some examples from your own experience.	A project is a detailed task that with careful planning can be carried through to completion. An expo.
“Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Yes. I develop an idea, apply my knowledge and use my skills to get it started. Now I am finding the tools and staff to pull it off.
“The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion” Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	Yes, my role is project manager. It's my job to do exactly that. It's my responsibility to meet the objectives using tools, planning, following up and coordinating. From initiation to conclusion my role is to make sure the project is carried out exactly as it should be.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	Yes, it works exactly like this for exhibitions. Execution and monitoring happen together.

Look at the nine project management knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	Every single one exists. Integration -this provides theory for the practical. Scope –see on a whole what to do. Time –deadlines. Cost –financial analysis. Quality –don't use in exhibitions. HR –staff as resources. Communication –who talks to who. Risk –swot analysis. Procurement –don't really use this.
Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	I understand project management because it's just in me –ever since I can remember. My manager saw my ability to fix things at the last minute so kept throwing me in the deep end. I had to figure my way out and learned by my mistakes. I also believe you keep learning through life experience.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed. (Refer to Section 2.7.)	Yes. I believe there should be a quality of staff. Cost is a challenge, but I am able to make trade exchanges. Passion and drive is important. I'm doing it for myself not for a company. I have drive and passion and closeness to the concepts because

	they are mine. I have a flexible way of thinking.
Do you think if you had studied project management you would be better able to manage projects in your line of work?	No. I would work more effectively if I used MS Projects because it does so many things for you. It's an awesome way of running things, it saves time. I wish I had some marketing experience or had done a course.
Do you think creative types may be unsuited to a formal way of doing things?	Ambitious, creative people are very difficult to control. I don't like following what other people want me to do because I have my own ideas. Creative people are necessary on a team to develop concepts but they are not reliable dedicated types that will follow others rules.

4.4.2. Respondent B

Respondent B is a young but conscientious woman in her twenties. She studied towards a degree in live performance and has two years television production experience, however, before she started working in the television industry she worked for a large corporate in a totally unrelated industry. She has not studied project management but became casually acquainted with it through her corporate career experience and was able to use this small amount of knowledge to adequately compare formal project management with how she does her work now.

She met with the interviewer in the boardroom of the cross media promotions company she had been working for over the last two years. At the time of the interview the company was downsizing and she was working her notice period as she had decided to move to Cape Town to study law.

While being interviewed she tended to use an expansive vocabulary and give detailed, lengthy answers. Although she had relatively little experience in years she had been working for a company with a very good reputation and aggressive stance on mentorship of employees so she appeared to have learned a lot in that time. She also had a very clear idea of the good and bad elements of the industry and expressed her opinions on how things could be run better.

What mainly came across in the interview is that the company she works for is the exception rather than the rule in the industry, so through mentorship she has learned how to do things right.

Below is a table summarising the important points from the transcript of her interview.

Table 13: Summary of Transcript: Respondent B

Question	Important point from transcript of interview
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What is a project? Can you give some examples from your own experience.	A task undertaken for a client, with a deadline and timeline to be adhered to. Something we'd get paid for. A function, event, tv show.
"Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements" PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Yes. What we do entails arranging resources, skills, schedules, systems, meetings, etc.
"The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion" Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	A project manager pulls the strings and ensures the team members achieve their objectives at the right times. They would be the one responsible for overseeing, not task oriented.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	It is similar but not quite so rigid. The same concept with slightly different words. This company is the exception in the industry, it is very structured, so may be different at other companies.
Look at the nine project management knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	All areas exist but not necessarily given equal attention if any at all.
Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	First and foremost trial and error. Mentorship within my environment.

Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed.	I believe I am effective because I am sympathetic to the creative process and the little bit of project management knowledge I have has helped me tremendously.
Do you think if you had studied project management you would be better able to manage projects in your line of work?	Yes, definitely. I would like to learn more as it's extremely useful. I blame areas of ineffectiveness on not knowing enough about project management. There are a lot of areas in my work I could apply formal project management knowledge to.
Do you think creative types may be unsuited to a formal way of doing things?	You need to be sympathetic to the creative process but also be strict about delivery as discipline is not an innate characteristic in creative people. Only creatives who understand production are disciplined. Perhaps being forced to study project management would cause creatives to be more disciplined.

4.4.3. Respondent C

Respondent C is the CEO of a cross media promotions company that has been running successfully for 10 years. He has 20 years experience in television production, commercials, advertising, events and cross media exploitation.

During the interview he revealed that he has been interested in television and film since primary school and started making short films as a hobby when he was a young boy. As well as learning as much about film in his teen years as

an extracurricular activity he also attended film school as part of his tertiary education.

He met with the interviewer in the boardroom of his company and appeared to be quite nervous about the data collection process. As with all the other interviews it was explained to him that there were no wrong answers only raw data.

While being interviewed he gave detailed and lengthy answers making reference to personal examples to illustrate his point. While he related his answers it became very clear he had an extensive knowledge and broad range of experience.

What mainly came across in the interview is that he lives his passion and therefore his company is the exception rather than the rule in the industry and he has gone to every length to make sure things run perfectly. He runs his company using his own understanding of project management and has positive results but the processes do not conform to traditional project management.

Below is a table summarising the important points from the transcript of his interview.

Table 14: Summary of Transcript: Respondent C

Question	Important point from transcript of interview
What is a project? Can you give some	Any individual business endeavour with a beginning, middle and end.

examples from your own experience.	Documentary, tv show, website. Not only projects for clients –can also do projects like updating the computer software or reorganising our library.
“Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Yes, it is definitely what we do. We sell our knowledge, skills and creativity and then we implement and develop creative and technical requirements around a certain timeline using project planning within a certain budget to deliver on project requirements.
“The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion” Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	My experience allows me to assess the amount of time and resources needed for things to be done. I then as project manager delegate large components to others who I rely on to manage their time within the constraints defined.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	Similar to what we do but phases can overlap due to quick succession, more than one thing happens at a time. The broad terms are the same but some specific additional components are broken down within one phase. Terms will depend on what you're accustomed to hearing in your industry.
Look at the nine project management knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	Most of these are very corporate terms, we don't use these type of terms. Also there is a different way of dealing with things in creative industries.
Describe some of the knowledge, skills, tools	It's definitely built into me. I've always been

and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	very analytical and artistic and planning oriented. In my opinion technology is both analytical and artistic therefore you need to think in a linear and non-linear way too. I found a balance in my youth where my dad taught me to be analytical and my mom taught me to be artistic. The course work at film school nurtured my abilities and the practical experience taught me how to make a plan quickly. You also learn from your mistakes.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed.	Clients have been very happy with the work we do on the whole. I think our biggest asset we have is dependability in terms of ethics and honesty. I think other companies can do what we do cheaper but I believe our infrastructure and staff are better and that costs money. One can meet all five quality objectives but I believe there are other ways to measure effectiveness, for instance, we take care of our workforce whereas other people are ruthless and they are able to undercut cost. We aspire to have good ethics.
Do you think if you had studied project management you would be better able to manage projects in your line of work?	I think it would have been helpful to study project management at the beginning of my career but now I fear it may stifle the way I am working now.

Do you think creative types may be unsuited to a formal way of doing things?	Creative types need to be treated differently, perhaps you need to anticipate how hard you can push. They need to be led through the project.
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4.4.4. Respondent D

Respondent D shares ownership of a television and corporate video production company with his brother. He has 25 years experience in this industry. Due to the company only having a few employees each member of the team has a number of different functions. His main function is to develop budgets and control the company finances. Therefore his role is a lot less creative than that of his brother.

He met with the interviewer at the offices of his company. Things seemed very quiet, the team was finishing up on the project they were currently busy on but due to the recession the company had no new projects in the pipeline. They were unsure about what the future would hold and their main client was using bureaucracy to withhold payment on jobs they had already completed.

During the interview he explained he had studied photolithography and had started his career working in a financial institution. He eventually joined his brother in the television industry.

While being interviewed he made it clear he had no project management experience or education and he also expressed his regrets at not having studied business management. His answers were succinct and he expressed concern at not being able to give enough detail as he felt he did not know enough about project management.

What mainly came across in the interview is that he believes time is money and all members of the team should take responsibility for managing time and meeting deadlines so that the project comes in on budget.

Below is a table summarising the important points from the transcript of his interview.

Table 15: Summary of Transcript: Respondent D

Question	Important point from transcript of interview
What is a project? Can you give some examples from your own experience.	A job from conception to initiation to production to completion. A documentary, magazine show.
“Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Yes, absolutely. You have to have knowledge to produce something.
“The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion” Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	We have a small business so each person does a bit of everything.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	This matches what we do perfectly. First one -we come up with a concept and initiate it by coming up with a proposal if accepted then we go ahead. Second one –we need to come up with a plan of how to do it, what to include, who the team should be, where it takes place. Then the execution, monitoring and controlling

	comes into the whole process. Closing for us is handing the tape over and hoping to get paid
Look at the nine project management knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	There are certain elements that do apply but we don't work so rigidly. We should do but we don't as not all members of the team believe this is necessary.
Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	I have always had inherent skills like an eye for detail, managing quality and finances well. I think this comes from my parents and my banking experience. I have also learned on the job to work out deadlines and scheduling for editing and shooting.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed.	Yes. Quality and dependability are the corner stone of our business. Our flexibility is good we keep the client happy by changing what is necessary. In our business speed should be managed better, some believe that nothing but the creative matters, but costing is based on time management. To implement project management you need to be in a disciplined organisation where people fall in line and follow your lead.
Do you think if you had studied project management you would be better able to	I have no doubt I would. I wish I had studied some sort of business management. But I've

manage projects in your line of work?	done reasonably well.
Do you think creative types may be unsuited to a formal way of doing things?	I do, that has been my experience but that is not a hard and fast rule. It is a nightmare to manage creative types, everybody has to participate else it's not going to work.

4.4.5. Respondent E

Respondent E shares ownership of a television and corporate video production company with his brother (Respondent D). He has 33 years experience in this industry. Due to the company only having a few employees each member of the team has a number of different functions. His main function is to plan and execute the entire production properly. Therefore his role is more creative than that of his brother.

He met with the interviewer at the offices of his company where as mentioned before there was uncertainty about the future. He was spending most of his time developing creative ways to bring in new business and make money.

His initial response to the data collection process was that he had nothing to offer but while relating his career experience to the interviewer he began to warm up and became more open to the questions being asked.

He had no formal education in television and as a young man bought himself a camera and began shooting news footage to sell to one of the news programs. He joined with a partner and started a small company and by grabbing opportunities, that they were not necessarily equipped to complete, and convincing clients that they were experts they began making money.

His answers were never very lengthy but when prompted he added insightful detail, mostly using a personal anecdote to illustrate what he meant.

What mainly came across in the interview was that he had started in the industry with absolutely no experience or resources but had been very determined that this was his path so had found ways around his limitations.

His objective is always to deliver the best end product with little regard for time or budget constraints. In his many years of experience he learned how to do things through trial and error and never really paid much attention to formal structure.

Below is a table summarising the important points from the transcript of his interview.

Table 16: Summary of Transcript: Respondent E

Question	Important point from transcript of interview
What is a project? Can you give some examples from your own experience.	Something you have to plan, execute and monitor and afterwards check that it all went to plan. A tv documentary.

“Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Yes, it does. One develops knowledge and skills over the years to produce a project.
“The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion” Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	Yes, it sounds like me, in most cases, sometimes other staff. The team is small so I have to make it work.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	Yes, that's the process. Phase one I'd call the brief or pitch and phase five I'd call completion. The others are the same. This is what we do, even though I have never seen this before.
Look at the nine project management knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	Don't know about integration and scope. Don't know what procurement is. Time, cost and quality we know about but it's not done properly, it causes problems when projects take too long and are not cost effective. I want it to be as good as possible regardless of cost. HR and communication exist but are not done consciously. Risk management is not my sphere, I just hope things go ok.

Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	I didn't have a mentor, there were no mentors in those days. Everybody did their own thing. We had the luck of timing. In the beginning things were managed terribly, we were flying by the seat of our pants, learning by our mistakes and doing things as they arose out of necessity. I had a drive to learn and the inherent skills to do it. Skill increased over time, my skills increased as the complexity of our projects did.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed.	We are not effective at cost management, time and cost are interrelated. Quality –we always strive to make things as good as possible. I have difficulty reducing the quality of work to match small budgets. Dependability -100% I don't think we're flexible enough
Do you think if you had studied project management you would be better able to manage projects in your line of work?	Yes, in my early career days it may have helped but not now. I haven't consciously thought about project management, I'm not sure it's necessary in the work we do.
Do you think creative types may be unsuited to a formal way of doing things?	Yes, I do. Creativity could be defined as not following the formal way of doing things (this sometimes has a positive result and sometimes a negative one). In our line we chose to be creative, this sometimes affects other things like profit.

4.4.6. Respondent F

Respondent F is a middle aged lady who has eight years experience in television production fulfilling various functions like production manager and quality control officer. She has an eye for detail and is able to multitask quite successfully.

Most of her television production experience has been as a permanent employee working on television series' for children. She studied a higher diploma in education and was a teacher for many years. She has not attended a course on project management or studied it formally.

She met with the interviewer at the offices of the company she is currently working for. The company was very busy as they produce a variety of different projects and had also just moved into a new building. Respondent F had made time for the interview during her lunch hour but even had to close her door to prevent members of her team interrupting the interview with work related queries. It was possible to see that she was over worked and under a lot of pressure.

Her attitude towards the interview process was very relaxed and open. She answered the questions with her opinion first and then followed it up with an example related to the projects she was working on.

What mainly came across in the interview was that she had worked on a number of projects where the management was poor. She used her inherent skills to try to bring order to the situation but sometimes her superiors were only open to doing things their way.

Below is a table summarising the important points from the transcript of her interview.

Table 17: Summary of Transcript: Respondent F

Question	Important point from transcript of interview
What is a project? Can you give some examples from your own experience.	A body of work or a group of tasks that are grouped together. A children's program, a series.
"Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements" PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Yes, it does. I am not aware of the project management system as such but this description does encompass what we do.
"The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion" Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	Yes, it does sound like what myself and my colleagues do collectively. We talk it through then divide it up. We do the bulk of the work together but if pressed for time we may separate and do individual tasks.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	This cycle is exactly right. We are more informal with names of the stages and sometimes use different names.
Look at the nine project management knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	We don't use integration. Scope –I don't know this term. We work with time, cost and quality. We know HR exists but it is an area we fall short

	on in the projects I have been involved on. There has been a breakdown in communication at both places I've worked. This leads to wasted time and emotions. Risk –I know what this mean but it doesn't get much attention. Procurement –I know what this means but it's not something I can relate to the projects I have worked on.
Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	I use some kind of abilities on a fairly unconscious level. I've learned largely from my superiors' mistakes rather than being taught the correct way or being mentored. One learns as one works on projects.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed.	Yes, informally. Quality is the most important, must be something I am proud of. Speed is important in terms of cost I am frustrated by dependability and flexibility of those around me but I personally always look at the overview and make sure I plan things so that I know I can deliver.
Do you think if you had studied project management you would be better able to manage projects in your line of work?	I probably would, certainly initially it would have made my life easier in the beginning. Now it would be interesting to have a framework, even if it is to throw the theory away once in practice. It would be nice to have the theory.

	I believe the road would have been much smoother if I had studied project management.
Do you think creative types may be unsuited to a formal way of doing things?	Yes, I have very little doubt. I don't think it's not something they can't learn but they may not want to be limited by structure.

4.4.7. Respondent G

Respondent G is a thirty-something woman whose primary experience is working in events and experiential marketing, although she has had some exposure to other areas like television production.

She studied a bachelor of arts in drama and sociology. She has eight years experience in creative industries of which she spent the initial years as a permanent employee at an advertising agency. She then went overseas to pursue unrelated opportunities and upon her return began freelancing in event production and corporate theatre.

She met with the interviewer at her home on the weekend because she has no spare time while working. Her attitude towards the interview process was positive. She thought about each question for a length of time before answering, then gave a detailed answer followed by a literal example from her career experience.

What mainly came across in the interview was that even though she had not studied project management she has some specific knowledge of the terminology and techniques used. It appeared as though the environments she had worked in previously tended to allow for exposure in project management theory even though it was never overtly acknowledged.

Below is a table summarising the important points from the transcript of her interview.

Table 18: Summary of Transcript: Respondent G

Question	Important point from transcript of interview
What is a project? Can you give some examples from your own experience.	A job or a task at hand, something that needs to get done. A gala awards evening, road show, conference.
“Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Yes, this sounds like production. I use my experience from previous projects to develop a schedule, allocate people roles and responsibilities and I manage that to produce an end result.
“The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion” Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	Yes, it sounds like myself, though it depends on the project. I need to plan and control the process with an objective in mind. I then monitor the entire process.
Look at the project life cycle. Describe the phases you use when running a	Yes, projects work on this same flow. We don't use these term necessarily but they are not replaced with other terms, we are not that formal.

project. Does each phase have a name?	
Look at the nine project management knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	I've definitely heard of them. Though it's not this segmented and not all are relevant. I am familiar with time, cost, quality, human resources, communication and risk, Integration, procurement and scope don't get used.
Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	I did have a mentor, I started at the bottom as a runner and moved up the ladder, as you get more responsibility your capabilities improve. It evolved over time with experience. I've learned by other peoples' mistakes, see where the people above you go wrong. To a degree it's common sense. The biggest thing is how to communicate with people. I think you need to have a certain type of personality to cope and for it to come naturally to you –it's not common sense to everyone. I think people choose to be in this industry because they have a need for pressure and operate well under stress.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five	Yes, these are all a part of the criteria I have to meet and it's, for instance, not an option to break budget. You need to be flexible because client makes changes at the last minute.

objectives listed.	Quality is affected by budget. Speed –adhere to production schedule. Your name is the biggest thing as a freelancer. So I may not want to compromise on certain things because of my own standards. Also there are other measures of effectiveness like the people. Effectiveness is happy, watered and fed people, who have had enough sleep and never compromise on peoples' fees.
Do you think if you had studied project management you would be better able to manage projects in your line of work?	I don't really know because I don't know what I'm missing. I've always been intrigued by MS Projects and would like to look at it on someone else's computer. If you study it's always going to help you better than if you don't, especially in terms of progression, experiential learning is slower. In terms of formal jargon –I'd like to learn that. Also I'd like to experiment with grids, etc.
Do you think creative types may be unsuited to a formal way of doing things?	Yes, because creative people don't think in terms of budgets and timelines and they have to be controlled by the producer. We have to be flexible as producers to find creative solution the things that pop up along the way. If you really needed structure you wouldn't cope because so often things change e.g. client changes the brief half way through.

4.4.8. Respondent H

Respondent H is a young woman in her twenties who after studying an audio visual production management degree started working in the television industry. She has three years career experience and works as a freelancer. She has not attended a course on project management or studied it formally.

Respondent H met with the interviewer at a coffee shop as she was not working on a project at that time and therefore was not working out of an office. She was excited to be the 'guinea pig' for the researcher.

Her approach to answering the questions was very proactive, she constantly asked for clarification when she did not understand and queried if she had given an adequate explanation.

Many of her answers included examples of experiences she had shared with the researcher while working on projects together or made mention of persons they had both worked with in the past. This referencing of shared experiences helped to give the data an additional dimension and illustrate what she meant to say clearly.

What mainly came across from the interview was that Respondent H has a lot of respect for her superiors' knowledge and is willing to learn what anyone offers to teach or through observation of those around her. She has confidence in her own abilities and believes she has a natural ability for the skills one needs to be successful at project management. It also was apparent that she considers her lack of career experience to be limiting in terms of project management.

Below is a table summarising the important points from the transcript of her interview

Table 19: Summary of Transcript: Respondent H

Question	Important point from transcript of interview
What is a project? Can you give some examples from your own experience.	A tv show or production.
“Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Sounds like what we do, we just don't call it project management.
“The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion” Pycraft, et al. (1997:571).Does this sound like yourself and/or any of the members of your team? Please explain	This is not what I do but describes what I observed other people doing.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	I am aware of the existence of these type of stages even though I may not be involved in all of them. I think they are called by different names in television production for instance pre-production or post-production.
Look at the nine project management knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	Not involved at this level. What we do is the same thing as the theory but different words are used in our industry.
Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the	Learn on the job, be open to learning. Knew I could do it as it was a part of my

knowledge to do so.	personality. May not have formal project management knowledge but I have a natural ability to pick up things. Start off with certain skills and develop them further e.g. communication. Need to understand time and be well organised. Avoid being frustrated and deal with many different things at once. These were all things I developed through life experience.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed.	Definitely.
Do you think if you had studied project management you would be better able to manage projects in your line of work?	I don't think I need to have studied it but I do have a curiosity about the terminology used in other industries. I'd like to understand the terminology my friends in other industries use.
Do you think creative types may be unsuited to a formal way of doing things?	I think you get two different types of creative people. Those that can put on the management hat and those that are all over the place. But to generalize both types are unhappy and frustrated in a desk job.

4.4.9. Respondent I

Respondent I is a woman who is close to 60 and has 20 years experience in television production. Her television production experience has been as a

permanent employee working on whatever projects the company puts her in charge of. She has not attended a course on project management or studied it formally.

She met with the interviewer at the offices of the company she is currently working for. She had to cancel her appointment a few times due to having work demands that came up and eventually sat with the interviewer for about 20 minutes during her working day but rushed through the process as she was concerned someone might need her. Respondent F and Respondent I work on the same production team.

Her answers were short and lacked detail and when prompted for further explanation she got frustrated. The data collected therefore may not be as rich as with this respondent as with the others.

What mainly came across in the interview was that she has taught herself what she knows, does things her way and is not open to learning anything new. She also appeared to be overwhelmed by the volume of work she had and was not able to focus on anything that drew her away from her work.

Below is a table summarising the important points from the transcript of her interview.

Table 20: Summary of Transcript: Respondent I

Question	Important point from transcript of interview
What is a project? Can you give some examples from your own experience.	When a client approaches us we then pitch. If we're accepted we go ahead with budgets and planning. TV Show.

“Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Yes. We need to be experts in our game and hire people who have skills. We have the facilities and use planning techniques, etc.
“The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion” Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	Yes. I do all of this, from initiation to conclusion.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	It looks exactly like what we do.
Look at the nine project management knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	I only deal with time, cost, quality, HR, communication and risk management. The other three are not present in my work.

Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	I taught myself and I do things my way. I've learned from experience while I work and things have evolved over time.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed.	It all has to do with the five objectives. You are only as good as your job. You need expertise, honesty, meet deadlines, anticipate machine breakdown, time things properly.
Do you think if you had studied project management you would be better able to manage projects in your line of work?	It may have assisted in the past, but my years of experience have been an asset to me. I don't really know how project management fits with what I do.
Do you think creative types may be unsuited to a formal way of doing things?	Very much. There is no way to expect them to conform I have really tried, they are not interested and it goes pear shaped. Project management doesn't fit the creative process. But it may help with paper work or managing budgets.

4.4.10. *Respondent J*

Respondent J is a woman in her forties with 11 years experience in television production. She does not work permanently at any one company but does tend to only book projects that will run for at least a year, so that she has a certain degree of security and structure. She is currently working for a company that specialises in wildlife documentaries.

Her education includes a bachelor of arts in communication as well as a degree in opera performance. Before starting to work in the industry she was involved in live performance and corporate theatre. She has not attended a course on project management or studied it formally.

She met with the interviewer at a restaurant one evening after work as her work day is usually too busy for additional appointments. She was very excited about the research itself and wanted to contribute in the best way she could. She answered questions with detail, making reference to her current employment, past projects as well as shared experiences with the interviewer from the past. She was also very curious about the interview process and observed closely what the interviewer was doing even sometimes asking her own questions about the research data.

What mainly came across in the interview was she had a solid understanding of how she did her job and how a subordinate should do his/her job. She expressed her curiosity about project management and had a sense that what she used in her everyday work was some form of project management but, in her opinion, there was no room for traditional project management in the television industry.

Below is a table summarising the important points from the transcript of her interview.

Table 21: Summary of Transcript: Respondent J

Question	Important point from transcript of interview
What is a project? Can you give some examples from your own experience.	Everything it takes to make a complete tv program ready to be delivered to the client. A documentary An insert for a magazine program.
"Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements" PMBOK (2008:6). Does this sound like what you do in your work? Please explain	It's sounds close but not exact, I would add the word responsibility and that the right things and people need to be put into place to make that aim come true.
"The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion" Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	Yes, this is what my production manager does. I'd expect her to do all this.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	The life cycle is accurate but in practice it does not work the same. Some stages run together and some stages you come back to over and over again.
Look at the nine project management knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	Procurement is dealt with by another department. The producer deals with risk management. My team deals with time, cost, quality, HR and

	communication. I don't know what integration and scope are.
Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	I believe I had an inherent skill and I was mentored with actual lessons –these two together were great. Then as I went I modified things.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed.	Yes. These criteria are vital but there are other areas that are important like are the team members having a positive journey and learning something. I think overall there needs to be better training in the industry in the form of a conscious mentorship or shadowing program.
Do you think if you had studied project management you would be better able to manage projects in your line of work?	No, I think with TV every project and every company and every broadcaster is constantly changing, so having studied and trying to use a rigid structure would be frustrating. A more flexible way of learning suits the industry. You would understand things better if you knew how everyone else's job worked.
Do you think creative types may be unsuited to a formal way of doing things?	I think you get what I'd call pure creative and pure organisational types. I think to be successful at project management in a creative industry you need a mixture of both in one person. People who understand the creative but don't forget what is important like deadlines do well in this industry.

4.4.11. Respondent K

Respondent K is a woman in her thirties who started her career as a photographer in Durban but moved to Johannesburg when she wanted to start working in the television industry. She started at the bottom and worked her way up, working permanently but moving from one company to another when a better offer presented itself. She has four years experience in the industry.

She met with the interviewer at her home one afternoon. She has recently finished working at a company that could no longer afford her and had a few new options in the pipeline but had taken some time off to go on holiday and had just returned.

She has a very bubbly personality and positive attitude so even when detailing a problem or failure in her interview she always gave the positive angle on it and the lessons she had learned.

At times her answers would tend to be a bit lengthy or off topic and she often went back to questions she had already answered to add more information.

What mainly came across in the interview was that she believes project management to be an inherent part of life and that people that have the right skills can make their personal lives and career work very efficiently.

Below is a table summarising the important points from the transcript of her interview.

Table 22: Summary of Transcript: Respondent K

Question	Important point from transcript of interview
What is a project? Can you give some examples from your own experience.	A project is about managing people and departments and to communicate the correct procedures to operate a certain way.

	A short film, running a household.
"Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements" PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Yes, definitely it sounds like what I do in my work.
"The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion" Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	It does sound like me and other team members. Sometimes you are not involved in the entire process and hand over to others. Even though I am a project manager on a level I don't think labelling it is important.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	This is exactly how things should be described, we may use different production type words like wrap. The phases all exist but not all companies have structure. The more structured the company the more likely they are to follow this.
Look at the nine project management knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	Integration, scope, communication, risk have not been areas I use. Time, quality, cost, are important but sometimes not used in all companies. Human resources depends on the size of the company whether it gets attention. Procurement depends on the size of the company.

Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	It's a life skill and most people have it. Everybody's managing something. You project manage on a daily basis e.g. running a household. So my natural skills and watching those around me was the way I learned.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed.	Yes, but sometimes different team members have different standards. Also you need to nurture your team, have fun, evolve and develop as a human being, pass on your skills.
Do you think if you had studied project management you would be better able to manage projects in your line of work?	I don't know if I'd be better but it would make the process easier. I do want to study it to further my knowledge. You can learn from experience but a structured course is great. I think your personality determines what you can do.
Do you think creative types may be unsuited to a formal way of doing things?	I think you get two different types: Creative types who are structured. Creatives who are in their own world and don't want to be bothered about how things are done.

4.4.12. *Respondent L*

Respondent L is a woman in her forties who studied law but decided to change her career path and began working in the television industry. She works at the company run by Respondent D and Respondent E and has been there for eight years. She has not attended a course on project management or studied it formally.

She met the interviewer at the offices of the company she works for. She was not working on a project and the company was in a situation where they were struggling to bring in new business. She was making plans to take some time off to have a holiday overseas and hoping when she returned that business would have picked up. Her feeling was that things would all work out but she noticed that the company tended to have a very narrow profit margin because they sometimes went over budget and therefore had no buffer for the hard times.

She answered questions slowly and considered her answers before speaking. She attempted to give useful additional detail and all her answers were about how things work at this production company as she had not worked at another company in the industry.

What mainly came across in the interview was that she had a systematic way of dealing with things and she coupled this with an appetite for learning to develop her ability to manage projects. She believes that formal ways of doing things limit creativity and that creative people tend to think differently and therefore develop new systems and processes.

Below is a table summarising the important points from the transcript of her interview.

Table 23: Summary of Transcript: Respondent L

Question	Important point from transcript of interview
What is a project? Can you give some examples from your own experience.	A project would be considered to be a self contained item. Generally there is a time span, a particular outcome and a set amount of money. A series, a documentary, an insert.
“Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Yes, it is. I do it very subconsciously.
“The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion” Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	Yes, on all the jobs I've done this would be the job description. As a project manager you need to land the job, ensure delivery and hold it all together.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	I know and understand the terms but would be more inclined to use production terms. Terminology we would use is pre-production, production and post-production. Conception and development occur at the same time.
Look at the nine project management	We use time, cost, quality and HR.

knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	We don't deal with communication in a structured way it is more unconscious. Risk is dealt with in another department. Procurement I deal with. Scope is done on an unconscious level. I don't know what integration means.
Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	The way that I started was to be proactive about learning rather than being taught. I have picked up a lot by enjoying what I do and getting involved and asking a lot of questions. A lot of people in the industry are self taught. I'm quite a systems person so I used some of the systems I learned in the law firm.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed.	Yes. We never deliver late, we are always dependable, we're flexible with clients. We are passionate and quality oriented, we deliver more than we were asked for. Cost is not a priority so becomes a shortcoming. The people are a priority. We are values based, it's like a family space, we select people to match the vibe. This makes the process fulfilling.
Do you think if you had studied project management you would be better able to manage projects in your line of work?	Definitely, knowing formality and structure would have made the process much more conscious. I don't think I am doing badly.

Do you think creative types may be unsuited to a formal way of doing things?	Creative people do not follow formal ways. They are able to work more organically and present new solutions. Being formal stops you thinking out of the box.
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4.4.13. Respondent M

Respondent M is a woman in her twenties with six years experience in television production and commercials. She studied to be a personal assistant and started her career at a corporate company. When she realised she was bored she moved into the television industry, starting off as a permanent employee of a production company and then choosing to freelance on various projects.

She has not attended a course on project management or studied it formally. Her boss in the corporate sphere tried to teach her some formal project management but she says she was not interested.

She met the interviewer at the offices of the company she was working for at the time. The project was coming to an end and she needed to start looking for work. She was interested in the research but felt as though she did not have much to offer due to her relative inexperience.

What mainly came across in the interview was that she had joined the television industry with the intention of being involved in the creative aspects of making television but had found herself bogged down by administrative type work. She appeared to want to be more involved in creative elements but was willing to learn from those around her to develop a sense of how everything works.

Below is a table summarising the important points from the transcript of her interview.

Table 24: Summary of Transcript: Respondent M

Question	Important point from transcript of interview
What is a project? Can you give some examples from your own experience.	A project is when there is an idea that needs to be executed, you need certain resources and management plays a very vital role in the execution of that project. An entertainment show.
“Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Yes. You needs all of these things to create something and get to the end goal.
“The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion” Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	Yes. As a production manager you need to know all aspects of the project so that you can make it happen.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	It varies from project to project, we have production names for the phases. I am not involved with all phases.
Look at the nine project management	I have seen these names before. All of these areas overlap in production and each member

knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	of the team takes responsibility for more than one area.
Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	I think I've always wanted to do this, make beautiful pictures. Did not know anything from the production side. I never understood anything but I told myself I would learn everything people would teach me. I kept asking questions. I worked on a lot of projects and on each one I learned something new. I never had someone who consciously taught me I watched and took the initiative to ask questions.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed.	Yes, these five would be important criteria. But I think there are other important things. Interaction of staff, how management treats us, respect.
Do you think if you had studied project management you would be better able to manage projects in your line of work?	Yes, because project management is very important in terms of the systems and processes you need to know. And no . . . I think it is instinct, you can be more creative than following black and white rules.
Do you think creative types may be unsuited	Creativity would not fit into certain environments but there needs to be a balance between skills

to a formal way of doing things?	and creativity and not using creativity as an excuse not to be responsible.
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4.4.14. Respondent N

Respondent N is a woman in her twenties with two years experience in production of adverts and television. She studied a bachelor of technology in multimedia and started her career working in production for Respondent C's company. She gained a lot of practical production experience and mentorship in her two years but realised she wanted to be more hands on with the creative process. There was no opportunity for this at the cross media promotions company so she found an editing job at a different company.

She met the interviewer at the offices of the company she working for as an editor and took the time to recall her experiences while working in production. Her answers were lengthy, detailed and interesting.

What mainly came across in the interview was that she had a strong mentorship program as well as taking it upon herself to be deliberate about the learning process. She had a clear understanding of project management in an informal way but actually had no interest in it.

Below is a table summarising the important points from the transcript of her interview.

Table 25: Summary of Transcript: Respondent N

Question	Important point from transcript of interview
What is a project? Can you give some examples from your own experience.	A project is when you set aims or goals. The final aim is to create a specific product, with the audience in mind. Making an advert, writing a book.
“Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Yes, it does. I'd use my knowledge to see what needs to be done, the resources, would compile things, use my skills and techniques I have learned from my formal and informal education.
“The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion” Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	Yes, it does. Definitely the management of deadlines, requirements, time, resources available.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	The terminology we would use for this would include –production, research, planning, designing, monitor, final approvals. The steps are not as broken down as this, they overlap more.
Look at the nine project management	Time, cost, quality are used.

knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	HR and communications merge. Risk doesn't really apply. Don't use integration, scope, procurement.
Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	I was an intern where I had some theoretical knowledge that became real when I encountered real world practicality. My mentors were teaching me, providing me with planned learning around budgeting and schedules. I was always learning something, asking questions, getting involved in discussions with work mates, I was observant and helpful, anticipate what people need, finding ways to make things more efficient. I've never thought of myself as a project manager.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed.	Most of the way projects work is to figure out the needs of the client in terms of the five objectives and how to fulfil these needs. It's not just about that though. A project environment should inspire you to work long hours, want the client to be excited about what you have done, be proud of the product and express your creativity.
Do you think if you had studied project management you would be better able to manage projects in your line of work?	I think so. As creatives we tend to rely on passion and feeling but research is necessary. Having project management knowledge would

	make me sharper.
Do you think creative types may be unsuited to a formal way of doing things?	Yes. Some people march to their own beat, if their work is good enough that can be tolerated. Formal environments limit our potential, but in the creative world you have to manage yourself so that people can trust you.

4.4.15. Respondent O

Respondent O is a woman in her thirties with nine years experience in television production and events. She studied a bachelor of arts in dramatic art and started off working in the television industry as a permanent employee. She decided thereafter to go freelance and has worked on a number of different kinds of television projects as well as events. She has not attended a course on project management or studied it formally.

She met the interviewer at a coffee shop as she was not working at the time and had been struggling to find work. She was considering looking for work in alternative industries. She was interested in the research process and the link between her day to day work and formal project management.

What mainly came across in the interview was that she believed she had inherent organisational skills that she used in her working environment. She felt that in the work environments where there was a mentorship culture she was able to build on these abilities.

Below is a table summarising the important points from the transcript of her interview.

Table 26: Summary of Transcript: Respondent O

Question	Important point from transcript of interview
What is a project? Can you give some examples from your own experience.	It's what you're working on, particularly for a client to bring money into the company. A children's television program, a documentary.
"Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements" PMBOK (2008:6). Does this sound like what you do in your work? Please explain	Yes. However it sounds very formal. We would not define it in such terms. I manage a project but I am not like someone in construction who has very structured ways of doing things because the environment is completely different.
"The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion" Pycraft, et al. (1997:571). Does this sound like yourself and/or any of the members of your team? Please explain	Yes. It sounds like what I do, on some projects it is what my superior does and on others it is what my subordinates do.
Look at the project life cycle. Describe the phases you use when running a project. Does each phase have a name?	This seems logical but we use the terms pre-production, production and post-production. Also it is not so linear, some things overlap, some things you come back to.
Look at the project management knowledge areas. Is the scope of what you do divided into different areas as suggested in the diagram?	Some of these terms I have never heard in my environment like scope, procurement, integration. The others I know e.g. cost, time, quality, communication. The industry as a whole is very poor at human resources management and pays very little

	attention to risk management they react when things come up rather than anticipating.
Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so.	I think I've had a skill to plan and organise things since I was in school. I made lists and timetables. I just got to use this in my work as well. At first I watched what the person in charge of the team did then modified it to work better. I learned from my superiors what not to do especially with managing people. Then I joined a very good company where I was mentored and able to grow because there were no distractions like personality clashes.
Do you believe the methods you use to manage projects are effective for a creative environment? You could measure effectiveness by the five objectives listed.	Yes. I never have problems. I meet deadlines, my clients are happy. But I think there are other measurements like job satisfaction, growth, room for a work life balance, good human resources management, respect, working with like-minded people.
Do you think if you had studied project management you would be better able to manage projects in your line of work?	Yes. I think it would have given me the structures to start with that I had to develop myself. But I think I would have had to start at the bottom anyway, that's just the way the industry works. Most environments people are threatened by you if you have more knowledge than them.
Do you think creative types may be unsuited to a formal way of doing things?	No, I think that lazy or undisciplined people label themselves as creative types or work in creative environments to get away with not doing much. People who can't perform in their job try to distract from this by throwing tantrums or

	wearing a funny hat. They try to create a reputation or image so that people will allow for their idiosyncrasies. This gives real creatives a bad name. Real creatives do need space in terms of stupid rules like dress code or clocking in and out of work but I think that they are able to use many different ways of thinking to produce better results and still bring themselves back to the reality of deadlines and budgets.
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4.5. Summary of the Results

The data for this research was collected from respondents in individual interviews where the respondent was asked to give some information about themselves and their career, fill in a short tick box questionnaire and answer several open-ended questions which were transcribed by the interviewer.

The data was described in this chapter and will be analysed in Chapter 5 with particular reference to Research Question 1 and Research Question 2.

CHAPTER 5: DISCUSSION OF THE RESULTS

“Transferring data into research results is called analysis.” LeCompte (2000:146)

5.1 Introduction

Chapter 4 provided a presentation of the data collected. In this chapter an explanation of this data will be given. Initially the demographic profile of the respondents will be discussed. Then an explanation of the results pertaining to Research Question 1 will be given, followed by an explanation of the results pertaining to Research Question 2.

5.2 Demographic Profile of Respondents

In collecting the data a final sample of 15 individuals was used and both genders were represented, there was an adequate racial mix and individuals fell within the ages of 20 to 60 (for breakdown see Table 9). There was no intention on the part of the researcher to analyse data based on demographics like age or race. Once the data had been analysed it was noted that there was very little to no variation in the answers based on demographics.

The sample included individuals with varying career experience. When analysing the data it could be seen that individuals with more career experience tended to give similar answers to other individuals with more career experience and similarly so those with moderate to little career experience gave answers similar to those of their peers. This was noted by the researcher but does not in any way skew the data as the themes are similar enough across the entire sample.

Those interviewed were all working in creative industries and had experience in production. The only unusual point to be noted, in the opinion of the

researcher, is that not only the industry was relevant but sometimes the company the person was or had been working for became important. This is due to the fact that it appears some companies are better run and have good systems in place and this allowed certain individuals to be more knowledgeable and effective in their chosen sphere. This could be a valuable point to note when conducting further research.

5.3 Results Pertaining to Research Question 1

Interview questions were designed to collect data based on Sub-problem 1. These questions would shed light on whether project managers in creative industries use traditional project management techniques to get their jobs done or if they rely on what they have learned through experience.

Respondents were asked to answer a number of questions in regard to project management theory and practice. They were also asked to fill out a tick box questionnaire with common terms in project management. Both the questionnaire and some of the interview questions allowed for the collection of data relevant to Research Question 1. The data collected using these questions offered a clear answer to Research Question 1 and is presented below.

5.3.1. Interview Questions -Research Question 1

The information gathered from the interview questions is presented in Chapter 4 sorted per individual respondent. The responses to various questions regarding project management theory and practice were transcribed at the interview and later analysed. The analysis of this data produced the following research results.

5.3.2. What is a Project?

“A project is a set of activities which have a defined start point and a defined end state, that pursue a defined goal and that use a defined set of resources” Pycraft et al. (1997:605). Respondents were asked to explain what a project is

in their own experience as part of the open-ended questions within the interview.

The resulting outcome was when respondents defined what projects were they seemed to be consistent with others in their understanding. All gave an example of a project definition that was specifically from their own work experience. One respondents' comment stood out, however, because she believes a project can be an everyday occurrence like running a household.

Their descriptions were similar to the one offered by Pycraft et al (1997), however, the descriptions given were not as formal or structured.

5.3.3. Project Management

Respondents understood and agreed with the PMBOK definition “that project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6). They felt this definition described what they do in their everyday work. However, their additional comments indicated that:

- They did not call it project management.
- Some were not even aware of traditional project management theory.
- Most performed these tasks fairly unconsciously.
- Some felt the definition was too formal.

5.3.4. The Project Manager

The literature indicates that the project manager has the role of bringing things together successfully while working on a particular project (Burke 2006) and “The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion” Pycraft, et al. (1997:571).

When asked to comment on a definition of the role of a project manager respondents agreed that this described the role they perform on their team or another person on their team performed this function. Respondents were happy with the definition as a whole and none suggested that it be modified in any way. One respondent added that in her industry a project manager is called a production manager.

5.3.5. The Project Life Cycle

Project management theory provides a description of the project life cycle as the separate, chronological and sometimes overlapping stages of the project (PMBOK 2008). These stages are described in Section 2.5. and were presented to the respondents at his/her interview.

When asked to comment on the project life cycle a large number of respondents felt that the description explained exactly how things work for them. One respondent expressed surprise as he had not seen the life cycle before but felt it was exactly what he does in his work.

Those respondents that did not agree that the project life cycle was exactly what they did gave the following common responses:

- The terminology used to describe the stages is different. In most cases the terms would be pre-production, production and post-production.

- The same concept is used in theory but in practice it is not quite so rigid. Stages can overlap, more than one stage can be dealt with at a time and during the process it is possible to return to a stage.

If a company is organised and structured this type of process is followed, in those that are not organised and structured the project life cycle is not followed.

5.3.6. The Nine Project Management Knowledge Areas

The theory of the nine project management knowledge areas as detailed in Section 2.6. was presented to respondents and they were asked to comment on the presence of each one in their work.

The following common themes occurred:

- The theory seemed familiar but the terminology used was too corporate, respondents tended to use terminology that was related to specifically to their industry.
- Some of the project management knowledge areas were very common in the respondents' every day work, for instance, project cost management, project quality management and project time management.
- Some of the project management knowledge areas were used rarely in the respondents' every day work, for instance, human resources management and communication management.
- Some of the project management knowledge areas were not used at all in the respondents' every day work, for instance, project integration management, project scope management and procurement management. In some cases respondents had no knowledge of these terms. These areas could possibly be things that need to be taught and are not necessarily an inherent skill that project managers would have.

- Some project management knowledge areas were dealt with in departments separate from the respondents' day to day work, for instance, risk management.
- It appeared that the industry as a whole had a reputation for dealing poorly with some areas of project management knowledge particularly human resources management and risk management.

5.3.7. How Did the Respondents Acquire Knowledge?

Respondents were requested to describe how they had learned the skills they use in their everyday work when managing projects. The answers to this question provide the primary data for the answer to Research Question 1. It appeared that there were a few factors that influenced how and what was learned. They include:

- A positive and proactive attitude towards learning.
- A conscious attitude of asking questions, having conversation with peers and discovering things through observation.
- Inherent skills that the respondent attributed to learning from their parents or having as a part of their personality.
- The opportunity to enhance and evolve skills through responsibility, experience and more complex projects.
- Trial and error, learning by your own mistakes or the mistakes of those around you.
- Modification and improvement of what your peers have done.
- In some environments there was planned learning and a mentorship program.

5.3.8. Short Questionnaire Results -Research Question 1

The information gathered from the tick box questionnaire is presented in Table 27 and Table 28 below. The results were a lot more evenly spread than the researcher had anticipated. The anticipated result was that very few respondents would know the traditional project management terms or use them in their work. A summary of the table and the explanation will follow, however, it is not an in-depth one for the sake of brevity and due to the fact that the interview questions illustrate the point in a richer fashion. Specific quantitative terminology has been deliberately avoided in the explanation.

Table 27: Total Number of Selections per Column with significant details in colour

	I know this term and I use it in my work	I know what this term means	I have heard this term but I don't know what it means	I use a term which I believe to be similar in my work	I don't know of this term
Total Number of times each column was selected	43	55	21	111	100
Total Number of times each column was selected –represented as a percentage	13%	16.7%	6.3%	33.7%	30.3%

Table 28: Representation of Selection of Answers per Highest Ranking Tool Item with significant details in colour

Number of respondents that selected this option					
Tool	I know this term and I use it in my work	I know what this term means	I have heard this term but I don't know what it means	I use a term which I believe to be similar in my work	I don't know of this term
Gantt Chart	0	1	1	0	13
PERT (Program Evaluation and Review Techniques)	0	4	2	4	5
CPM (Critical Path Method)	0	2	3	0	10
Progress Report	7	3	0	5	0
Kick-off Meeting	5	0	1	9	0
PM Software eg MS Projects	2	7	1	2	3
Scope Statement	0	1	2	2	10
Milestone Planning	2	0	3	8	2
Change Request	1	3	2	3	6
Requirements Analysis	3	1	1	8	2
Work Breakdown Structure	3	2	0	7	3
Statement of Work	1	2	0	6	6
Activity List	2	1	0	12	0
PM Software for Monitoring of Schedule	0	7	0	3	5
Lesson Learned/Post-mortem	6	0	0	7	2

Baseline Plan	1	0	2	4	8
Client Acceptance Form	4	0	0	8	3
Quality Inspection	2	4	1	8	0
PM Software for Resources Scheduling	1	6	0	3	5
Project Charter	1	1	1	2	10
Responsibility Assignment Matrix	1	1	0	6	7
Customer Satisfaction Surveys	1	9	1	4	0

It appeared that the most commonly selected answer was 'I use a term I believe to be similar in my work' with a response of 111 out of a possible 330 selections (33.7%). This indicated that although most respondents did not necessarily know the correct traditional project management term they had somehow learned to do something similar but used a different term to describe it, possibly a creative industry specific term. The terms selected most often by respondents were activity list and kick-off meeting. At least four other terms were selected by more than half of the respondents.

The next most common selection was 'I don't know this term'. This selection was made 100 times out of a possible 330 (30.3%). This could mean that some of the respondents have never heard of certain traditional project management terms and therefore do not know what they mean nor use them in their work. The terms selected most by respondents was Gantt chart, critical path method, scope statement and project charter. Selections varied widely between no respondents ticking the box and almost all ticking the box.

The other three options had very low rates of selection. 'I know what this term means' had 55 selections and varied between zero ticks per box to only half of

the respondents choosing this option. 'I know this term and I use it my work' had 43 selections with this option being selected by nine respondents for the term customer satisfaction surveys. 'I have heard this term but I don't know what it means' at 21 selections with no more than three respondents ticking the box per term. This could mean that respondents do not know and have not heard of some of the traditional project management terms as well as not using them in their everyday work.

5.4 Results Pertaining to Research Question 2

Interview questions were designed to collect data based on Sub-problem 2. These questions would shed light on what the barrier to effective project management are as perceived by project managers in creative industries.

Respondents were asked to answer questions that allowed them to comment on the effectiveness of project management in their day to day work. These questions allowed for the collection of data relevant to Research Question 2. The data collected using these questions offered the answer to Research Question 2 and is presented below.

5.4.1. The Effectiveness of Project Management in Your Work

It is possible to measure effectiveness in a concrete way through the "five performance objectives" Pycraft et al. (1997:48). The five objectives include quality, speed, dependability, flexibility and cost.

When asked to comment on whether having studied project management would improve his/her effectiveness as a project manager there were some similar answers and some very different one. The answers fell into the following categories:

- No, I do not know how project management fits with what I do.
- No, the industry is too flexible to need formal education.
- I believe only a few areas would make me more effective, like terminology and the usage of project management software.
- Yes, I blame my areas of ineffectiveness on not knowing enough about project management.
- Yes, it would have helped at the beginning of my career but not now.
- Yes, I would like to study it to further my knowledge but I do not believe it would enhance my effectiveness.

5.4.2. Effectiveness in the Creative Environment

Respondents were asked to comment on the effectiveness of the project management methods they use, with particular reference to the five performance objectives.

Most respondents believed that the way they worked was effective especially when it comes to quality, dependability and flexibility. Most respondents indicated that their clients were very happy in these areas.

Some areas they believed could be improved were speed and cost. They felt that speed and cost were directly linked and one respondent used the cliché 'time is money' to describe the situation. Some respondents felt they would rather reduce their profit to deliver a product they are proud of. Some

mentioned that their staff costs were high but they would not compromise on this.

It is also possible to measure effectiveness subjectively, in terms of how a person feels about how well things get done.

Respondents also raised the issue that effectiveness may not necessarily always be about speed, cost, quality, dependability and flexibility. They added that the following should also be taken into account as measures of effectiveness:

- Ethics, honesty and respect.
- Reputation and expertise.
- Treating staff well and keeping them happy and healthy.
- Paying staff what they are worth.
- Continued learning and mentorship of staff.
- Passion and fulfilment.
- A pleasant work environment and a team that gets on.
- Expression of creativity in the project environment.
- A sense of achievement, pride and personal evolution.

5.4.3. Creativity and Creative Types

Respondents were asked to comment on creativity and creative types. This question provoked some very interesting answers and would be a good topic for further research.

It appeared that some respondents did not consider themselves to be creative, even though they work in creative industries. Some respondents tended to

initially distance themselves from creative types but then as they elaborated they referred to themselves as creative. This could cause some confusion when analysing the data.

The themes that developed from this data were:

- There are two types of creatives. Those that have no organisational abilities and those that are able to project manage without losing sight of creative aspects.
- Creative types have a different way of thinking.
- An attempt should be made to help creative types to understand production and they should perhaps study project management.
- Creative types are necessary on a team.
- Creative types need to be treated differently and are difficult to control.
- Creativity allows for a range of different solutions.
- Creative types avoid structure and have an attitude of entitlement.
- Project managers have to be creative and flexible.

Overall it appeared that managing creative people in terms of meeting deadlines and producing what the client has requested was a challenge in project management in creative industries. Creatives are necessary on a team and those that have organisational skills are most valuable.

5.5. Conclusion

5.5.1. Research Question 1

Do project managers in creative industries use traditional project management techniques to get their jobs done or do they rely on what they have learned through experience?

Research results concluded that project managers rely on what they have learned through experience to get their jobs done. After looking at the data collected it is possible to see that project managers in creative industries use what they have learned through experience to get their jobs done. None of the respondents make use of traditional project management techniques except in some cases where those techniques happen to be similar to something they have already learned. Therefore it is possible to say that traditional project management techniques do exist in creative industries but they were not adopted through the study of traditional project management and occur more out of coincidence than conscious thought.

5.5.2. Research Question 2

What are the barriers to effective project management as perceived by project managers in creative industries?

Research results concluded that project managers do find barriers to the effectiveness of their ability to manage projects in the following areas.

Some respondents believed that not having a formal project management education was a barrier to effectiveness, but most did not find this to be true.

The performance objectives of cost and speed appeared to be problematic in achieving effective project management as respondents themselves or team

member believe that quality can only be achieved by not adhering to the small budgets that are common within the industry.

Creative types, although necessary in creative environments offered challenges to effective project management as they are thought to be undisciplined and not inclined to meet deadlines.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

"[T]here has been an increasing interest in the study of variations in project practice across different types of projects and different contexts." Besner and Hobbs (2008:17)

6.1 Introduction

This chapter will address the conclusion of the study, present recommendations for the relevant stakeholders and suggest concepts for further research discovered during the research process.

6.2 Conclusions of the study

The concept for this research grew from the curiosity of the researcher. The researcher became curious as to how one is able to project manage without having a formal education in this area and where the ability and knowledge would come from in this case. The researcher chose to conduct the research in creative industries where project management is required for the nature of the industry but not studied by those working in these industries.

While compiling the literature review it became apparent to the researcher that very little is known about project management within environments that are not known for traditionally using project management. There were very few articles on project management in unusual environments and none that talked about project management in creative industries.

Although there were some preconceived notions about what the data collected would reflect the researcher was very surprised and excited by the depth of the results. During the analysis of the data and explanation of the research results it became apparent that this is an area of research that is interesting and rewarding for the researcher. This particular research topic could lead to much additional research.

The results specific to the two sub-problems laid out for the analysis in the research were quite clear and specific, though the variations and layers of possible answers given by respondents made the data rich and interesting.

The final results of the research were:

- Persons working in creative industries do not make use of traditional project management techniques except in some cases where those techniques happen to be coincidentally similar to something they have already learned.
- Traditional project management techniques do exist in creative industries but they were not adopted through the study of traditional project management and occur more out of coincidence than conscious thought.
- Some persons working in creative industries believe that not having a formal project management education is a barrier to effectiveness.
- Most persons working in creative industries, although curious about formal education in the project management sphere, do not believe that having a formal project management education is necessary for effectiveness in the work that they do.
- Persons working in creative industries believe that cost and speed present problems in achieving effective project management.
- Persons working in creative industries believe that creative types present problems in achieving effective project management.

6.3 Recommendations

This study provides guidance for stakeholders in creative industries, for instance, project managers, production teams and business persons involved in this environment.

The outcomes of the study suggested that there were some areas that the majority of the industry was not doing well in. Therefore the recommendations would be to improve business practices in the following ways:

- Develop employees' project management skills, it is not necessary to know everything but key areas where they are lacking knowledge should be focused on, for instance, project integration management and risk management.
- Establish the company's priorities and communicate these to all team members. Monitor that all team members are in line with the company goals. For instance, if cost is more important than quality employees need to be aware that they should cut corners where necessary to meet budget requirements.
- Creativity and creative types are vital to the projects that take place in creative industries therefore companies need to provide project managers with the tools and resources to more effectively manage creative people.
- Creativity and creative types are vital to the projects that take place in creative industries therefore methods need to be developed to ensure the accountability of creative types within the project team.

The other stakeholders that would benefit from this research are persons interested in conducting further research in this area. The recommendations regarding this are presented in the next section.

6.4 Suggestions for Further Research

The data collected provided the answers to the research questions but also brought to the researchers' attention that many more new questions could be asked and that this concept could launch a broad range of research options for other interested in this field.

While compiling the literature review and collecting and analysing the data the following concepts for further research were considered (some are quite detailed and others are a brief idea to be expanded by other researchers):

- Investigate project managers' abilities dependant on their work environment and superior's management ability, as it appears some companies are better run and have good systems in place and this allows certain individuals to be more knowledgeable.
- Investigate project management coaching.
- Investigate the school of thought that project management should take over where management has failed (Oosthuizen et al.1998).
- Investigate people working in creative industries and the relationship they feel they have with creativity.
- Investigate the differing role of the Plant (Belbin 2000) within creative environments vs. corporate environments.

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APPENDIX A

Actual Research Instrument

Interview Questions Research Report –For the use of interviewer

Administer Check list

Collect information

Name

Industry

Career experience in years

Career experience industry

Formal Education

Did it include project management

Informal Education

Did it include project management

Section 1: About project management

Read Quote:

“Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6).

Does this sound like what you do in your work? Please explain

What is a project? Can you give some examples from your own experience.

Read Quote:

“The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion” Pycraft, et al. (1997:571).

Does this sound like yourself and/or any of the members of your team? Please explain.

List the kinds of roles on the project team and briefly explain what they would each do. You may generalise even if it varies from project to project.

More specifically can you describe the meetings you have. Do they have particular names and what happens at them?

Look at the project life cycle.

Describe the phases you use when running a project. Does each phase have a name?

Look at the nine project management knowledge areas.

Is the scope of what you do divided into different areas as suggested in the diagram?

Section 2: About creative environments

Describe some of the knowledge, skills, tools and techniques you use in your work with specific reference to how you acquired the knowledge to do so. (For example: you may have been mentored by a superior, you may believe you had it as an inherent skill, it may have evolved over time).

Do you believe the methods you use to manage projects are effective for a creative environment?

You could measure effectiveness by the five objectives listed.

Do you think if you had studied project management you would be better able to manage projects in your line of work?

Do you think creative types may be unsuited to a formal way of doing things?

Section 3: Final comments

Are there any areas of your work that you believe are related to project management that we have not discussed?

Would you like to add anything before we close?

Please tick the box which best describes your relationship to each term. Tick only one box per term.

Project Management Terminology	I know this term and I use it in my work	I know what this term means	I have heard this term but I don't know what it means	I use a term which I believe to be similar in my work	I don't know of this term
Gantt Chart					
PERT (Program Evaluation and Review Techniques)					
CPM (Critical Path Method)					
Progress Report					
Kick-off Meeting					
PM Software eg MS Projects					
Scope Statement					
Milestone Planning					

Change Request					
Requirements Analysis					
Work Breakdown Structure					
Statement of Work					
Activity List					
PM Software for Monitoring of Schedule					
Lesson Learned/Post-mortem					
Baseline Plan					
Client Acceptance Form					
Quality Inspection					
PM Software for Resources Scheduling					
Project Charter					
Responsibility Assignment Matrix					
Customer Satisfaction Surveys					

MBA Research –Interview Booklet

SECTION 1: About Project Management

Quote 1:

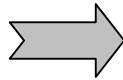
“Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” PMBOK (2008:6).

Quote 2:

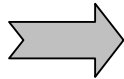
“The role of the project manager is to achieve the project objectives . . .by planning and controlling the project from initiation to conclusion” Pycraft, et al. (1997:571).

Project Life Cycle:

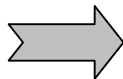
Initiation/Conception



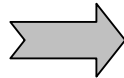
Planning/Development



Execution/Implementation



Monitoring and Controlling



Termination/Closing

Nine Project Management Knowledge Areas

- Project Integration Management
- Project Scope Management
- Project Time Management
- Project Cost Management
- Project Quality Management
- Project Human Resource Management
- Project Communication Management
- Project Risk Management
- Project Procurement Management

SECTION 2: About Creative Environments

The five objectives of effectiveness:

- quality
- speed
- dependability

- flexibility
- cost