

PMI - Sweden & Pearce Insights Present

Ethics In Project Management: Global Insights 2nd Edition

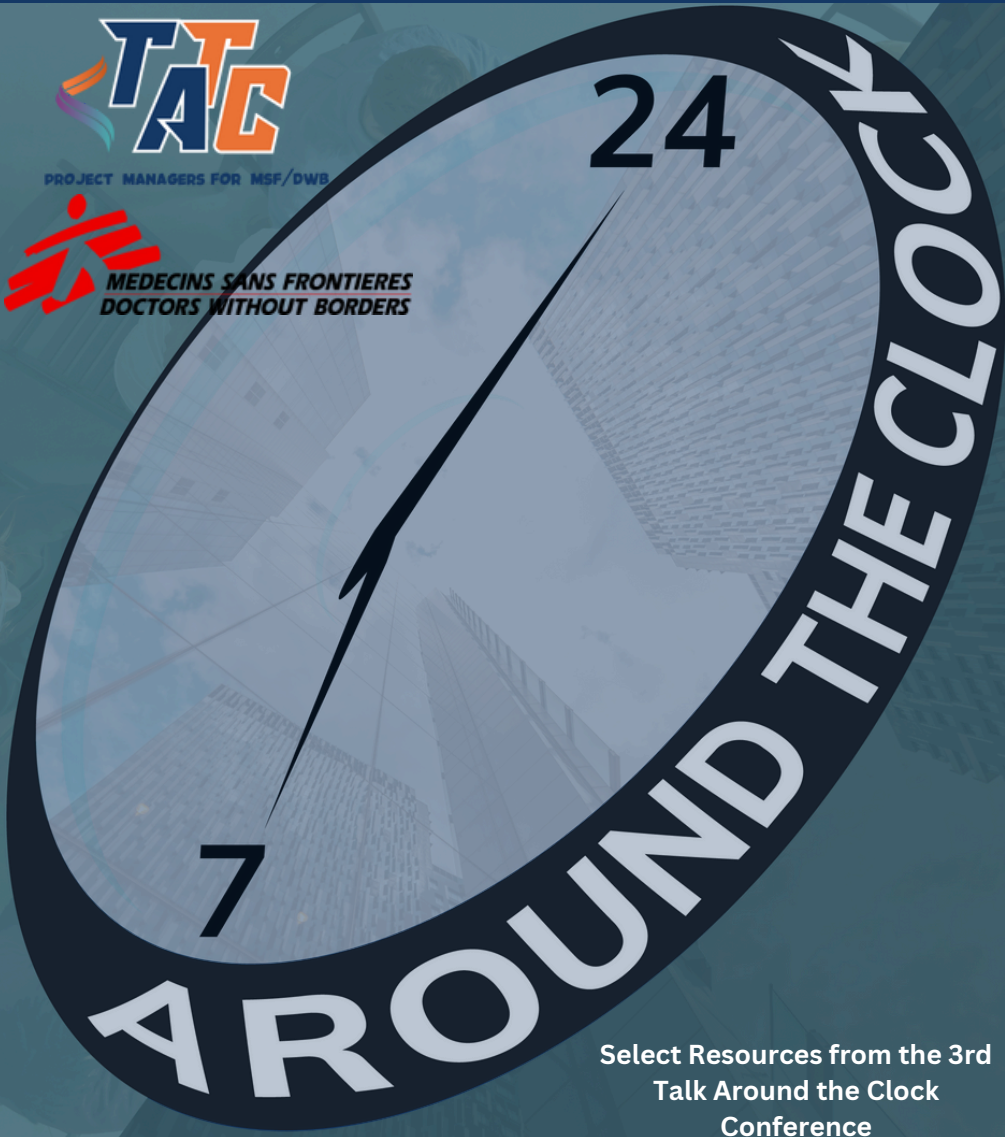
Bringing a new meaning to Talk Around the Clock!



PROJECT MANAGERS FOR MSF/DWB



MEDECINS SANS FRONTIERES
DOCTORS WITHOUT BORDERS



Select Resources from the 3rd
Talk Around the Clock
Conference

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DEDICATION



By: Ruth Pearce

This book is dedicated to all the project managers around the world. Whether you have the title or not, whether you believe you are a project manager or not, we recognize the extraordinary effort it takes to guide a project to a successful - or even workable - conclusion.

This book is created with you in mind.

It is also dedicated to people around the world who need help and to the amazing people who show up in often dangerous situations and provide that help. We hope this book contributes in some way to creating the resources needed to help even more people.

Finally, we also dedicate this book to Jim Snyder who said of his time in PMI, "My memories of PMI and the things that I cherish the most about the organization are the friendships I've made."

Thank you, Jim, for your contribution to our art and profession.

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INTRODUCTION

The 3rd Talk Around the Clock



By: Oliver Lehmann

It was on 14 November 2023, just before midnight, when the PMI Sweden Chapter's Board member Katarina Korenkova approached me to ask whether I would make myself available. The next morning at 07:40, I was on board with her and Katarina Strömberg, the Chapter's President.

I had developed the format together with a colleague from Germany, Patrick Eid, in the year 2022: A 24-hour charity conference with speakers from all over the world talking about aspects of project management. Patrick and I called the event "Talk Around the Clock" and launched it to support UNICEF's program for the victims of the war in Ukraine.

In the year 2023, I organized a second "Talk Around the Clock" with volunteers from the Ukraine chapter for the victims of the disastrous earthquake in Turkey and Syria. And again, the money was sent to UNICEF.

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For this third installment, a team of volunteers from some other PMI chapters was quickly put together. And we had some lively discussions. This time, our donations would go to Médecins Sans Frontières (Doctors without Borders), who were directly involved in helping the victims of the conflict so that the money would most directly land where it was needed. As a topic, we chose "Project Management and Ethics", which we considered attractive for attendees and important enough for this event.

Another question was timing. For my part, I prefer a timing that allows meticulous and highly professional work. On the other hand, it was winter, and help was needed urgently. So, we decided to have the conference very soon, on the 2nd and 3rd of February 2024.

We had hoped to be able to reuse some assets from the 2nd "Talk Around the Clock", such as the website, where we thought, we would have to make some minor adjustments for the new conference. Indeed, the website was the central communication tool with speakers, other volunteers, and attendees. From here, donations would be possible, and when interested people had questions, we sent them to the Q&A page.

How wrong we were. The website of the 2023 conference was built based on a toolbox ("Website builder") provided by the US-based Internet service provider who hosted the site. This toolbox supported only partial GDPR compliance. For a website championed by the PMI Ukraine Chapter, this was no major problem; Ukraine is (still) not a member of the European Union, where GDPR applies. There, this incomplete solution available was sufficient. But Sweden is in the EU. And we clearly had no intention of leading the PMI Sweden Chapter into legal distress.

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So, we changed the provider, moved the domain, and developed a new website from scratch under extremely high time pressure. Please visit <https://talk-around-the-clock.com> to see whether we did a good job.

Some other challenges included finding speakers and moderators. We were happy that we found such support from various countries in Africa, America, Asia, and, of course, Europe. Kudos to all our volunteers who made this event a success!

As the keynote speaker, we won the support of Thomas Walenta, a piece of bedrock of PMI in Germany. And he was not the only influential PMI personality. Indeed a walk through the list of speakers and panelists at <https://talk-around-the-clock.com/people/speakers> shows a who-is-who of thought leaders and great speakers.

During preparation, the conference became, at times, a contentious topic of discussion. We were repeatedly accused of being political, and not everyone accepted our core statement that our intent was strictly humanitarian. Personally, I find it sad that people in need must suffer from indifference and even contempt because tribalism and ideology stand in the way of aiding humans. Indeed, some people from whom I expected support rejected giving a helping hand for this reason. We addressed this topic on the [Q&A page](#).

Will there be a fourth "Talk Around the Clock" in the future? Unfortunately, yes. I think it will be necessary again. The frequency of disasters – made by both men and nature – seems to increase, making another call for help likely for the not-too-

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far future. I hope the support from the community of project managers will then be high again to show the people in need how much we care and to send money to those who are on location to provide help.

CHAPTER 1

Letter To A Project Manager



By: Sarah Schütte

Sarah is a UK solicitor-advocate (2001, 2007) and accredited CEDR Mediator specialising in construction, engineering and infrastructure projects.

Her niche practice in project management as an accredited CAPM-PMI® gives her a useful and unusual technical edge. She is currently studying for PMP-PMI®. She has had a tri-partite legal career: City of London law firms, senior Counsel in-house posts for both client (London Underground and TfL) and professional services provider (WSP|Parsons Brinckerhoff) and, since 2014, independent consultant. Her company, Schutte Consulting Limited (using #SCLGGlobal #SCLatSW11) is headquartered in London with the strapline: "Making law work for the construction and engineering industry". We have an international client base thanks in part to skills in French, German and Spanish.

Sarah's passion is for ethical and sustainable projects making tangible differences, which she structures and supports through challenging contracting norms to release collaborative potential and avoid disputes. She runs training and facilitation workshops on confident contract management, focussing on putting law in its practical and purposive context. She is a popular industry interviewee, conference speaker and panel member.

Sarah volunteers at PMI UK and global Chapters and APM (nominated for Volunteer of the Year 2021) and has recently completed 8 years as a Governor of her local primary school. She speaks on ambitions, careers and mentoring and has judged several Enactus UK and global competitions.

Sarah is a mum of 2, and they and her partner live in Battersea, London, a short bicycle ride from the iconic Power Station and the River Thames.

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I decided to write my article in the form of a letter to a project manager. I wanted to address the professional directly because, as happened when I gave my presentation live online, there are several moments where a PM might pause for reflection, and then take an action or activity, which makes the personal approach more thoughtful, to my mind. Further, ethics is not a matter where haste is helpful, so take your time in reading – this letter is to all PMs, wherever you are in the world, and whatever stage of your career.

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Dear Project Manager,

I hope you are well and feeling confident and capable in your current project. As you saw in the video montage preceding the conference, I am hoping to help you stay on the right side of ethics and law while juggling several competing demands. I hope you find this letter of comfort and a practical use. And, if you need some help, you can reply. Perhaps, we will start a correspondence, or a "Dear Sarah" problem-page!

I want you to think about your role as a PM, to try to identify where ethics and law issues might arise, to enable you to focus on specific issues and to give you some tools so you increase your confidence, and you know where to get help. The PMI Code of Ethics and Professional Responsibility is a good starting point for signposting challenging situations.

Ethics concerns what is "morally good and bad and morally right and wrong... and can also be applied to a system or theory of moral values and principles". Ethics is all around us! You may perceive that ethics (and law) are complicated or not your problem, or that people like me are well-meaning but make your job difficult. If you do internal projects, you might think ethics don't arise. You may be a good problem-solver so collaboration is your saviour.

Yet, encountering ethics and law may be disguised. Influencing factors centre on the organisation you work for, its philosophy, policy, history and experiences and its leaders, governance and - more immediately - the attitude of your colleagues and boss. Other impacts are 'internal', where BAU competes for attention or 'external', where paying customers dictate requirements.

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Finally, remember stakeholders and sponsors, the influencers and investors to your project. All encircle you whilst you're trying to achieve project objectives!

Let me take you back: much of our ethics in the West derives from Greek and Roman philosophers... but because they were bound up in deities and superstition, I prefer Thomas Hobbes (1588-1679), philosopher and author of 'Leviathan' (1651). Hobbes said that humans crave survival and can reason. Therefore, humans seek peace but engage in war. To achieve peace, Hobbes proposed a 'social contract', whereby humans agree to forego war. The social contract is different from a business contract. Hobbes is a realist: a simple social promise does not carry sufficient weight because humans are innately self-interested: why should I keep a promise? What if others don't? So, to enable the social contract to succeed, there is enforcement: everyone hands over powers (of war, ultimately) to an 'authority' who punishes breaches: the Leviathan or sovereign. The pull to accede is the authority's possession of sufficient (or proportionate) power to maintain peace (and - importantly - no more). Thus, the social contract works and justice is enabled: each person has good reason to behave ethically, for the sovereign will punish for those who do not.

This is why 'doing the right thing' is ethics, and why business contracts cannot solve every problem.

Law interacts with the social contract because it derives from norms ('values') and includes a system ('framework') of civil and criminal rules, which balance the self-interest against the greater good. This can be tricky in business, where contracts can hamper ethics, and for individuals, hence whistleblowing

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laws boost the social contract to override them. The International Bar Association (IBA) calls ethical people “courageous truth-tellers”. If you want to know more about ethics around the world, you should read Transparency International’s annual report called Corruption Perceptions Index.

In the UK, we currently have three key public or judicial enquiries of major interest to ethics and law:

1. COVID - Government response and PPE contracts;
2. Post Office and Fujitsu - prosecutions and civil claims; and
3. The Grenfell tragedy.

These enquiries teach us that several themes of interest (and concern) can emerge at corporate level (lack of transparency, insufficient governance and poor decision-making including bestowing advantage) and in individuals (turning a blind eye, lack of accountability and group-think when unethical behaviour became the norm). Other countries provide similar sobering examples.

Therefore, project contracts contain rights and obligations including to comply with law, which will encompass ethics where Parliament has legislated on behalf of society - kind of like a baseline for behavioural norms - e.g. anti-corruption, health and safety, modern slavery, competition etc. Contracts can go further: for example, the buyer wants the seller to comply with its policies. If agreed, this becomes a term of the contract. In English law, there is no requirement to act in good faith, so we can add collaboration or co-operation clauses to encourage and require ethical behaviour (note specifically this is not ‘trust’). Other jurisdictions enshrine good faith in their civil codes. A variety of models try to bridge observed flaws in contracts, but

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contracts are the tool that businesses use. The key balancing factor is the social contract (ethics) and the law.

So, what can you do on your projects? Let's tackle ethics in stages:

1. Before the project

Ethics can feel like a dilemma and therefore isolating. Remind yourself of the perceptions and check out the TI Index if you're on an international project to feel where the country is at roughly and the type of ethical issues likely to arise. Next, research the organisations involved (websites, awards, fines etc). Then, consider individuals you will come across (if you can). Finally, check contracts for organisational policies. In practical terms, set up a pre-start meeting to get to know people. Remember, it's not about being suspicious, but rather having professional curiosity as to where pinch-points could arise.

2. On the project

You're a friendly, approachable and professional PM. Your team contains discipline experts, so you can hover i.e. be the eyes and ears as to what's going on. Use your gut: what does it say? Would you be comfortable to explain what you've done or not done to a Court? Identify a confidante within the organisation and at home (and locate an industry helpline). Remember, "a problem shared is a problem halved". Keep a separate notebook about any worries you've got, and never break the law or take a personal or safety risk. After an intervention, the short term may be difficult e.g. if your organisation undergoes a health and safety investigation, however this could be proven to be the right thing i.e. your colleagues or the public were protected from harm.

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3. After the project

This phase is about recovery, because your energy may be depleted, and your confidence may be shaken. Know in your gut that you did your best and your bit (the social contract and the law together!), you helped others and showed leadership and courage. Don't be hard on yourself because ethics and law is not just the responsibility of the PM!

To conclude my letter to you, if you model ethical behaviour including speaking up appropriately with curiosity, you will be on the right side of morality and the law: doing the right thing, and feeling it, is important. You are not alone: ethics brings us together in a social contract and gives us hope!

With best wishes,

Sarah Schütte

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CHAPTER 2

A Framework for Applying AI Ethics in Projects or Organisations



By: Declan Foster

Declan is an industry leader in project delivery and change management and is ranked in the top 10 Thought Leaders in project management by Thinkers 360. He is the co-author of an award-winning, best-selling book - Humology: How to put humans back at the heart of technology. Declan has an honours degree in Artificial Intelligence and is studying AI for Business at Oxford University. His new start-up, Project Pal AI, is an AI-enabled project management tool that improves the quality and consistency of communications and reporting for project management professionals while providing significant efficiency savings.

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Service Details

Contact me if you need help demystifying AI for your project team or organisation.

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In today's rapidly evolving digital landscape, it's hard to go a day without encountering a new headline about artificial intelligence (AI). From groundbreaking advances in medical diagnostics to the profound effects on employment, cybersecurity concerns, and the rise of Generative AI, including the widely discussed ChatGPT, the realm of AI is expanding at an unprecedented pace. Generative AI applications, ranging from text-to-image, text-to-computer code, text-to-video, and text-to-audio, are revolutionising how we interact with technology. Amidst this technological whirlwind, the debate rages on: Is AI a harbinger of unprecedented innovation, a force for good, or does it herald a future rife with ethical dilemmas and challenges, a potential force for evil? This article proposes a framework for navigating the ethical complexities of implementing AI in projects or organisations, ensuring that we harness the power of AI responsibly and for the greater good.

As the discourse surrounding artificial intelligence (AI) progresses, concerns about artificial general intelligence (AGI) and the concept of the 'singularity'—a point at which AI meets or exceeds human intelligence, making future predictions increasingly uncertain due to exponential growth in AI developments—continue to surface. Yet, Andrew Ng, a preeminent figure in the AI domain, offers a perspective that puts these anxieties into context. He likens worrying about an AI-induced apocalypse to fretting over overpopulation on Mars: a speculative concern far removed from our current technological capabilities. "We haven't even landed on the planet yet!" he asserts, suggesting that our focus should instead shift towards more immediate and tangible issues related to AI ethics and governance. This article explores these pressing challenges, delving into the ethical considerations that must guide the development and application of AI technologies today.

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Understanding the distinction between general ethics and AI ethics is crucial as we navigate the implications of artificial intelligence on society. The BBC simplifies ethics as “a system of moral principles” that guide decision-making and lifestyle, emphasising the pursuit of good for individuals and society, akin to moral philosophy. In contrast, the EU Expert Group on AI positions AI ethics at the juncture of technological advancement and its impact on human well-being. It assesses how AI technologies can enhance or jeopardise the quality of life, human autonomy, and the freedoms essential for a democratic society. This differentiation underscores the importance of tailored ethical frameworks in addressing AI’s unique challenges to our modern world.

When considering AI ethics, being aware of the distinction between legislation and ethics is also helpful. Legislation and laws set the minimum requirements for organisations and social institutions to behave. On the other hand, ethics are more aspirational and outline what a good society looks like (Véliz, 2019).

Cathy O’Neill’s seminal work, “Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy,” sparked my journey into the intricate world of AI ethics. O’Neill’s compelling narrative parallels today’s ubiquitous algorithms and what she terms “Weapons of Math Destruction,” highlighting the profound impact these algorithms have on societal structures, from recruitment processes to loan approvals. To illustrate the disparity in algorithmic intervention, consider the contrasting experiences of applying for an entry-level position at Walmart in the US, where candidates are screened by algorithms, versus vying for a senior executive role

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on Wall Street, where decisions are influenced by human judgment. O’Neill identifies three critical attributes of these “Weapons”: opacity, where the workings of models remain mysterious even to those they evaluate; scale, indicating the potential of these algorithms to affect vast populations; and damage, contrasting the benign recommendations for purchases or entertainment with algorithms that decide employment, creditworthiness, or even sentencing in criminal justice. These insights have profoundly influenced my research of AI ethics, emphasising the need for transparency, equity, and accountability in algorithmic decision-making.

Chat GPT

A perfect vehicle for helping us uncover some of the potential ethical implications of AI systems is the ubiquitous Chat GPT, released in November 2022. A million users signed up within the first week, making it the fastest-adopted technology in history. However, the widespread use of LLMs like ChatGPT brings a series of ethical challenges to the fore. Hallucinations, or the generation of factually incorrect or nonsensical information, highlight the limitations of these models. Additionally, LLMs have faced criticism for acting as ‘stochastic parrots,’ merely regurgitating information from their training datasets with randomness injected to give the illusion of originality. Moreover, copyright concerns have arisen with tools like Stable Diffusion and Midjourney, which generate new images potentially using data scraped from the web without explicit consent from the original artists.

Another critical issue is bias; given that a significant portion of ChatGPT’s training data comes from Wikipedia, where less than 15% of contributors are women, there’s a substantial risk of

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perpetuating existing biases. The ethical implications extend to the human cost of creating such technologies. Reports have surfaced, including from Time magazine, about low-paid workers in Kenya earning less than \$2 per hour to cleanse training datasets of offensive material, exposing them to a constant stream of hate speech and graphic content. These facets underscore the complex ethical landscape surrounding ChatGPT and similar AI technologies, demanding a nuanced understanding and approach to their development and deployment.

The Framework

So, what can projects, or indeed organisations, do as they encounter the ethical implications of AI? I have created a framework that contains the six essential items that need to be considered for AI ethics. I don't claim that this list is exhaustive, but I feel that it gives you a solid foundation to build.

The six elements of the framework, which are intended to work together, are AI Ethics Statements, Policies & Procedures, Assessments, Governance Structure, Education & Roles and Responsibilities.

When developing an AI ethics statement, an organisation should illustrate the guidelines for ethical decision-making and the responsible use of AI technologies, including regular reviews and updates to reflect evolving standards and societal expectations. You should engage diverse stakeholders to consider multiple perspectives and values in the development process.

Some organisations will adopt a top-down approach to implement an AI ethics framework while others will take a more

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bottom-up approach. Starting with an AI ethics statement is an example of adopting a top-down approach, whereas establishing policies and procedures for certain use cases of AI, e.g., Generative AI, is an example of adopting a bottom-up approach. Here, establishing one or more AI policies and procedures will inform the creation of an AI ethics statement for the organisation or project. It is crucial to evaluate the organisation's current state of AI ethics and to monitor progress. A robust governance structure is essential. Establish accountability, transparency, and effective decision-making processes, enabling responsible AI development and minimising ethical concerns. Carissa Veliz has highlighted the three roles of ethics committees: education, policy formulation, and consultation (Véliz, 2019). Education is fundamental to the framework, too. Ensure that individuals involved in AI projects understand ethical principles, enabling them to make informed decisions throughout the development lifecycle. Clearly defined Roles and Responsibilities are essential to assign accountability for ethical considerations at various organisational levels, fostering a responsible AI development and deployment culture. New and emerging roles include Ethics Officer or Ethical AI Lead, Data Governance Officer, AI Compliance Officer, Data Privacy Officer, and AI Transparency and Accountability Officer.

How the World is Responding

The global response to the burgeoning field of AI ethics has been both swift and multifaceted, reflecting the urgent need for a coherent and unified approach to the ethical challenges posed by artificial intelligence. In a landmark move, the United Nations saw 193 member countries adopt the first-ever global agreement on the Ethics of Artificial Intelligence in November 2021, signaling a collective commitment to navigating the ethical

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implications of AI advancements. Similarly, the European Union has responded proactively, establishing the High-Level Expert Group on AI in 2019 to guide its efforts. This culminated in a significant milestone on December 9, 2023, when the European Parliament reached a provisional agreement with the Council on the AI Act, setting the stage for it to become EU law upon formal adoption by both bodies.

Beyond governmental and intergovernmental initiatives, the private sector and non-profit organisations are also playing a crucial role in shaping the ethical landscape of AI. Numerous companies have taken it upon themselves to draft and implement their Codes of AI Ethics, underscoring the importance of self-regulation in this domain. Additionally, the Open Data Institute, founded by Tim Berners-Lee, the inventor of the World Wide Web, has contributed to these efforts by creating the Data Ethics Canvas. This tool, available for download, is designed to help organisations navigate the ethical considerations of AI projects, emphasising the importance of ethical foresight in developing and deploying AI technologies. Together, these initiatives represent a growing global consensus on ethical guidelines that ensure AI developments are aligned with human values and societal well-being.

As an AI-first startup founder and seasoned project management professional, I am acutely aware of the necessity for an ethical approach to artificial intelligence. The rapid advancements in AI technology and its ever-expanding applications underscore the urgency of integrating ethical considerations into every facet of AI development and deployment. As we stand on the cusp of AI's potential to reshape our world, we must prioritise ethical guidelines that

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foster innovation and protect and promote human rights and societal well-being. I urge fellow professionals, organisations, and policymakers to join me in this commitment to ethical AI. Together, we can ensure that the future of AI benefits all of humanity, grounded in principles of fairness, transparency, and accountability. Let's embrace an ethical approach to AI as the cornerstone of our collective journey forward.

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CHAPTER 3

Cultivating Emotional Intelligence and Ethical Leadership: A Path to Success for Effective Leaders



By: Beth Ouellette

Beth Ouellette is an active PMI-global volunteer and fully engaged professional. Working in over 40 countries, across multiple industries, she has set-up PMOs, mentored execs, trained teams, and facilitated successful outcomes. She understands the vital components of emotional intelligence and ethics throughout program/project management. Currently on the Ethics Review Committee, she lends insights into effective, ethical leadership.

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Key words: EI+EthicalLeadership=EffectiveLeaders

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Abstract

In today's rapidly changing, multi-faceted, and interconnected world, the need for leaders who possess both emotional intelligence (EI) and ethical leadership skills has never been more critical. This article delves into the core components of EI, project leadership, and ethical leadership, and offers validation, insights, and practical strategies to integrate these qualities into project and program leadership roles.

Introduction

Effective leadership encompasses not only technical skills and cognitive abilities but also emotional intelligence and ethical decision-making. By understanding the building blocks and intricacies of emotional intelligence and ethical leadership, individuals can navigate challenges, foster meaningful relationships, and drive success in both personal and professional arenas.

Emotional Intelligence

In today's multi-faceted, dynamic, and interconnected world, emotional intelligence (EI) is increasingly recognized as a critical factor for success. Coined by psychologist Salovey & Mayer in 1990 and popularized by Daniel Goleman in 1998, emotional intelligence encompasses a set of skills that enable individuals to navigate their emotions, understand others, and build meaningful relationships. Daniel Goleman's framework of emotional intelligence identifies four primary components of emotional intelligence: emotional awareness, emotional expression, controlling emotions, and relationship management.

These are detailed below.

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Emotional awareness involves recognizing and understanding one's own emotions. It requires individuals to tune into their feelings, identify their triggers, and acknowledge the impact of emotions on their thoughts and behavior. This self-awareness lays the foundation for effectively managing emotions and making informed decisions.

Emotional expression entails the ability to communicate one's feelings constructively. It involves expressing emotions openly and authentically while considering the context and impact on others. Effective emotional expression fosters transparency, enhances interpersonal communication, and promotes mutual understanding.

Controlling emotions involves regulating one's emotional responses in various situations. It requires individuals to manage impulses, handle stressors effectively, and maintain composure under pressure. By developing emotional self-regulation skills, individuals can avoid reactive behaviors and respond thoughtfully to challenges.

Relationship management encompasses the ability to navigate social interactions and build positive connections with others. It involves empathy, conflict resolution, and effective communication skills. Strong relationship management fosters collaboration, fosters trust, and enhances teamwork in both personal and professional settings.

These components serve as pillars for developing a robust Emotional Quotient, and these components are organized through the four quadrants of EI that we have all come to know and perhaps even love: self-awareness, self-management, social awareness, and relationship management.

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Research by Daniel Goleman highlights the significance of emotional intelligence in leadership effectiveness. Corporate executives and leaders identify emotional intelligence as a critical trait for top performers and leaders, alongside cognitive strengths: intelligence quotient and technical skills. As individuals progress within organizations, emotional intelligence becomes increasingly valued and required for success. Goleman found that 85% was allocated to EI, and the remaining 15% split between technical skills and IQ2. This validation further heightens this necessary skillset that is not only valuable to individuals but also invaluable to organizations.

Cultivating and growing emotional intelligence involves recognizing and regulating emotions, empathizing with others, and fostering positive relationships. Once these are mastered, or even in process, leadership components can be the next focus. These are integrated in the Program and Project Leadership where there is a need for inspirational leadership, strong communications, and conflict management. These can be a challenging set of skills to balance - and with a heightened EQ, it can be done masterfully.

For truly effective leadership, the melding of emotional intelligence (EI) and ethical leadership practices becomes a synergistic force for driving positive change and fostering an authentic culture. Emotional intelligence serves as the foundation upon which effective leadership is built. Leaders who possess high EI demonstrate traits such as inspirational leadership, emotional discipline, healthy self-confidence, influence, and a drive for success. These attributes enable leaders to inspire and motivate others, navigate challenges with resilience, and foster a culture of innovation and collaboration.

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Ethical Leadership

Ethical leadership is rooted in values such as responsibility, respect, fairness, and honesty. Project and program leaders who embody ethical leadership demonstrate authenticity, make decisions guided by integrity, and prioritize the well-being of their teams and stakeholders. Integrating emotional intelligence with ethical leadership promotes better decision-making, fosters psychological safety, and cultivates trust within organizations.

To “Connect the Dots for Success” we need to acknowledge the synergy between emotional intelligence and ethical leadership for truly effective leadership. Effective leaders possess the self-awareness to recognize their own emotions and the emotional context of others. They prioritize building relationships based on trust, transparency, and open communication. By embracing empathy, influencing positively, and fostering collaboration, effective leaders create environments conducive to growth, innovation, and ethical conduct.

The Role of the Emotional Intelligence Components in Ethical Leadership are described below:

Self-awareness promotes authenticity and enables leaders to understand their emotions, motivations, and values. Ethical leaders who are in tune with themselves make better decisions and avoid biases that may compromise ethical integrity.

Self-management enables continued self-regulation of emotions and behaviors. Ethical leaders who can manage their emotions effectively exhibit emotional discipline, make intentional decisions, and avoid impulsive reactions that may lead to unethical behaviors.

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Social awareness fosters empathy and enables leaders to understand the emotions and perspectives of others. Ethical leaders who practice 2-way communication create open environments where people feel heard, valued, and respected.

Relationship management involves navigating emotions, fostering transparency, and promoting open dialogues. Ethical leaders who prioritize psychological safety and collaboration build trust and cohesion within teams, facilitating purposeful decision-making and conflict resolution.

Practical Strategies to integrate EI and Ethical Leadership

Achieving emotional intelligence success involves inward, outward, and upward focus. Inward focus centers on self-awareness and self-management, encouraging individuals to recognize their emotions, motivations, and behavioral patterns. Outward focus emphasizes social awareness and relationship management, enabling individuals to understand and connect with others effectively. Upward focus integrates emotional intelligence into leadership competence, emphasizing the importance of emotional intelligence in leadership roles.

Leaders can become more effective and enhance their ethical leadership and EI skills through specific strategies. A sampling of good approaches include:

- Recognize and regulate personal emotions in challenging situations
- Understand and adapt to team members' emotional context
- Build trust and relationships through open and honest communication

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- Lead with enthusiasm, confidence, and self-assurance
- Monitor relationships and address conflicts promptly to maintain trust and collaboration

To enhance emotional intelligence and ethical leadership skills, leaders can engage in various exercises and practices.

These may include some of the following:

- Reflecting on past decisions
- Seeking feedback from trusted colleagues
- Participating in online quizzes to assess emotional intelligence and ethical practices

Through integrating self-confidence, empathy, influence, and collaboration into their leadership style, individuals can nurture a culture of trust, integrity, and accountability.

Wrap Up and Action

Emotional intelligence serves as a cornerstone for personal and professional development. By understanding and cultivating the key components of emotional intelligence, using these for leading teams, and integrating ethical practices, individuals can enhance their emotional quotient, navigate challenges with resilience, and foster honest, positive relationships. The journey of becoming an emotionally intelligent and ethically grounded leader is ongoing and multi-faceted. Ethical leadership and emotional intelligence are intertwined concepts that elevate leadership effectiveness and promote organizational integrity. Integrating EI skills with ethical values, effective leaders will create environments where trust, respect, and accountability flourish, driving sustained success. By embracing the practices

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of emotional intelligence and ethical leadership, individuals can navigate complexities with clarity, inspire teams towards shared goals, and leave a positive impact on their organizations and communities.

As Charles Swindoll aptly puts it, "Life is 10% of what happens and 90% of how you react to it." Thus, investing in effective leadership is essential for thriving in today's complex and dynamic world. By integrating emotional intelligence and ethical leadership into their daily lives and leadership practices, individuals can unlock their full potential and cultivate thriving personal and professional environments.

Leonardo da Vinci observed that "It has long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things." You can be that force too. Thank you for considering the importance of emotional intelligence and ethical leadership in your continuous improvement journey.

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CHAPTER 4

Nothing About Us Without Us



By: Geraldine Mongold

Geraldine Mongold is an educator, writer, project manager, and product manager from Farmville, Virginia with a couple of decades of experience in the software industry, primarily as a product design and management consultant.

With a background in military intelligence and modern languages, Geraldine came to the tech industry by accident, liked it, and decided to stay. She's since helped diverse organizations such as Stewart Title, Mitsubishi, Dell, UCLA, Union Bank, and many others leverage technology to achieve their strategic goals.

Geraldine is currently freelancing and focusing on writing projects, such as her blog on local history, news, and culture [What Happens in Virginia](#). She also tutors elementary students, and plays violin with the Longwood Chamber Orchestra.

Geraldine is available for project management, product design, or writing projects. Want to collaborate? Contact her at gamongold@gmail.com.

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There's a saying that has become popular among disability activists. "Nothing about us without us." It's a simple but potent statement about empowerment.

From a project management point of view, that means not just identifying and engaging all the relevant stakeholders, but prioritizing those stakeholders based on who is most impacted or who will suffer most if project risks are realized. To project professionals, this might seem intuitive, but many organizations do this poorly, especially governmental and non-governmental agencies.

Since I'm a teacher as well as a project manager, I'm going to use a personal experience as an example of how not to do it.

A few years ago, I moved to Virginia and bought a small farm in a rural community. After getting laid off, I cast about for employment and ended up as a part-time literacy tutor at the local elementary school. As I had previously been a licensed teacher in Oklahoma, I decided to apply for licensure in Virginia. and I ran into one of the most poorly designed user experiences it's ever been my misfortune to navigate.

Just finding the correct page to start the process was challenging. Then I waded through pages of text, contradictory or incomplete information, and dead links. It took me two months to complete the required on- and off-line classes, upload the necessary documents, and complete the multi-page application. Then I paid my \$100 application fee and waited. And waited. And waited.

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The local news reported that the Virginia Department of Education (VDOE) had a huge backlog and that it was taking months for them to process applications. I applied to full-time teaching positions in the school district and waited some more. After not hearing from either the state or the local district, I finally called a friend of mine who serves on the school board and asked "What gives?"

It turns out that in Virginia, the state won't evaluate your license application unless requested by a school district. And school districts don't interview people who aren't already licensed. So there's a very clear bias against people who are moving from another state or switching careers, as they cannot self-serve the license process and present themselves to hiring districts as a fully-qualified teacher.

After the school district finally interviewed me for a full-time teaching role, they communicated their intention to hire me to the VDOE. And we all waited some more. Finally, the district contacted me and said I needed a first aid class. I complied. Then they said I needed transcripts from every college I'd attended (not just my degree-granting institution). I complied. Then they said they needed a letter from my college attesting to my good moral character. I was unable to comply, as the University of Texas does not provide any such documentation, although I had a most entertaining conversation with the registrar's office about it.

Finally, at the end of July, the district informed me that the state had completed evaluating my credentials. They didn't have the results, and neither did I. I tried calling the VDOE, but their phone system gives you an automated message telling you they

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do not communicate directly with teachers and then disconnects you. I finally got an email address and sent a query. I was told to go into my online application to see the results, but my online application had been closed and was not available. I ended up taking screenshots to email to the department to prove that the information I sought was absolutely NOT available on the website. Eventually they forwarded me a PDF copy of the results, telling me I was declined for licensure and needed to take five additional college classes plus a comprehensive test in order to qualify.

It's painfully clear that the state does NOT consider teachers to be stakeholders in the teacher licensure process. Is this process "about me?" Absolutely! Is it "with me?" In no way. Let's talk about the impacts of this failure to include a critical (possibly the most critical) stakeholder in the process.

- There are over 3,500 unfilled teacher positions in Virginia, mostly in the elementary grades. In the past school year, the state hired 3,000 fewer teachers than they lost, as more educators chose to leave the profession or move to other states.
- State politicians have started talking about outsourcing the entire licensure process because the VDOE is so slow to process applications. Outsourcing licensure would eliminate state jobs and prioritize cost savings.
- In other states, teacher licensing requirements are clearly posted online so that potential teachers can evaluate their own credentials, identify gaps, and take action to remediate those gaps BEFORE applying. Doing this would reduce the number of rejected applications and simplify the VDOE's workload.

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- Other states also offer provisional licensure that is more flexible, giving more career switchers the option to start teaching full-time while working with a mentor and completing the license requirements.
- Although the VDOE website mentions career switchers and veterans in their text, there is no process for considering military or career experiences in licensure. There wasn't even a requirement for me to upload my DD214 (military discharge form). I found it amusing that one of the required classes for me to take would be Art, even though I have previously owned an art gallery. Another required course is Mathematics. I've designed a system to value the commercial mortgage loan portfolio of an international bank, but I don't know enough math to teach first grade. The failure to include prior experience in licensure decisions means applicants who are not already in the educational system are actively discouraged from entering the profession.
- School districts must manage the licensure of their teachers and act as an intermediary with the VDOE, placing an undue administrative burden on budget-strapped districts.
- Teachers who want to teach additional subjects or grades must rely on their current district to request licensure on their behalf instead of self-managing their own careers.

Is it any surprise that more people don't seek to enter the teaching profession? All of this bureaucratic incompetence and frustration for a starting salary of \$42,500?

As project managers, it is our responsibility to reduce the negative consequences of our projects and ensure that decisions made consider the greater good of our communities. The VDOE

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processes and systems were implemented by somebody. They didn't just happen. There was a project. Any project that does not consider key stakeholders in setting goals, designing systems and processes, and ensuring user acceptance of the finished product is doomed to fail. And the failure of governmental services and agencies can be catastrophic.

When teachers can't get licensed, they can't get hired. And when teachers aren't hired, children don't have instruction. Without instruction, children don't learn. When children don't learn, they grow into adults who can't read, can't think, and can't make well-informed decisions.

We absolutely cannot define project success as "I delivered what they asked for and I got paid."

The way we manage projects matters.

CHAPTER 5

Ethical Portfolio Management: Project Creatures That Slow Down (Or Accelerate) Your Project



By: Marisa Silva

Marisa Silva, the Lucky PM, is an experienced PMO and PPM advisor, educator, and international speaker, with a track record of building capabilities in organizations undergoing transformational change. A passionate advocate of the value of PMOs and project management, she was Programs Director at Project Managers Without Borders, Head of External Affairs at IPMA Young Crew Portugal, Secretary of the APM PMO SIG, and is co-author of the latest PRINCE2® version as well as of ground-breaking APM-accredited courses such as the PMO Practitioner, PMO Leader and Assurance Practitioner courses. Marisa is a Senior Consultant at Wellington, a founding member of the Advisory Board of the PMO Global Alliance, and the author of “Bedtime Stories for Project Managers” translated into several languages. In 2019, Marisa became one of the youngest Fellow members of the Association for Project Management (APM), in recognition of her contribution to the profession, and in 2020 she was awarded the title of Young Project Manager of the Year (IPMA Young Crew Portugal).

More information about Marisa is available at www.thelucky,pm.com.

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Ethics remain a topic overlooked in Project Portfolio Management, yet we are faced with ethical dilemmas every day: allowing a project to progress at a stage gate when it is no longer achievable; having different versions of the reality of the project depending on who asks; or deciding which projects will be selected to integrate the portfolio are just some examples where ethics come into play.

Following, an ethical approach to Project Portfolio Management is underpinned by the following questions:

1. *Are we doing the right projects?*

Ensuring alignment with strategic goals and stakeholder priorities is crucial to determining if we're investing resources into the most impactful initiatives.

1. *Are we doing projects the right way?*

Evaluating adherence to best practices, efficiency in resource utilization, and stakeholder satisfaction can determine if projects are being executed effectively.

1. *Are we getting projects done well?*

Monitoring factors such as meeting deadlines, staying within budget, and achieving quality deliverables are key indicators of successful project execution.

1. *Are we getting the business benefits?*

Ultimately, benefits are the reason why projects are initiated in the first place. Tracking metrics related to return on investment, market impact, and customer satisfaction provides insight into whether projects are yielding the expected business outcomes and benefits.

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By answering these questions, we can build an optimal portfolio – one that not only provides the most ‘bang for the buck’ but also enables successful delivery in accordance with best practice and optimizes the always scarce organizational resources. When defining the portfolio of projects, we must prioritize projects and assign resources to those projects that enhance and accelerate the value delivery of your portfolio. However, this is not always a simple challenge – due to personal bias, political and power games, stakeholder pressure – we often encounter projects that slow down and negatively impact the portfolio of projects.

Using the power of metaphors, let us hunt some examples of such ‘project creatures’ and uncover how to address them. Trust me: it’s a jungle out there!

Pet Project

What is it? A project pursued as a personal favorite, not always a necessary or important project. Every organization has one of these – it might be the President’s last project, the CIO deciding that it’s time for a revolution, or even a Mayor dreaming of a library named after him. The projects are their “babies” and they will stop at nothing to have them implemented.

How to address it? These types of projects are political and highly-emotional, and that is why they are so difficult to kill – they do not represent a rational problem, but instead they are linked to the egos and legacies of those who are trying to leave a mark behind. Unfortunately, most of the time pet projects do not entail real benefits to be achieved (or their business case is simply the result of confirmation bias) and are nothing more than a futile attempt for power games in the organization,

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wasting useful and often limited resources that would have been better employed in other initiatives. Because most times pet projects are conceived by the sponsors and others at the highest level in the hierarchy, the “whistleblower” should be someone independent from the project (or ideally, from the organization), such as a Project Management Office (PMO), or an Assurance or Audit department. However, remember this is not a rational project. Thus, there’s no point in coming to the sponsor with rational arguments or metrics, which will prove useless for this project creature. Instead, use a sceptical approach and ask ingenuous questions: “who are the customers of the project?”, “what will they gain from the project?”, “what does success looks like?”. To speak truth to power, speaking to their head is not enough, you need to speak at their heart too.

Watermelon Project

What is it? Watermelon projects, also known as watermelon reporting, refers to projects which are continuously reported as green (or healthy) on the outside but, when you look closer, surprise-surprise...they are red (in trouble) on the inside. The Red-Amber-Green (RAG) approach is a typical and well-established way of reporting the health of projects. However, while it is visually appealing and easy to interpret, reducing the pluralistic reality of a project to a single indicator may result in a loss of reliability over the real situation of the project and lead to such watermelon projects. Moreover, under the principle of management by exception, to present a project as red is almost as an invitation to senior management to dive into the situation, bringing unwanted attention to it, hence why the Project Manager may show a natural reluctance to flag the project as red. Yet, watermelon projects are symptomatic of a bigger

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problem and suggest that we are not doing projects the right way nor getting projects done well.

How to address it? Watermelon projects do not arise by chance but are usually a reflection of organizational cultures that promote 'blamestorming' instead of 'brainstorming', in this way influencing how facts are reported and risk management is addressed in projects. It is then crucial that the tone is dictated at the highest level from senior management downwards, encouraging transparency in status reports and emphasizing that a "red project" does not necessarily reflect poorly in the project manager but instead should be understood as a cry for help. Another approach that will prevent this project creature from happening is the existence of regular health checks, typically carried out by a PMO. This will ensure that there is continuous visibility over the project and that early warning indicators can be effectively and timely spotted. Finally, you can also consider reporting using multiple indicators rather than relying in just one - this mechanism will enable a richer picture of the project areas in need of an intervention.

Submarine Project

What is it? Submarine projects are those projects that only come to the surface when in need or when forced to, such as a stage gate or when more funding is required. "No news is good news", the saying goes. However, in the world of Project Management, not knowing what is going on in a project is never ideal and in fact it is often a sign of trouble, where the project is being neglected, forgotten, or lost priority in the portfolio. If the project is no longer active but still consuming resources, we

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should pose the questions if we are doing the right projects and if we are getting projects done well.

How to address it? Submarine projects are a clear example of lack of visibility but can also suggest a bigger communication and escalation problem. To ensure that submarine projects are traceable in the deep and vast ocean of projects, the PMO can request regular status reports from the project and should engage with the project board and project manager to gain clarity of how the project is progressing.

Groundhog Day Project

What is it? If you have watched the popular “Groundhog Day” movie, you know what this project creature is about. This is the project that you think you have seen before. It can also refer to projects you are stuck in and can't get out, making it a distant nephew of zombie projects. Groundhog Day projects are a result of organizational amnesia and are often linked to poor knowledge management in the organization. Similar projects might have been executed in the past that would benefit the current project, but there are no survivors left to tell the story and the organization lacks the evidence of lessons and risks logged at the time. Or, equally risky, there are lessons, but these were just documented, not really learned.

How to address it? Groundhog Day projects can be killed with effective knowledge transfer. This implies not just documenting lessons throughout the project (rather than when the project is ending and no one remembers a thing or people are just too tired of the project and want to move away!), but also making use of previous lessons. When a project is initiated, the PMO

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should bring related risks, estimates, lessons from previous projects to the attention of the project manager, in this way providing a platform that avoids a déjà-vu and creates a solid foundation for the project. Likewise, it is important to stress that knowledge management is more than just documenting lessons – there are a myriad of mechanisms you can use for effective knowledge transfer such as communities of practice, case studies, lunch & learn sessions or even a lessons wall. You don't need to be re-living yesterday when instead you can be creating a successful future.

Unicorn Project

What is it? Unicorn projects have a captivating beauty. They are somewhat fantastic and magical... but also untouchable. These types of projects are made of the same material dreams are made of and they are usually born out of blue sky thinking when the C-level goes in a strategy getaway weekend.

How to address it? Despite their inspired nature, unicorn projects often miss a clear purpose and/or a solid implementation plan. Sure, let's be more agile. But how? Sure, let's have a digital transformation programme. But why? It is therefore important that the feasibility of such projects is carried out in an objective, emotion-free, way that enables the "why" and the "how" of the project to be effectively understood and tested before attempting its execution.

Fortunately, not all project creatures are equal. There are some that contribute positively to the portfolio of projects. These are the ones that we want to nurture, enhance, and support.

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Cheetah Project

What is it? A small project with a clear goal that could be achieved very fast. Just like cheetahs who are very slim and very fast to catch on their own or in very small groups their prey.

How to address it? As long as the goal is in line with the company's strategy you could handle these types of projects as low hanging fruit. They are not consuming a lot of resources, are small and can deliver results in a short timeframe. When it is simple and the goal is right there, you zoom to it to catch it quickly without any further complication. In fact, you eat an elephant one bite at a time and the same principle applies here - use the decomposition technique to break down your large elephant projects into smaller but quicker, clearly defined pieces of work - cheetah projects.

Lion Project

What is it? A lion project is a project where the sponsor is the king of the jungle - fully empowered, respected and listened to in the organization. However, be aware that a lion project could be a pet project too!

How to address it? If you found yourself in a project with natural authority, strong championship, with a supportive and available sponsor, that could turn into an easy project! Don't be afraid to use it, providing that the project passed the test of prioritization and is indeed the right project to be done. You can build a lion project by finding a vested sponsor, with skin in the

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game, and clearly presenting its strategic importance to the organization.

Dolphin Project

What is it? Like dolphins, this type of project makes short sprints (Agile way of working) to jump out of the water to deliver an increment and see if something needs to be adjusted before diving into the water again. This approach also ensures that the project manager (or related role) remains on the surface of the project, visible, and communicating with stakeholders, an important factor to build buy-in and continuously validate their expectations towards the project.

How to address it? You could use these types of projects to show the organization that the delivery model used will help it to harvest benefits at the earliest moment possible and not waiting for the finalization of the complete project. Dolphin projects are an archetype for Agile ways of working but not exclusively used in that form. In fact, you can always try to introduce Dolphin projects in your portfolio by ensuring that the governance is built in a way that allows for short dives, thus incremental delivery, but also better control, better communication, and more visibility.

While the use of project creatures convey a powerful and simple-to-understand message, it also highlights the importance of ethics and the decisions we make when defining and delivering a portfolio of projects. Ultimately, ethics in the context of projects represent the legacy we leave behind as project management professionals. The decisions we make define our legacy. What legacy are we building, we should ask

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ourselves.

As a result, an ethical approach to the management of projects also includes how we integrate sustainability in our projects, that is, how we satisfy our needs without compromising the needs of future generations. As responsible professionals, we should extend the triple project constraint of time, cost, quality, to cover objectives of sustainable development such as the impact the project can bring regarding profit, people and the planet (the triple bottom line of sustainability).

‘With great power comes great responsibility’, as Uncle Ben once said to Spider-man. We, working in projects, have a responsibility to think ethically and sustainably and apply that mindset towards better project decisions, where more cheetahs and less unicorns exist, that is, where we can optimize the delivery and impact of our portfolio of projects rather than wasting resources and slowing down delivery and/or the value generated by it. Projects create the future. Let us make it a good one.

Note: please refer to the articles below for further information on ‘project creatures’:

Silva, M. and Portman, H. (2019). Creatures that slow down portfolio delivery and how to kill them; PM World Journal, Vol. VIII, Issue IX, October. Available online at <https://pmworldlibrary.net/wp-content/uploads/2019/10/pmwj86-Oct2019-Silva-Portman-creatures-that-slow-portfolio-delivery2.pdf>

Portman, H. and Silva, M. (2020). Project creatures that accelerate and enhance a portfolio of projects; PM World Journal, Vol. IX, Issue IX, September. Available online at <https://pmworldlibrary.net/wp-content/uploads/2020/08/pmwj97-Sep2020-Portman-Silva-project-creatures-that-accelerate-and-enhance-a-portfolio-of-projects.pdf>

CHAPTER 6

IKEA Culture and Values Communication Project between 2014 and 2016: My Storytelling as a Project Manager at IKEA



By: Mi Sook Park

Mi Sook Park is an experienced PMP and PPM advisor, educator, author, and international speaker, with a track record of establishing, embedding and maturing best-fit practices and building capabilities in complex organizations undergoing transformational business change. A passionate advocate of the value of PMOs as business partners and enablers of strategic change delivery, Mi has developed her career from IKEA, ABB and NKT, with 30 years' work experience gained internationally and across industries.

Mi holds a Licentiate (with distinction) in Technology from Linköping University in Management and Industrial Engineering, a specialization in Competence Development and Corporate Culture. She has double majors in Educational Science and English Literature and Language of Sogang University in Seoul, South Korea. She also has double master's degrees in Supply Chain Management at Sogang Graduate School and Manufacturing Economics at Linköping University. She is currently undertaking her PhD in Digital Transformation of Corporate Culture and Values Communication with the examples of social media in the institute of Information Systems and Digitalizing. Her research pinpoints on the importance of managing stakeholders with the theoretical framework mainly from Adaptive Structuration Theory and her main research interests include PMOs, future-oriented project management, sustainable project management, and organizational agility.

She is certified as a PMP®. In addition, Mi is an active member of the project management community, PMI® Switzerland Chapter. She volunteers in Events, Conferences, financial audits and mentor program as a mentor. Mi is the author of the book, *Does Culture Matter?* and other relationship and poetry literature. Mi is a founder of her company, www.miparkconsulting.com since 2023.

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In September 2014, I embarked on a pivotal project management role at IKEA, taking charge of the "IKEA Culture and Values Communication" initiative. Simultaneously, I began my journey as a project manager and culture specialist while pursuing my Ph.D. at Linköping University, Sweden.

I had been away from IKEA for four years when I worked for one of IKEA's suppliers located at the east coast of Sweden, called Totebo AB. Totebo AB had been producing office and kitchen furniture for IKEA and other customers such as Kinnarps and EFG for many years. Nowadays it is the product developing company for IKEA as it is closer to the IKEA of Sweden, IKEA product developing business unit and the quality and speed can be accelerated due to the close geographical distance in Småland. Most of all, Totebo AB had a long-term business partnership with IKEA. After working for Totebo AB, I worked for ABB HVC AB where ABB produced high voltage land and sea cables both in AC and DC, which were a totally different industry as industrial B2B products and services.

Out of manufacturing industries experience, I got an insight of what was going on production sites and would be able to do reality check after office workers set the routines and regulations on the products and processes. There are always gaps between the rules and the reality and the gaps can be big or small from my experience in both factories. I also got to know where the critical moments in the processes from quality, health, safety and environmental perspectives are.

The first month in IKEA after four years' absence was all about introduction. I got to meet my colleagues and managers who are

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Important stakeholders to make the project succeed. I traveled to Malmö, Helsingborg and then to Delft. These were the locations where my colleagues and my managers were, mainly Sweden and Netherlands.

IKEA is a big company with over 200,000 people in about 50 countries. There are many companies within IKEA, but in a big picture, they are divided into either IKEA franchise or IKEA franchisee. I belonged to IKEA franchise where the ownership of IKEA Concepts was. I belonged to IKEA Culture Centre in Älmhult where the heart of IKEA is. This is the place where the founder of IKEA, Ingvar Kamprad and his sons are living. Even after the death of the founder, Älmhult is the place where IKEA spirit is, symbolized by Smålands' stonewalls, 'hardworking' people in a tough environment.

After I met and got to know the members of the project, it was time for the kick-off meeting where all project members would gather and create the common grounds to play and common goals to achieve together. It would be a long journey to deliver what we wanted to achieve. The previous project leader was the other culture specialist in IKEA and he handed over his pre-study to me. He would focus on refreshing IKEA core values, which in return will be used for creating messages and communicating materials in my project. His deliverable would be the basis for learning materials as well in my project.

Event One unfolded in December 2014, marking the inception of my project adventure. As the project team gathered with fervor and a shared belief in rewriting IKEA's history, we encountered unforeseen resistance from line managers. Skepticism about our project's purpose and relevance

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threatened our momentum. Despite this, our enthusiastic team, driven by a collective vision, persevered through doubts, ensuring our project stayed afloat.

Despite the skeptics and doubts on the project purpose and ambitious goals, we managed to pull the creative idea in five days when all project members gathered and collaborated. The creative idea was born with 'I am ok' and 'share is care.' This idea was all about inclusiveness, diversity and compassion.

Event Two, in March 2015, presented a bureaucratic labyrinth as we sought approval from the Project Council. Conflicting perceptions between line managers and the project assignor complicated matters. Patiently navigating through complex governance structures, I successfully obtained official approval, although not without overcoming challenges inherent in such intricate processes.

To kill the skeptics and doubts on the project purpose and values of IKEA Culture and Values Communication, I made an effort to have additional kick-off meetings where we invited line managers whom the project members were reporting to. My manager had an opportunity to clarify the importance of the project and the fact that the project has been approved from the pre-study phase.

I and my manager prepared a supporting document to present in Project Council where we needed to get the official approval from the top management of Inter IKEA Systems B.V. which was representing IKEA Concepts as a legal entity. My manager presented the first half part where he explained the business

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case with the background and purpose. I presented the last half part where I explained the time, budget and deliverables.

From the Council, the management team approved the budget and time. On the other hand, they delegated the approval of deliverables to the Steering Group of the project where the members have more competence to evaluate and assess the quality of the deliverables. I was so happy to get the project approved finally. After the Council, officially the project was highly prioritized in the operation.

Then, the unexpected turn of Event Three in June 2015 brought a major setback. Previously approved communication messages became obsolete, necessitating a pivot towards refreshed key values. A key influencer within the organization triggered this shift, causing delays and challenges in communication strategy and decision-making. Despite these hurdles, we adapted and continued to produce communication and learning materials, anticipating alignment with the revised key values.

The content of refreshed IKEA core values was not delivered according to time plan. The rest communication materials were delayed inevitably. To mitigate the risk of delays, I let the members produce the communicating messages around the key values. The wording of IKEA core values will change but the meaning of core values will remain the same so that we could still create messages. Then, this influential stakeholder in Steering Group stopped messages creation and creative materials production. She meant that the core values should be in center not the messages around the core values. She wanted us to stop working on creating the messages and the production

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such as posters, stickers and brochures. On the other hand, we could continue to work on learning materials.

Despite the challenge of communication material production stop, we managed to produce learning materials. These materials were based on 'dialogue' where managers and co-workers have a dialogue about the value and adopt a behavior that reflects IKEA core value. We could learn with double-loop learning cycle through dialogue, adaptation and reflections.

Event Four, occurring in April 2015, was the climax of our journey. New Steering Group members questioned the project's scope, leading to the constant rejection of creative ideas and project reassessment. The project concluded, passing the baton to a new team under a different project name. Though facing rejection and challenges, our resilience and determination shone through, leaving us stronger and wiser.

The IKEA core values were delivered with one and a half years' delay. Based on that, we created story board for film. We presented story board for Steering Group. Basically, we presented once a month for three months' period. They were rejected one after another. The argument was that we should not use any celebrity in the film because there is a risk of damage in branding between IKEA and the celebrity. When we presented the story with IKEA coworker, it was like McDonald advertisement according to the new member of Steering Group.

When all story boards were rejected during three months' period, the project ended. However, the materials produced during the project were used in another projects since the

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project members found the way to use in new projects. It was good that the deliverables were in use not in the garbage after all. I released the members from the project and some members are still working in some parts of IKEA and are valuable members of IKEA. Others started their own companies or joined other companies outside IKEA. There is a saying in IKEA 'once IKEA forever IKEA.'

Reflecting on these events underscores the importance of effective communication, stakeholder management, and adaptability in project management. The intricate interplay of organizational dynamics, governance structures, and individual influence significantly impacts project outcomes.

My personal journey as the project manager of "IKEA Culture and Values Communication" was akin to a rollercoaster ride through the complexities of project management. Stepping into this role with passion and determination, I navigated challenges, adapted to unforeseen shifts, and emerged with lessons learned and experiences gained. As I look back on this adventure, I'm grateful for the invaluable insights, friendships forged, and stories that will resonate with me for a lifetime.

CHAPTER 7

Diversity, Equity and Inclusion Versus Cross-Cultural Training



By: Michael Gates

Michael Gates is the MD and owner of Michael Gates CrossCulture, an Associate Fellow at the Said Business School, University of Oxford and an Adjunct Professor at Zhejiang University, China. He has been in the cross-cultural training and coaching field for more than thirty years and has been a regular teacher on the Oxford Programme on Negotiation, as well as other Oxford programmes for many years. He assisted Richard Lewis for 30 years in the development of the Lewis Model of Culture and its application to teaching, and came up with the concept and prototype behind CultureActive – one of the world’s first online cultural assessments and resources.

Based in Helsinki, he has worked in around 50 countries, with corporations, governments and SMEs, and has been a keynote speaker for PMI Sweden and UK on a number of occasions. Michael specialises in working with multicultural teams, especially through 360-type cultural assessments, and his other main area is cross-cultural negotiation – based on game theory research and using role plays created by him. He is a former Oxford Scholar with an M.A. in English Language and Literature. In addition to his own company he is a director of TCA Ltd. which specialises in negotiation training, a board member of the Finnish-British Trade Association and operations director for the English-Speaking Union of Finland.

1. Cross-cultural training and consultancy
2. Cross-cultural negotiation training
3. Working with teams to improve performance

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In project teams people frequently work in a diverse environment and need to interact with colleagues with different values and ways of communicating, behaving, making decisions and - without making any judgement - even ethical norms. For instance, if pushed to make a choice in specific situations, would you choose truth or loyalty?

Diversity is one of the hottest topics in organisations, and the huge rise in the field of DEI, measured in practitioners, is an unprecedented and relatively recent development in HR.

Around 25 years ago I went to an HR conference in Budapest and the main theme was 'how can we turn HR departments into something senior leaders take notice of and listen to?'

I don't recall a single mention of diversity, though Fons Trompenaars (author of 'Riding the Waves of Culture' spoke on cross-culture, and I attended to promote the very first Beta version (on CD) of a cross-cultural assessment I developed in Finland.

How things have changed.

Certainly, most major companies have taken notice and listened to HR, and its role and ideas have moved much further up the agenda, driven by DEI initiatives. While there is still much to do - and not everyone agrees with everything done in the name of DEI - there are many positive results, with organisations more aware, at least, than they were just a few years ago.

The story has been rather different for cross-cultural training.

First, it can be confused with DEI.

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It is probably almost 30 years since I realised when Americans were talking about diversity (internal USA diversity in many different areas such as gender, race, age, sexuality, disability etc.) it meant something very different for Europeans (national diversity/differences). In my experience, Europe is now closer to the American approach.

If someone attends a course expecting one thing and gets something different, that is not a good starting point. Positioning must be done clearly at the start.

Second, there has been a questioning - no more strongly than within the cross-cultural training industry itself - of the validity of the nation state as a proper subject of study and teaching. Applying characteristic traits to any nation can enrage certain course participants and practitioners, as it can conflict with their deeply held beliefs and ideologies.

Some people believe it is unethical to generalise about any groups of individuals and view it as a form of essentialism, philosophically - which is seen by many as paving the way to discrimination.

A good summary of two world views was in a recent article by Lord Frost:

"At one end is what I call "nationhood": community, a sense of place, a belief that the best way we have found of organising a democracy is a free civil society within a nation state with established institutions and traditions; and that patriotism, a degree of social conservatism, control of borders and migration,

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family, history, religion, duty, are needed to make it work. At the other end of this spectrum is "globalism" - I mean a belief that the main forces in modern politics are not nation state-based but depend on non-geographical communities, regional and global ideas, norms, regulations, and institutions. Its supporters believe that borders and barriers are undesirable. They are comfortable with social liberalism, with migration, and with constant reinvention of established ideas."

George Orwell called the latter world view 'transferred nationalism' whose adherents reject the nation state in favour of loyalty to certain global ideas or supranational organisations. But most participants on cross-cultural training programmes (in cases where the session is national culture-specific, though many programmes are about multicultural teams, negotiation etc.) want practical solutions to practical challenges. Or, more precisely, new options to consider. For example:

- We are struggling to get lower prices from our Japanese suppliers. This is what we have been doing. How might we do it differently?
- We are being taken over by an American company. What sorts of things might we expect?
- Our Indian team seems reluctant to be empowered to make their own decisions. Why, and what can we do about it?

Obviously, every person, every group and every organisation is unique, so when talking about national characteristics we need to stress they are tendencies and observed preferences. They are simply a starting point - sometimes provocative - to open discussion. More on this later.

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When working with real multicultural teams, I also put them through a 360 assessment which lets them compare how they see themselves with how they are viewed by the rest of the team. These gaps in perception are a great way to understand oneself, resolve issues and often to expose the stereotyping that may have been going on in the team. For example, a French team-leader told me 'I think I'm a good listener, but the team thinks the opposite. Why?' Team: 'you multi-task when we're talking to you, so our impression is that you aren't listening. Is that typical for the French?'

Result: the team has a discussion with their leader about 'Frenchness' and his personal characteristics, hopefully dispelling some stereotypes.

The leader commits to change during team meetings which is followed up in a future session where they and the team discuss whether any changes have been made and whether interaction has improved.

How does all this link to diversity, equity, and inclusion?

I was recently in Southeast Asia and spent a morning with some outstanding young women leaders. When I asked them 'what is most misunderstood about your cultures?' a common theme was that other more assertive and talkative cultures seem to think we don't have much to contribute. This takes you to the heart of DEI and highlights attitudes and skills that need changing and developing, resulting in:

- Training for their colleagues from other cultures in a) understanding where such reticence may come from b) building inclusive communication skills

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- Training for the Southeast Asians in how to become more assertive by understanding the cultural and psychological barriers, and through practising new skills (initially in controlled role play)

Another example was a UK engineering company where most senior positions were going to older white males. Interestingly, this senior group also had the most extrovert, big picture, people-oriented types in the organisation. The organisation is in general 'linear', as most engineering companies are. In other words fact-based, cool, data-oriented, fond of planning, not so people and relationship oriented.

Talking to some of the ethnic minorities working there, they said it was a strain being linear all day at work as they were much more extroverted, expressive, and people and relationship oriented in their private lives. A few said, 'as is natural in my culture'. Feeling safe to be their authentic selves at work could open career paths for them.

Where DEI and cross-cultural training could complement each other is in:

- Deeper self-knowledge
- Understanding how we and our culture are perceived by others
- Helping others we work with become aware of their cultural biases
- Becoming aware of our own cultural biases
- Committing to change on both sides

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- Developing our skills and overcoming the barriers to putting them into practice, possibly through psychometric testing and coaching/practice. For instance, I may find it really hard to be direct (or indirect). What are the reasons I find this difficult and how can I get beyond them

There are great opportunities for the two to work hand in hand getting strength both from their common ground, and their differences, which, in the end, is what benefiting from diversity is all about.

Returning to the subject of stereotyping - to talk or write about culture one must generalise about the cultural characteristics of the nationalities discussed. It is not possible to do otherwise, as we are discussing the behaviour and values of *groups* of people, not individuals - passed on at a collective level from generation to generation. The study of cultures is a social science, and - as Aristotle points out three times in the introduction to his Ethics - in the social sciences, accuracy is not the same as in the physical sciences. One must use phrases such as 'in general....', or 'this tends to be the case...'

Of course, we must be as accurate as possible, but prepared to modify our approach quickly if our counterpart does not correspond individually to the generalisation. Pushed too far, any generalisation becomes absurd, but it can be a good starting-point from which to go deeper. We also need to be careful to think descriptively, not evaluatively: for instance, we can say 'Italians tend to talk a lot', but not 'Italians talk too much'.

The process we may do well to follow - as with other models and

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approaches to adapting behaviour - is to:

- a) Make a hypothesis.
- b) Weigh it against any confirming and disconfirming evidence.
- c) Act accordingly.

Generalisations - or stereotypes - come from a mixture of facts, experience, and history. They can seem too simple at first. The key is to get inside them and analyse them in their full complexity. German directness may be perceived as rudeness by the Japanese, for instance. But trying to understand *why* Germans are direct can help diffuse the emotion that directness may have on a more indirect culture, leading ultimately to a more clear-headed cross-cultural encounter, less influenced by false assumptions.

Again, we sometimes avoid generalising because we believe it may upset others. But that assumes we know what people judge as positive or negative qualities - for example, modesty tends to be a virtue in the Nordic countries but may give a rather negative impression in cultures where self-assertion is seen as a positive quality.

Few would deny they have mental pictures of national behaviour, even if they avoid expressing them. A test is to describe a culture in diametrically opposed terms to the common view. For instance, if one described Germans as 'tending to be unreliable, unpunctual, indirect, economical with the truth and untrustworthy', it would be very hard to agree with this description, wouldn't it? So, how *would* you describe them?

Finally, people sometimes object to generalisations because they question applying general characteristics to one individual.

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'I met a very reserved Italian' they may say, or 'a rude and confrontational Japanese'. Quite right. But it can be even more dangerous to apply your experience of one individual to the whole nation - i.e. 'Because I met a rude and confrontational Japanese, my opinion is that the Japanese are rude and confrontational...'

I remember asking someone what the chief characteristic of Indians was, and they answered 'pessimism'. Anyone with experience of India will have felt the huge wave of optimism that hits you from the moment you arrive. It turned out that the person in question had only known one Indian, who happened to be a pessimist...

We must come with an open mind but prepared to suspend disbelief in order to benefit from the usefulness of non-judgemental cultural generalisations. Encountering another culture and respecting rather than denying its differences from our own culture can be an enriching learning experience.

Finally remember - as Schopenhauer pointed out - that one of the greatest intellectual challenges is to understand that a thing can be both true and untrue at the same time.

CHAPTER 8

MMORPG called Project



By: Michał Prorok

Michał Prorok is an experience manager in IT industry, coming from a linguistics and culture background.

With a diverse portfolio and 9 years of management experience, including roles as a Project, Portfolio, Account, Line, and Resource Manager, Business Analyst, and Product Owner, Michał brings a wealth of insights, looking at every situation from different angles.

While constantly challenging himself, Michał strives to make things easy for everyone around, relying on clear, direct communication and trust.

A neurodivergent himself, he is an advocate for diversity, inclusion, and individualization, wherever it is possible, to both achieve best results and make everyone comfortable and satisfied with the process. Currently working as a Delivery Manager at Xebia, he is also a coach, mentor, speaker, and interim manager.

Michał has also been a member and volunteer of PMI Poland Chapter for 6 years, currently holding the prestigious role of VP of IT.

During his involvement with PMI PC, Michał has created the Management360 conference in Wrocław, as well as PMlthon – a hackathon-style event for project professionals, now getting international attention.

Michał is based in Wrocław, Poland, where he focuses on his work and takes long walks with his German Shephard look-alike dog, Revan. You can connect with him at www.linkedin.com/in/michal-prorok/

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As our world constantly evolves, we often find ourselves amazed, what skills - taught by seemingly unrelated activities - could be transferred to other, very distant domains.

As project professionals, we are aware that the only constant in life is change. Agile is the name of the game for a while now! Change management and transformation specialists are getting more and more recognition, while AI is looming around the corner.

We are now looking at our own experiences, skill sets, and journeys, to find something unique. Something that will give us an edge, an advantage. Our workforce is now overrun with the generation of people, who grew up with the first video games. Lots of us, including myself, still play games in our free time.

Let's have a look at one of the biggest gaming industries - MMORPGs.

**Massively
Multiplayer
Online
Role-
Playing
Game**



Midjourney generated fantasy team

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Massively Multiplayer Online Role-Playing Games, better known as MMORPGs, are defined as role playing games on the computer played by many people. An MMORPG differs from a regular computer role playing game because its environment is perpetual. People log in, join the game, take on their role and leave whenever they wish, but the game continues.

[<https://www.pcmag.com/encyclopedia/term/mmorpg>]

This means, MMORPG is a game, where the player assumes the role of a character (often in a fantasy world or science-fiction world) and takes control over many of that character's actions, but the only, small, distinguishing factor of MMORPG is the number of players able to interact with each other, and together, with the environment.

Where did MMORPGs come from, one may ask. Where did the idea originate?

Lots of gaming genres come from one, single system, created in 1974. Of course, we are talking about Dungeons and Dragons.



After: <https://dnd.wizards.com/>

All role-playing video games had their origins in D&D gameplay.

In D&D, your imagination is the game engine and you are assuming the role of a character, you have created yourself,

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within the game boundaries. As such, every character has its own character sheet.

This is both a template, and a tool, you use to create and grow your character. The player fills it out with world-building information about their character. Both, to let others know who they are, as well as with “technical” information about them – their statistics.

Those include hit points, strength, dexterity, wisdom, as well as their proficiencies, skills, and more.



Top: DnD character sheet
Bottom: Midjourney generated resume

We also have character sheets in real life, but they look a little bit different.

They are called resumes, or CVs.

You populate them with world building information about yourself, as well as your skills and proficiencies.

They serve the exact same purpose. We are evolving our characters every single day, growing within the boundaries of the game we live in.

So, does it mean our work-life is a game?

To answer this question, let’s have a look at traits of an MMORPG.

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A role-playing game, to be called MMORPG, it must have:

- **persistent game environment**

We want to be a part of a world that does not change completely every time we log in.

- **some form of level progression**

We want to feel a sense of achievement, we want to see that our actions move the story forward, but they also make our character grow in power,

- **social interaction within the game**

That's why we play MMORPG, and not just RPGs. Interacting with other players and achieving a goal together, that's a completely different way to play.

- **in-game culture**

There are two types of in-game culture: developer-made and player-made.

Devs are creating a basis for players to build upon and provide community standards, but the players are the ones to really interact with and build the culture.

- **system architecture**

As with every software, there is a certain system architecture, but there also is an in-game system architecture. Like a system of calculating player power or selecting character traits.

- **membership in a group**

Obviously connected with social interactions, there is a feeling of a membership in a group, while playing those games.

You can be a member of a questing party, a guild, or in general, a member of this particular game's community.

- **character customization**

And we want to express ourselves, through character customizations.

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So, what does it mean for the project, professional world? How can we translate that?

Easily, when you take those one-by-one.

- persistent game environment
 - some form of level progression
 - social interaction within the game
 - in-game culture
 - system architecture
 - membership in a group
 - character customization
- new day, the same project
 - promotion, seniority levels
 - social interactions at work
 - company/team culture
 - ways of working, procedures
 - membership in a team
 - Clothes, haircut

So, could you say that every project is an MMORPG? It can be, with a little bit of imagination.

Let's investigate, what are the players doing within their games.



MMORPG player activity cycle

In MMORPGs, we are moving within a cycle of actions.

We are creating a party, with which we embark on the adventure. We complete some quests, to level up, to be prepared and ready to face off the boss, the final opponent.

Again, we can easily match those in-game activities with our daily project work.

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Creating a party

In a fantasy setting, there is a group of people, driven by fate, to meet in one tavern, due to curious circumstances. In MMORPGs, there is a group of players, who all need to defeat this particular dragon to get the legendary weapon. Those players fulfill different roles in the group, ranging from protecting others, or tanking, dealing damage and healing.

Within the project world, it is similar, but different at the same time. We often have one person who plays 3D chess with excel files. Resource manager, or a person performing such a role, tries to find available people for a particular position.

As players, we often find ourselves assigned to a project, due curious circumstances.

We are performing different roles and rarely our project can succeed without everyone working in unison.

Start of an adventure

Starting the adventure in most fantasy settings means gathering necessary resources and gear, party members, and setting objectives. Of course, it means going into this huge world, full of adventure, peril and rewards for your effort.

The view of a new project adventure is often very different to those fantasy worlds.

We have a kick-off meeting, often an online meeting.

We still gather our team, get to know each other, we gather resources and tools and set up goals and expectations.

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Left: Midjourney generated start of a fantasy adventure
Right: Midjourney generated online kick-off meeting

Complete quests

After setting out into the world, we complete several main and side quests, to both progress the story, and get experience points. We learn more about the environment we are interacting with.

In MMORPGS, the quest log is often represented by a book with all the necessary information about active tasks.

Project quest log can take the shape of project backlog.

We can have all sorts of boards and lists, but all of those are basically quests for our project party.

We have small tasks, entire user stories, and epics to work through, within an overarching roadmap – our main story. Dealing with those, we learn more, and we get experience points.



Left: Midjourney generated example of quest log
Right: an example Kanban board

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Midjourney generated character progression of a wizard

Character Progression - Level Up

Once a video game character gathers enough experience points, they will level up, growing in strength, learning new skills and unlocking new possibilities.

Project professionals, and their teams, are on a similar journey. Character progression is really important, as we often learn on the job, on training and dealing with particularly trying tasks. Let's take an example from the IT industry.

We have our Junior Dev. He is in our project party for a whole year now, working through loads of quests, gaining experience with every single one.

And so he became a senior dev. In time, of course.



Midjourney generated progression from junior java developer to senior java developer

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Boss fight

A boss fight is a grand battle with a big bad of our storyline, involving several people, working as a team, helping each other and driving our story to a satisfying conclusion.

A boss fight within a project setting does not mean a fight with your boss. Project boss fights can take many shapes and forms. This can be a huge deployment, a milestone to reach, our go-live or a workshop with a particularly demanding client.

Our boss fight is something, you do not feel happy when you think of it coming. You can feel ready for it, treat it like a challenge, but happiness comes right after completing this fight.

After the boss fight... we start over.

Having analyzed all the phases of MMORPG player activity cycle, another question arises.

Is the project leader a game master or a player?



Midjourney generated game master

The game master basically prepares the game. They set up the world for the players, making sure they are both challenged and entertained.

As managers, we are, at least in some points, very similar to Game Masters.

We do set up the environment and we do play a role in creating our quest log and narrative for the players.

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On the other hand, maybe we are players, playing someone else's game? We are, after all, members of the teams we lead. We are characters in the narrative, we often deal with both the environment and quests set up by someone else – especially our clients.



Midjourney generated player figurines

The conclusion would be very manager-like – it depends, on the setting, on the project. You can be one of those, or you can be both. And the latter is the most exciting.

Should we add the layer of abstract thinking to our projects?

I believe so. It can keep the team entertained during long meetings, and long projects. It can increase Productivity, Motivation and improve Collaboration.

So, you might be interested, how can we do that? How can we add a layer of gamification?

Dixit

This imaginative card game, with abstract cards, is a great example of a game you could use in your project meetings.



Dixit card game box after: Libellud

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Badges and awards

A simple game to be played with your team is voting for MVP at the very end of the sprint.

With anonymous voting, the team chooses who they deem to be their Most Valuable Player those last 2 weeks.

The prize can be very different, depending on your project setup and capabilities.

In one of the projects I had the opportunity to lead, we used to work for a client with an animal in the logo of the app we were developing. Our prize for being MVP was the right to use this logo as our slack profile picture, like a badge of honor.

A simple gesture of appreciation from fellow team members can foster supportive attitude and responsibility, not only for you own task, but for the project itself, as a group.

Scoreboard and gathering points

Our team can take part in a points gathering competition, though it has to be well-thought out, not to promote toxicity and over competitiveness.

My go-to solution is to set up ground rules with the team, and place a scoring system together.

Scored activities are supposed to be helpful in nature, so we reward helping each other, not being the best or first with something. A great example would be getting two points for performing a code review for someone else.

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Another rule I tend to implement is - we reward a team, not an individual. We all gather points, to get to a common goal. With one of my teams, the goal was a pizza party, upon reaching a certain points threshold.



Midjourney generated fantasy IT team

Whatever gamification idea, whatever your approach would be, we must remember - this is supposed to help the team, while being fun. We have to talk to our team, gather their feedback and adjust the rules of the game as we go. Maybe, we would be better off completely dropping the idea of gamifying this particular project.

As always, it depends on the team and the project you lead.

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What actually playing video games can give us, in terms of our projects?

Playing games can foster development in several areas, that we use in our daily work:

- **Strategic thinking**

As we have to strategize, how to complete a challenging battle.

- **Teamwork**

Both with other players, as well as leading a few characters in a role-playing game.

- **Looking for synergy**

From trying different spell combinations, different character setups.

- **Reacting to changing environment**

Especially in modern games, with advanced game intelligence, adapting to our playstyle.

- **Critical thinking**

Games require players to engage with complex challenges and solve problems within the game world, and accept consequences ...until you reload the game!

The wisest thing we can do, to add a layer of abstract thinking and gamification to our daily work is to simply EXPERIMENT! Within reason, of course.

As gamers say, GL HF - Good Luck, Have Fun!

CHAPTER 9

PMI Code of Ethics: Antidotes to Murky Practices in Cross-Cultural Project Management



By: Taiwo Abraham

Taiwo Abraham is a North America-based sustainability enthusiast, IT program manager, college professor, conference speaker, and researcher. He has over 15 years of experience in project management, business administration, and organizational change management. He holds certifications, such as PMP, CFA-ESG, GRI-CSP, and several others. He is also a co-author of the PMBOK Guide 7th Edition and a three-time PMI awardee including his recognition as PMI Future50 Honoree.

Having found a sweet spot between industry practice and academia, he passionately shares his research ideas on several topics including corporate sustainability. He is an inspirational speaker who is passionate about teaching, impact volunteering, and researching.

Taiwo co-founded HOPS, a career transformation hub that has helped over a thousand North American immigrants and others pivot and thrive in their chosen careers.

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Introduction

From Montaigne to Hume, seminal thinkers have wrestled with tensions between moral relativism across cultures and establishing universal codes of ethics. These tensions persist as globalization bridges project teams with methodology standardization as well as value divergence. Can shared "scientific" ethical codes ever emerge or does pluralism persist despite global integration? Evaluating Project Management Institute's (PMI) Code of Ethics reveals a provisional navigational tool for avoiding murky practices in cross-cultural project contexts. This article explores ethics' philosophical inquiries and pragmatism in project management to argue PMI's Code, developed through inclusive review, strikes an intentional balance - representing a universal translation tool that empowers cooperation despite intractable conflicts.

This article navigates four key milestones. First, the dilemmas of contrasting descriptive and prescriptive cross-cultural ethics are delineated through seminal thought experiments. But the need for some professional unity leads to explaining PMI's four pillar Code of Ethics. Evaluating this Code's rigorous development reveals intentional balance. Finally, lingering gaps highlight the Code's global representation over absolutism, as cultural science continues unfolding across communities it serves.

The goal of this reflexive analysis is not to offer a definitive resolution on relative versus absolute ethics (the dilemmas persist!) but rather provide project managers an increased understanding of moral reasoning challenges in navigating complex, international and multicultural project environments. No prescribed code solves all problems, but consciously

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cultivated wisdom can advance conflict mediation. Ultimately, ethical questions invite openness, not closed answers.

Philosophical Perspectives on Ethics in Cross-Cultural Contexts

The question of whether universally shared ethical codes can be developed to span diverse cultural norms has challenged philosophers for centuries. Michel de Montaigne notably provoked this debate in his 16th century *Essays*. Citing cultural practices like funerary cannibalism of ancestors (which his French Catholic norms rejected), Montaigne underscored how virtue principles appear strictly relative (Bakewell, 2011). Customary ethics seem grounded in local precedents alone, defying external judgement.

Later, empiricist thinker David Hume expanded this quandary by distinguishing descriptive and prescriptive claims. For Hume, the former expresses causal realities in the world amenable to reason and evidence while the latter makes value judgements not scientifically validated (Hume, 1739). Deriving universal "ought" statements from observed phenomena risks cultural biases to seep in. More recently, controversies around issues of cultural values, human rights, and inclusion at globalized events, like the 2022 Qatar World Cup, showcase contemporary tensions resulting from applying singular codes of conduct across varying perspectives.

Echoing earlier dilemmas, anthropologist Clifford Geertz further notes how tying abstract principles to particular contexts risks self-reinforcing rather than evaluative reasoning (Geertz, 1984). Relativism thus persists descriptively. Even tech fields like

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artificial intelligence, as global collaboration grows, reveal gaps between technical skills and researchers' ability to align varied cultural ethics in areas like data bias and transparency expectations (Metzinger, 2019).

Moreover, Thomas Kuhn's *The Structure of Scientific Revolutions* examined how even universalist scientific theories shift between periods of stability (status quo paradigms) and revision (when anomalies accumulate), suggesting ethical codes may evolve across eras and events to address cultural tensions as they arise (Kuhn, 1962).

However, without some common vocabulary, decision evaluation codes, or accountability channels to foster trust-building and joint orientation, motivation frays as confusion breeds and value conflicts hide rather than illuminate. Some initial bridging mechanisms must exist for teams to surface differences over time. Even when the tensions persist between seeking universal ethical codes to facilitate global collaboration and recognizing diversity of moral reasoning across teams, unified frameworks would enable progress amidst such plurality. Project managers continually confront this dilemma as project management methodologies spread internationally faster than resolving these philosophical dilemmas. The risk is teams talking past rather than to one another amidst conflicting priorities. As cross-cultural collaboration intensifies, cultivating some shared anchoring amidst flux carries value.

The Challenges of Universal Code of Ethics

While seminal thinkers have revealed intractable difficulties with establishing ethical codes across diverse cultural contexts, one

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might then query whether professions like project management require such institutional ethical cardinals at all. Is situational relativism not justification for teams and organizations to simply determine their own ethical precepts as needed?

However, a purely relativist approach toward ethics carries significant functionality risks for collaborative human systems – especially for complex projects with committed resource pools spanning financial, political, environmental, and community domains. When diverse international teams lacking shared integrity principles team up to deliver cross-cultural projects, the absence of professional codes and values alignment severely threatens outcomes.

Having such ethical anchors remain essential for reasons that include tangible delivery impacts as well as underlying social-psychological dynamics. For one, without common ethical reasoning tools to surface and adjudicate differences in priority interpretation, risk assessment, or stewardship duties across stakeholders, misalignment arises and leads teams to work at cross-purposes and conflict-prone environment. Even a basic terminology in such environment holds different meanings – what transparency and accountability fundamentally entail diverges, distorting purpose.

Likewise, PR reputational risks heighten when the public perceives the absence of ethics or professional codes in project environments that use extensive taxpayer and social resources.

Scandals like alleged corruption enabling Qatar's 2022 World Cup bid reveal problems when divisions permeate public

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infrastructure initiatives that the public relies upon (Goldman, 2022). The project management community would agree that delivery methodologies alone cannot resolve inherent ethical debates.

More deeply, the absence of shared ethical foundations fractures groups' core identity, meaningfulness, and motivational drive. Humans intrinsically seek purpose and alignment with others – moral reasoning bonds teams. Eliminating that core lever of coherence in favor of radical autonomy risks alienation, resentment over double standards, and thus hidden subversion tactics even with surface cooperation. Productivity suffers from missing shared “goods.”

If project success requires sustained commitment, solidarity and clarity of intention across diverse stakeholder groups over months or years of collaboration, then establishing “good enough” unity around applicable ethics cardinals serves that pragmatic need. Universalism may falter, but guidelines provide common lexicon amid difference. Principles like responsibility, respect, fairness, and honesty, I'll add sustainability, help with translating and bridging ethical gaps while allowing situational variability.

Total relativism risks dysfunction given that collaboration necessitates some shared values and standards. But forced absolutism breeds backlash as well when simplicity overrides complexity. Thus, the Project Management Institute, for the global community of project practitioners, necessarily has had to thread a somewhat scientific path towards evolving codes grounded in agreeable universal principles that can be tailored

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to various project contexts. Yet, the tailoring of the codes to the cultural contexts of respective individual projects requires patience for a dialogic process, empathy and moral courage from project leaders.

Project Management Institute' Code of Ethics and Professional Conduct

Recognizing the critical need for establishing shared ethical guidelines amidst persisting moral relativist tensions, global project management institutions have moved to formally codify codes of conduct for the profession. Prime among these efforts sits those by the Project Management Institute (PMI) given its prominence as the de facto international member association for project practitioners. Seeking to bridge philosophical uncertainties, PMI forged its standards through extensive deliberative process that arguably could be the closest to scientific process of formulating ethics.

In asking what scientific rigor underpinned PMI's Code development journey and what resultant equilibrium has been struck, evaluating the research and feedback mechanisms utilized is telling. Per policy documents, drafting involved counsel from an appointed Ethics Standards Advisory Group spanning industry, geography, and role diversity seeking equitable input (Denney, & Merritt, 2020). Further public comment periods inviting open member and stakeholder critiques prevented narrow assumptions. Such pluralistic harvesting aligned with Thomas Kuhn's model of fostering scientific progress through scrutiny during paradigm shifts rather than elite decisions (Kuhn, 1962).

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Following such extensive consultative processes, the outcomes of analysis coalesced into four ethical pillars for PMI community stakeholders: Responsibility, Respect, Fairness, and Honesty. These cornerstones manifest as guided directives ranging from taking accountability for decisions affecting project stakeholders to showing impartiality across different groups to making choices devoid of deception. Responsibility compels all choices that achieve optimal and balanced outcomes over the long run for all affected stakeholders, Respect demands equitable treatment regardless of personal attributes - mitigating bias, Fairness then translates to consistently impartial processes that guarantee voice to involved parties, and Honesty signifies dedication to truthfulness in choices small or large, without deceit or undue influence. The essence lies in high-order principles not specific rules - allowing adaptable interpretation but demanding conscientious justification. Each pillar articulates behavioral standards and prohibited conduct, upholding moral aspirations (PMI, 2022).

These ethical pillars operationalized in the PMI's Ethics Decision Making Framework (Denney, & Merritt, 2020) have become navigational-like instruments used for probing "ethics check" questioning around transparency, or evidence evaluation - helping translate ambiguity. The PMI code of ethics also provides a solid premise on which sustainability may build its home in the project management profession. Continual iterations should adjust to dilemmatic realities of upholding guidelines amidst diversity, targeting incremental generalizability and adoption-driven persuasion, not perfection. As these ethical anchors mature and continue to support ethical practices in project management, PMI codes epitomize a science-backed equilibrium upholding cardinal rules while allowing situational

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flexibility.

Through research inclusion, peer/public review and directed evolution of codified standards and tools, PMI's ethics code development channels the essence of scientific progress - building knowledge from collaborative human probing and testing of moral assumptions to better capture ethical complexity. The resultant artifact proves useful and though imperfect but improvable, serving the pragmatic purpose of creating shared integrity language for project teams lacking inherent alignment otherwise. This middle path accepts persistent gaps while empowering incremental gains.

Conclusion

As demonstrated, while PMI's code of ethics creates crucial touchstones, some cultural moral reasoning disputes persist as fundamentally irreconcilable. This demands acknowledging limitations. Not all practices prove tolerable, and forced conformity counterproductively strains pluralism. Thus, project managers in cross-cultural contexts must determine which ethical divergences appear broadly or culturally acceptable, though differing, versus utterly inhumane and degrading ones that necessitate disengagement. Certain human right violations and environmental exploitations should elicit zero tolerance policies globally as participation even under cultural justifications implies complicity. Yet other contrasting priorities around hierarchy, individualism or transparency may prove workable through clarified expectations and graduated acculturation. Project teams confronting utterly degraded standpoints must walk away rather than enable impressions of tolerance. But borderline differences warrant patient mediation

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seeking subtle convergence – the realm where PMI’s Code and tools shine.

Of course, aided by globalization and the activities of supranational governments and agencies, the cultural imperialism of today’s global business softens most extremes through norming. But understanding historical lessons in ethical boundaries guides appropriate responses when rare crises do surface. With engaged wisdom, the probable occasions for withdrawal should be minimal. Still, by confirming that intolerability thresholds exist somewhere, institutions clarify their own moral standing as well as providing input for the spiraling conversation on the evolution of global ethics. Project management methodology may standardize, but situated judgement stays essential.

As the persistent dilemmas raised from seminal thinkers to contemporary ethical debates reveal, developing universally persuasive codes spanning diverse cultural paradigms proves fundamentally complex if not unattainable. Yet global project management requires some guidance within this uncertainty. Evaluating PMI’s consultative research-backed ethics codes which invokes key principles of Responsibility, Respect, Fairness, and Honesty carries import then in its modern manifestation of effective ethical alignment – however imperfect. Its value derives from pragmatic doctrine and positivist rigor applied to complex contexts, offering practitioners flexible navigational cardinals across murky cross-cultural ethical waters.

Specifically, understanding PMI’s Code as representative of broader social tensions grants insight. Imperfect and unfinished,

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it mirrors the wider world's inability to uniformly align moral reasoning - an ongoing discourse now heightened in globally integrated work. And like raw positivist methodology seeking facts before final conclusions, its incremental guidance anchors movement forward as cultural science continues unfolding across communities. It stands as both symbol and instrument of the possible, empowering next steps and not resolving every conflict.

Progression from these present cardinals to expand cultural pluralism's inclusive reach may in time push understandings further as Montaigne counseled openness above judgment. For now, recognizing the Code's embodiment of planetary challenges grants pardon for its limitations - and motivation to engage improvement. In applied understanding of moral challenges and framed means of mediating ethical decision weights the PMI Codes proffer real service amidst divides that global and cross-cultural teams confront and enables cooperative delivery.

In conclusion, PMI's Ethic Codes, and its Ethics Decision Making Framework (Denney, & Merritt, 2020) deliver practitioners a translated beginner's toolkit for navigating key integrity debates permeating global project efforts, just as positivist tools allow incremental gains in unsettled science across the ages. It offers foothold more than final peak within Brobdingnagian ethical terrain. And in that steadfast functionality wed to progress, success and solace await.

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CHAPTER 10

Ethical Vs Moral Application in Real World Project Management



By: Rahul Pai

Rahul Pai has worked as a seasoned Consultant Manager with an impressive track record at Ingram Micro and CMACGM, which makes him stand out as a dynamic leader with a passion for driving teams towards project success. With over 13 years of diverse experience spanning various roles, industries, and domains, his working style exemplifies adaptability and resilience in the ever-evolving professional landscape.

As a Project Management Institute (PMI) Certified Project Management Professional (PMP) and a Professional Scrum Master, he combines his extensive knowledge with a deep commitment to ethical work behavior. He holds an MBA in Information Management from the prestigious Jamnalal Bajaj Institute of Management Studies, which brings a strategic and well-rounded perspective to his leadership approach.

Feel free to connect with Rahul Pai over LinkedIn at <https://www.linkedin.com/in/rahulgpai>

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Introduction

While the terms ethics and morals are used interchangeably, there are subtle differences to these and very important to consider in order to know their relationship and interdependence on each other.

Consider of ethics as a structure built on the foundation of moral values. If the base is weak, the structure would collapse. If the structure is weak, it will collapse. But with a base that is strong, the structure can be rebuilt, much stronger.

Let's get started.

Ethics is derived from a Greek word Ethos which means "way of living." It is an awareness of the way to live. In other words, it is a set of rules, or guidelines that govern the behavior of individuals or groups, typically in the professional and societal context. The main focus for ethics is on understanding what is acceptable and what is not.

Morals, on the other hand, are a foundation or base on top of which the ethics lay. These are beliefs or values inherent within an individual or group. These are personal to the entity and have deep roots within their upbringing, culture, religious and philosophical exposure as well as past experiences.

Very often, people tend to use terms ethics & morals synonymously.

However, let's look at some key differences between the two -

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Ethics are -

1. broadly accepted
2. usually, applied within a professional or societal context
3. objective. Nothing or very little is left to assumptions or interpretations. It's very much clearly defined.
4. relatively easy to change

On the other hand, morals -

1. are personal and deeply rooted within oneself
2. are applicable at all times and everywhere, in all walks of life.
3. unlike ethics, these are subjective, differing from person to person and relying a lot on assumptions & interpretations.
4. are relatively difficult to change, externally.

Ethics can be looked upon as behaviours that would make an individual a good human being or a good citizen or a good colleague or a good friend or a good peer or overall, a good person.

Morals, on the other hand, can be looked upon as the underlying traits or qualities essential within an individual that would help or enable that individual to demonstrate ethical behaviours.

Whoa! That's a huge difference between the two, isn't it?

Now you may be wondering, "that is a substantial difference - but

WHY is understanding this difference essential in the first place?"

The answer is simple - "we work with people."

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And because we work with people, we have some ethical obligations and moral considerations to pay attention to.

Ethical obligations like -

1. need to adhere to the professional code of conduct
2. legal obligations or bindings with the law of land
3. responsibility towards the larger whole - society and community and mother earth

Moral considerations like -

1. varying inherent and deeply rooted individual values
2. their influence on character and shaping up of personality
3. their impact on key activities like decision making, integrity & more

For us, Project Managers, it is essential to ensure project success in a real sense. Because "we work with people".

Way Forward to Practical Application in Future

1. Ethical frameworks

PMI

The PMI code of ethics is an ethical framework that can help leaders make decisions that are ethical. According to PMI, ethics is about making best possible decisions concerning people, resources and the environment.

The PMI ethical framework is based on four core values - Honesty, Responsibility, Respect & Fairness.

If you google about moral values, you will find almost over 50 moral values, which ultimately, in some way or the other,

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have their roots in either one or all of the above mentioned four values.

So, these four values are like the seeds for other values.

Additional frameworks for consideration include:

- Virtue Ethics by Aristotle
- Deontological Ethics by Immanuel Kant
- Utilitarianism by Jeremy Bentham and John Stuart Mill; Epicurus
- Right-based or Contractarianism by Hobbes
- Cared-based or Feminist Ethics

Next, establishing KPI (Key Performance Indicators) is a forward to practical application.

For ethical framework to be successful, the work force have to be aligned with its underlying morals. It is important to understand as project managers that what gets measured, gets worked upon. So, in order to promote robust ethical behavior, it is important to establish moral values as the KPIs to be measured against. Unless KPIs are taking into account the moral values, it is going to be difficult to develop within the workforce, strong moral values and the quest for it (e.g., having a trustworthy leader award or having a compassionate or honest employee recognition would make others work towards demonstrating those values thereby leading to strengthening the base for the ethical structure). Unless trust, compassion, honesty are not recognized, appreciated and rewarded, expecting it out from the workforce on their own is relatively unfair and highly subject to their conflict of interests and intentions.

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Other applications include:

- knowledge management
- adaptive hiring
- open communication
- engaging stakeholders
- external recognitions, certifications and audits
- leadership leading by example

Conclusion

The leaders play an important role in shaping the ethical structure within organizations and since the authority & power of making decisions vest largely with them, solely or as a group, it becomes even more important to have their faith in the ethical framework backed by their strong moral values that drive them towards ethical decision making.

With a relatively clear understanding of what ethics mean and what morals are, the correlation between them & the challenges one may face within an organizational or societal context when shouldering responsibilities and delivering duties, it opens a whole new dimension to us, as managers and leaders.

CHAPTER 11

The Politics of the Self and Murky Practices



By: Efrosyni Konstantinou

Effie is Associate Professor in the Strategic Management of Projects and an expert in Executive Education at the Bartlett School of Sustainable Construction, UCL. She has developed the notion of the politics of the self and leads an interdisciplinary programme of research on the politics of the self in connection with ethics, professionalism and Grand Challenges. Her work builds on existentialist philosophy and the human condition, the sociology of the professions and the individual as an agent of professionalism, and critical management studies and the power of expert labour.

She is chair of the Research Ethics Committee at the Bartlett School of Sustainable Construction and founding chair of the Post Experience Education Working Group at the British Academy of Management. Since 2017, she has been Senior Fellow of the Higher Education Academy. With more than 20 years of experience, Effie helps people and organisations shape and achieve their vision, and more specifically how to make difficult decisions at the strategic level.

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The politics of the self is the permanent political relationship and inner conversation that we all have with ourselves (Konstantinou, 2023a and b). It is the space where we debate, negotiate, selectively decide and ultimately legitimise to ourselves and to others our ethics and our identity, i.e. who we will be and what we are prepared to do and not do at work and in life. And in projects, the politics of the self of senior leaders and experts take centre stage and define the boundaries of the project itself (Konstantinou, 2023a). In this context, as a project leader, what can you do to avoid murky practices?

Remember the principle of proportionality. The principle of proportionality comes from Aristotle's Nicomachean Ethics, and suggests that it is ethical practice that our responses are proportionate to the problems we are facing. So, if you are facing a serious problem, your response needs to be serious. If you are facing a significant problem, your response needs to be significant. And if you are facing a deep seated problem, your response needs to be deep seated. In the same way, if a problem is small or insignificant, it could not warrant a response. Proportionality is especially important when you are facing an ethical dilemmas. This is a situation where you will need to make a choice between a number of different courses of action, which reflect different ethical principles, and where whatever you decide one or more ethical principles will have to be compromised. This means that somebody's interest, agenda, priorities or voice will not be heard in the project, and you will have to be prepared to decide whose voice will be silenced.

Act politically. Acting politically involves working on and defining your ethics. There is a very significant piece of work that we all need to do with ourselves to define what are the

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values and the ethical principles which shape our identity (who we are at work and in life) and what will be the values and ethical principles that we will stand up for. This involves realizing and building your awareness about the values and the ethical principles that you will bring into your projects and will influence your team and the people you work with. Secondly, acting politically means deciding how you will use your knowledge. Knowledge is the greatest asset of a professional and it is power. You have the ability and the freedom to decide who you will work with and what projects you will work on, i.e. how you will position yourself in your field and what values and ethical principles you will be known for. Thirdly, acting politically means selecting your teams very carefully. As a professional project manager you will influence your team in several significant ways. You may be able to change people's behaviour, but it is highly unlikely that you will be able to change their consciousness and how they understand the difference between right and wrong, or what is ethical or not in life. It could also be argued that it is not the responsibility of the project manager to change someone's personal ethics, and impinge on their privacy or at its boundaries. So, select the people you work with very carefully, as they will carry with them the ethics that have shaped them throughout their lives. You will be required to work with their ethics under the pressures of project work. Last but certainly not least, to the extent that you feel comfortable, build awareness of your ethics in your field so that others know what you stand for and can decide for themselves if they will work with you. If you are known in your field for valuing – say – honesty, a colleague who does not value honesty may choose not to work with you. This is a process of 'natural selection' that underlies everything we do, but you can also manage to your benefit.

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Make decisions and show perseverance. In life, we all make decisions on an ongoing basis. We have all made good and poor decisions. If you make a good decision at work and there is a lot of enthusiasm and excitement in your team or the project, or if you make a poor decision and there is a lot of disappointment and frustration, it is important to remember to keep yourself grounded, focused and carry on with your work. This is important for one reason. And, this is that the next big ethical decision that you will need to make is just around the corner. All of our decisions involve an ethical dimension and, if our decisions are to be proportionate to the ethical issues at hand, we must be able to a) identify when a decision needs to be made and b) how significant this decision is. Here, it is very important to not be afraid to change. In professional project management and in business more generally, our perception of a strong leader is of someone who does not change their mind. We expect leaders to know from the start to the end of the project what needs to be done, by who and when. This is misguided. In established professions, such as medicine, a doctor will prescribe a treatment to the diagnosis of a patient, but if the patient is not responding to that treatment, the doctor will change the treatment. So, for good reasons, it is important to be prepared to make the decision to change. This is a sign of perseverance that is rooted in providing the most relevant answers to the ethical issues you will face in your projects.

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To understand how your personal ethics shape your projects and how you can manage your ethics, visit the Personal Code of Ethics Toolkit, designed and produced by Dr Efrosyni Konstantinou, Associate Professor in the Strategic Management of Projects, at UCL, at <https://ethics-toolkit.com/>.

CHAPTER 12

Unlocking the Power of Ethical Project Leadership



By: Luis Reyes

Luis Reyes is a highly skilled and experienced project manager, deeply passionate about empowering companies to achieve their objectives. With over a decade of hands-on experience in project management across diverse industries like technology, insurance, and finance, Luis boasts a proven track record of guiding projects from inception to completion seamlessly, ensuring they meet deadlines, stay within budget, and satisfy all stakeholders. Currently, he works as a Senior Project Manager at Santalucia Seguros in Spain.

Beyond his role in project management, Luis is committed to knowledge dissemination and education. He serves as an instructor in business training consultancies, esteemed business schools, and universities, while also sharing insights as a sought-after speaker on various topics within his domain. This dedication to knowledge-sharing extends to his weekly newsletter, "The Shaman Project Manager," where he explores themes encompassing leadership, personal and professional development, project management, and digital transformation.

Furthermore, Luis has recently launched a podcast titled "Conexión IKIGAI," where he engages in insightful conversations with individuals about their experiences, insights, and personal stories in the pursuit of ikigai.

Also, he is a member and volunteer of the Project Management Institute since 2006 and for the last 4 years until now, he is the vice president of PMI Madrid Spain Chapter.

For more information about Luis follow him at <https://linktr.ee/TheShamanPM>

CHAPTER TWELVE

Ethics isn't just a buzzword; it's the guiding light that illuminates the path to successful project leadership. In the dynamic world of project management, where every decision ripples through the fabric of the project and its stakeholders, ethical leadership isn't just an option – it's a necessity. Let's take a journey into the heart of ethical project leadership, exploring its core principles and how they shape the way we lead our teams and drive our projects forward.



Understanding Ethical Leadership

Ethical leadership isn't about following a rulebook; it's about embodying values that guide our actions and decisions. At its core, ethical leadership is about:

1. **Doing What's Right:** Ethical leaders prioritize honesty, integrity, and fairness in every decision they make. They don't just follow the rules; they do what's right, even when no one's watching.

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2. Valuing People: Ethical leaders recognize the inherent worth and dignity of every individual. They foster an environment where everyone feels respected, valued, and heard.

3. Taking Responsibility: Ethical leaders own up to their actions and their consequences. They don't point fingers or pass the blame; they take responsibility and work towards solutions.

4. Building Trust: Ethical leaders understand that trust is the currency of leadership. They earn trust through transparency, consistency, and reliability.

The Ethical Leader's Toolkit

Now that we've got the basics down, let's explore the key components of ethical project leadership:

1. Living by Your Values: Ethical leaders walk the talk. They don't just pay lip service to values like honesty and integrity; they embody them in everything they do.

2. Making Ethical Decisions: Ethical decision-making isn't always easy, but it's essential. Ethical leaders carefully weigh their options, considering the impact on all stakeholders before making a choice.

3. Open and Honest Communication: Ethical leaders foster an environment of open communication, where team members feel safe to speak up and share their ideas and concerns.

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4. Navigating Conflict with Grace: Conflict is inevitable, but ethical leaders handle it with empathy and fairness. They seek solutions that meet the needs of all parties involved, promoting harmony and collaboration.

5. Taking Ownership: Ethical leaders don't shy away from accountability. They own up to their mistakes, learn from them, and use them as opportunities for growth.

6. Celebrating Diversity and Inclusion: Ethical leaders embrace diversity and inclusion, recognizing the value of different perspectives and experiences. They create an environment where everyone feels welcome and valued.

The Ripple Effect of Ethical Leadership

So, what's the impact of all this ethical goodness? Let's break it down:

1. Boosted Productivity and Team Morale: When team members feel valued and respected, they're more motivated to give their best. This leads to higher productivity, better collaboration, and a happier team overall.

2. Stronger Relationships with Stakeholders: Ethical leaders build trust with stakeholders through transparency, integrity, and reliability. This paves the way for stronger, more collaborative relationships that benefit everyone involved.

3. Enhanced Reputation and Brand Image: Organizations led by ethical leaders earn a reputation for integrity and responsibility.

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This not only attracts top talent but also wins the trust and loyalty of customers and partners.

4. A Culture of Ethics and Excellence: Ethical leadership sets the tone for the entire organization. When leaders prioritize ethics, they inspire others to do the same, creating a culture of integrity, innovation, and excellence.

In Conclusion, ethical project leadership isn't just a nice-to-have; it's a must-have in today's complex and interconnected world. By embracing the principles of ethics and incorporating them into our leadership practices, we can unlock the full potential of our teams, drive meaningful change, and create a better world, one project at a time. So, let's lead with integrity, empathy, and a commitment to doing what's right - because that's how we'll truly make a difference.



CHAPTER 13

Message To Readers from Pearce Insights - Book Sponsor



By: Ruth Pearce, JD, ACC, PMP

Ruth Pearce is a Coach, Mentor, Trainer, and Speaker. She is the author of two books on leadership, teamwork, and collaboration. The most recent one is "Be Hopeful; Be Strong; Be Brave; Be Curious" which explores coaching from the perspective of the client AND the coach. It was published by Wiley books in 2024. Her first book - the "one I wish I had not written" or "the first half of the story" as Ruth describes it, is "Be a Project Motivator; Unlock the Secrets of Strengths-Based Project Management" published in 2018 by Berrett-Koehler.

A project manager for more than 25 years, Ruth burned out in 2016 and sought a new career direction. Always someone who likes to find the strengths in others, Ruth pursued coaching and now mentoring. She has been a Coach Trainer, teaching more than 60 coaches to be coaches, a mediator, she was an Economist in London and she was a court mediator in New York.

Ruth lives in North Carolina with her husband Gareth, two dogs, Luka & Misha, and two Lionhead rabbits, BunnyPenny and Dylan.

Ruth believes that the audience finds what they want to know. So, if you are interested to find out more about her, check out her LinkTree or LinkedIn profiles, or book a time for a chat!

LinkTree: <https://linktr.ee/pearceinsights>

LinkedIn: <https://www.linkedin.com/in/ruth-pearce/>

Book time with me: <https://calendly.com/pearceinsights24>


CHAPTER THIRTEEN

When I accepted the offer to speak pro-bono at the third Talk Around the Clock online conference, hosted by PMI Sweden, and organized by Oliver Lehman, I had no idea what to expect. I happen to be passionate about ethics - in coaching, in project management, in life! So it was exciting to me that this was the topic of the event.

I have been in 24-hour conferences before, but never have I been to this kind of charity event where big names in the field come together to explore a thorny and sometimes scary topic - Ethics - and use that exploration to raise money for a cause like Médecins sans Frontières/Doctors without Borders. It turns out that Herr Lehman is an old hand. This was not the first event of its type and for good or bad, it will probably not be the last.

What I experienced was way beyond what I expected. The speakers shared amazing insights and as I listened to the sharing on one of the panels, a thought came to me. This event was going to come and go. It was not recorded. It was one and done. But the ideas are momentous. So I suggested that those speakers who wanted to could come together to compile a book about Ethics in Project Management. With the help of RheaAnne Malmgren the book was compiled edited and formatted in record time. The event took place on February 2nd-3rd, 2024 and we expect to launch the e-book on or around April 2nd, 2024.

Thank you to all those who contributed. As we go into the next phase of sharing the book - and raising more money for Doctors Without Borders - we will be calling on others to help raise the book's profile. So I want to take the opportunity to thank the speakers, book contributors, people who signed up to help, and most of all Sinead Gallagher from PMI Ireland and of course RheaAnne Malmgren. Without them even if we had a book, no-one would know about it!



Ethics In Project Management: Global Insights