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# Sponsor Behavior and Impacts in Public Sector Project Management

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ABSTRACT OF THE LICENTIATE THESIS

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Abstract:

This study makes an important contribution to both the practical and theoretical level of project management, especially from the sponsor point of view in the public sector context. Project management literature does not describe how the sponsor behaves during project control in this specific occupational safety and health (OSH) public sector project context. Secondly, project management literature does not describe how the sponsor perceives the impacts of projects in this OSH context. It also seems that the literature does not recognize how the behavior of the sponsor is related to sponsor perceptions of project impact.

The objective of this study is to increase understanding of sponsor behavior and impacts in public sector projects from the viewpoint of the sponsors themselves. The study also looks for possible connections between sponsor behavior and impacts that are found from the perceptions of sponsors. The context organization of this study was the department of a ministry that operated in the OSH field while the focus is a sponsor. A sponsor is a specific person who acts in the ministry department. A sponsor controls projects and ensures that the objectives of the projects are achieved during the project lifecycle. Interviews were organized for twenty sponsors, and the experiences of the sponsors were analyzed on the basis of Grounded Theory methodology.

The study indicated that sponsor behavior was polymorphic. Additionally, similarities were found between the behavior of sponsors. The main terms found for sponsor were “bureaucrat”, “participator”, “expert” and “observer”. The results indicated that the sponsor recognized many impact dimensions. These impacts were changes or actions that happened during and after the project according to the perceptions of the sponsor. The impacts were grouped into two sections; the impacts on the organization and the impacts of cooperation. Connections were found between the behavior of the sponsor and the impact dimensions that were determined from the perceptions of the sponsor. This study also suggests that there is a relationship between the behavior of the sponsor and how the sponsor recognized the impact dimensions of the project.

This study increases the understanding that other sponsors, ministries, researchers and project executors have regarding sponsor actions in the OSH field. It provides better possibilities for open discussion of sponsor activities in public sector projects. Additionally, the study provides improved opportunities for continuing discussion about the impact of projects. According to the study, more research is needed on sponsor behavior. For example, human strategic management, staff training and impact assessment methods are some areas that could be examined in more detail from the sponsor point of view.

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Tiivistelmä:

Tämä tutkimus lisää projektijohtamisen teoreettista ja käytännön tietoa erityisesti projektin valvojan näkökulmasta. Projektijohtamisen kirjallisuus ei kuvaa valvojan käyttäytymistä projektivalvonnan aikana erityisesti työterveys- ja työturvallisuusprojektien toimintaympäristössä. Projektijohtamisen kirjallisuus ei myöskään kuvaa valvojan edustajan kokemia projektien avulla aikaansaatuja vaikuttavuuksia. Kirjallisuus ei myöskään tunnista valvojan koetun käyttäytymisen ja koettujen projektin vaikuttavuuksien välistä yhteyttä.

Tutkimuksen tavoitteena onkin oppia ymmärtämään niitä valvojan kokemuksia, joita on saatu projektien valvonnan aikana. Lisäksi tavoitteena on oppia ymmärtämään valvojan kokemuksia projektien vaikuttavuuksista. Tutkimus myös etsii ja kuvailee mahdollisia valvojan käyttäytymisen ja vaikuttavuuden tunnistamisen välisiä yhteyksiä työterveys- ja työturvallisuusprojektien ympäristössä. Tutkimuksen toimintaympäristönä oli ministeriön yksi osasto, joka toimii työterveyden ja työturvallisuuden alueella. Tutkimus keskittyy valvojan kokemuksiin. Tässä tutkimuksessa valvoja on erityinen henkilö, joka toimii ministeriön osastolla ja valvoo projekteja. Projektin valvoja varmistaa, että projektin tavoitteet saavutetaan. Tutkimuksessa on haastateltu kaksikymmentä valvojaa. Valvojan kertomukset ja kokemukset on analysoitu hyödyntäen Grounded teoriaa (GT).

Tutkimus osoitti, että valvojan käyttäytyminen projektissa on monimuotoista. Eri valvojien käyttäytymisessä tunnistettiin yhteisiä piirteitä. ”Byrokraatti”, ”asiantuntija”, ”osallistuja” ja ”havainnoija” olivat käsitteitä, jotka valittiin kuvaamaan valvojan kokemia erilaisia käyttäytymistapoja projektissa. Valvoja painotti joko ”byrokraatin”, ”asiantuntijan” tai ”osallistujan” käyttäytymistä projektivalvonnan aikana. Tutkimus osoitti, että valvoja tunnistaa useita vaikuttavuuden alueita projektivalvonnasta saadun kokemuksen perusteella. Vaikuttavuudella kuvataan tässä tutkimuksessa muutoksia tai toimintoja, jotka ovat tapahtuneet valvojan kokemuksen mukaan kyseisillä alueilla joko projektin aikana tai sen jälkeen. Vaikuttavuusalueet ryhmiteltiin kahteen vaikuttavuusalueeseen. Nämä alueet ovat organisaatiorakenteisiin (työpaikoille, hallinnonalan organisaatioihin ja rahoittajan omaan organisaatioon) kohdistuvaa vaikuttavuutta ja yhteistyöhön (henkilösuhteisiin, viestintäyhteistyöhön ja tiedon yhteiseen luomiseen) kohdistuva vaikuttavuus. Tutkimustulokset osoittavat, että valvojan käyttäytymistavoilla ja koetulla vaikuttavuudella on mahdollisesti yhteyttä.

Tämä tutkimus lisää muiden valvojien, ministeriöiden, tutkijoiden ja muiden projekteja toteuttavien ymmärrystä työterveys- ja työturvallisuusprojektien valvonnasta. Tutkimustuloksilla voidaan edistää avointa keskustelua sekä valvojan käyttäytymisestä että projektien vaikuttavuudesta. Valvojan toimintaa projektivalvonnan aikana on tutkittava lisää eri näkökulmista erityisesti julkisen sektorin projekteissa. Näitä näkökulmia voivat olla henkilöstöjohtaminen, henkilöstökoulutus ja vaikuttavuuden arviointimenetelmät.

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# Acknowledgements

My interest in project management began in 2001. That was when I started my current work in the ministry department. During the practical work, I was given tasks in the area of project management that focused on the project control. Project control was a new phenomenon for me and the work taught me what project control really was in practice. After experiencing this practical work, I wanted to understand and learn more about project management, project control and what it means to be a sponsor in the public sector. I started my licentiate studies in the Department of Industrial Engineering and Management in Aalto University during 2004. Over these years I have gained new perspective on the phenomenon of project management. I have also gained a lot of understanding of scientific atmosphere and data analysis methods. Scientific touch has significantly supported my practical work during these years. However, I have ploughed my own furrow towards a deep understanding of the world of the sponsor. I have realized that there is no end to this furrow. I have moved on to the first control point and added my own understanding of this phenomenon. I have also learned a lot of new views from other researchers who have conducted studies in my area of interest; sponsor behavior and project impacts. These researchers and their studies have given me opportunities to understand sponsors as a meaningful part of the project lifecycle.

Many thanks to all the interview subjects – without you, this research would not be possible. I also appreciate how the decision-makers in my own organization, especially director Erkki Yrjänheikki, have encouraged me to continue my postgraduate studies. I gratefully acknowledge Professor Miia Martinsuo, Professor Karlos Artto and Professor Michael Manning for providing academic support for this research. You have given me the chance to learn and develop my cognition regarding the world of research; from the qualitative method and especially concerning the phenomenon of project management. A specially thanks also goes to my loving family for being so patient during my "student years".

Tarja Kantolahti, Tampere 1.5.2011

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# 1 Introduction

## 1.1 Background

This study focuses on sponsor behavior and impacts in public sector project management. The theoretical perspective of the study thus arises from the literature of project management. The history of project management started long ago in ancient times when, for example, the Coliseum was built in Italy (Diekmann 2007). Modern project management has evolved over the years and, when analyzing project management, it is important to understand that this phenomenon is multidimensional. The literature has shown that project management includes many viewpoints. These are illustrated by several project management processes and knowledge areas, context differences between projects, many individual participators and stakeholders acting in the projects, different phases of the project, and various actions that deal with the project lifecycle (Devaux 1999, Crawford et al. 2008, Kloppenborg et al. 2008, Prabhakar 2008b, Sonnenwald 1996, Cleland and King 1983).

Earlier studies of project management have focused on issues such as the different industries, the role of the sponsor in projects, project success, the history of project management, and many other areas of project management (Tang 2009, Ruuska and Teigland 2009, Bryde 2008, Hall et al. 2003, Fangel 1988). This study concentrates on the sponsor who controls the projects. In this context, project control is a sub-area of project management. Despite its sub-area position, project control is a major "package" in terms of project management. Project control includes many multidimensional elements and actions during the course of the project (Devaux 1999, Rosenez et al. 2004). The literature usually focuses on project control through the project manager (Devaux 1999, Cleland and King 1983). Sponsors have mainly been seen as a partner or cost controller during the project (Wright 1997, Cleland and King 1983). Earlier studies of project control have concentrated on management control (Poskela 2009), control mechanism (Nieminen and Lehtonen 2008), control perceptions of project managers (Jani 2008), success of the project control (Wideman 1989), and control in business processes (Sia and Neo 1996).

This study concentrates on a sponsor who controls occupational safety and health (OSH) projects in the public sector context. The aspect of sponsor is important for all projects in general, and especially for public sector projects. The sponsor is extremely important in the

OSH field. This is the first time that OSH projects have been explored through project management and from the sponsor point of view. In this study, the sponsor represents the public sector client. The sponsor is a person who controls a public sector project and ensures that the project objectives are achieved during the project lifecycle. The sponsor has worked in the ministry department, and the ministry has appointed this person to the role of sponsor during project control. The sponsor who acts in this study has controlled one or more OSH projects during 1998-2008. Government guidelines and laws define the role of sponsor. The definitions or task descriptions for a sponsor are usually formal. It seems that very few extensive and in-depth accounts of sponsor behavior have been written. However, some studies concerning sponsor behavior are available. For example, Hall et al. (2003) have explored sponsor perceptions in UK government departments by means of twelve interviewees from five different departments. The results showed that reality is a very complex issue for sponsors (Hall et al. 2003). In practice, this complexity means that the stakeholders had multiple needs during the project (Hall et al. 2003).

It is self-evident that project management needs projects. The public and private sectors have a lot of knowledge about projects. The projects examined in this study are small-scale public projects. Projects are carried out in the occupational safety and health (OSH) context, which is quite a new context in terms of project management literature. The projects are funded by the Council of State, which means that the Government has tried to achieve new innovations through the project. The sponsor is therefore looking for innovations through the project. The literature shows that new innovations via projects have been created for both the public and the private sector (Sundström and Zika-Viktorsson 2009, Kadefors et al. 2007). Small-scale projects and large programs have been carried out in the public sector during the past twenty years (William et al. 2010, Puthamont and Charoenngam 2007, Martinsuo and Lehtonen 2007, Arnaboldi et al. 2004, Crawford et al. 2003, Stuckenbruck and Zomorrodia 1987). Many projects have also been created only for the private sector for the purpose of creating new products for the market (Wheelwright and Clark 1992). The major projects are examples of private and public sector cooperation that have created new products, services or new infrastructure for everyday life (Morris and Hough 1987).

The success of projects has been important part of project discussions over the years. There is a large amount of research concerning the success of projects (Toor and Ogunlana 2010, Cooke-Davies 2002, Shenhar et al. 2001, Pinto and Pinto 1991, de Wit 1988). De Wit (1998)

already indicated that it is impossible to analyze the success of a project in terms of only one part of the project or project management. Toor and Ogunlana (2010) also supported this view and indicated that project success means different things to different stakeholders. It seems that the success discussion does not use the term "impacts" when analyzing the success of a project from the viewpoint of project management literature. However, the term impact is a meaningful one, especially for the Council of State organization. It seems that project management literature does not define the term impact. However, articles have been written about project impact (Maurer 2010, Raymond and Bergeron 2008, Belout and Gauvreau 2004). Despite these articles, it appears that discussion of project impacts has traditionally concentrated on the impact of project execution (Alarcón and Ashley 1998), business processes (Artto et al. 2008), and strategy from the perspective of design (Chua and Hossain 2010).

It seems that the project management literature does not provide any model regarding how to understand sponsor behavior and the impacts of a project from the sponsor´s viewpoints when the project environment is in the public sector context. It also seems apparent that earlier studies do not offer a description of how sponsors behave during the project. There are no findings from in the literature concerning how a sponsor recognizes the project impacts or the connection between sponsor behavior and project impact from the sponsor point of view.

This chapter introduced the background of the study and linked the theory to the empirical context. The concepts of project management, project control, sponsor, project, project success, project impact, and public sector are the main concepts in this study. The next chapter provides detailed descriptions regarding the definition of these essential concepts.

### 1.2 Definition of the essential concepts

The central concepts of this study are project management, project control, sponsor, project success, project impact, and public sector. This chapter defines the meanings of the concepts. In this study, Project management (PM) means that the knowledge of project management and skills for managing the project are used in projects. Additionally, PM means that the methods are used appropriately during the project in this special context of occupational safety and health. This study focuses particularly on the contexts of project control. Project

Control is an important entity of project management. The purpose of project control is to measure and monitor project progress on a regular basis. Project control also provides the opportunity to identify variations from the project management plan. The objective of control is to ensure that corrective actions are taken when needed. (PMBOK® Guide 2008, Lewis 2000, Devaux 1999.)

A Sponsor is a person who controls the project on the behalf of the sponsor organization. The sponsor organization provides financial and political support for the project through the sponsor. This study concentrates on perceptions of sponsor. The sponsor gains experience through project control. The government has assigned the sponsor to this special task of project controller. Thus, project control is also the "task" for the sponsor in this study. The sponsor has obtained their experience from the public sector environment. In this study, Public sector refers to the state government organization. All interviews were conducted in the context of the Ministry of Social and Health and in the Department for Occupational Safety and Health. The department represents the highest authority in Finland in the field of occupational safety and health. All sponsors have also experience in the work of the department and the project.

Project means a temporary organization in this study. A project is unique, transient, novel, and run by people. In this study, the projects used limited resources during the project lifecycle. All projects were carried out during 1998-2008 for different areas of occupational safety and health. The projects were mainly planned and executed outside of the sponsor organization. All projects were funded by the ministry and they were temporary organizations, especially for the sponsor organization. The restricted schedule of the project and the organization that was assembled only for that project illustrate the uniqueness of the project. (PMBOK® Guide 2008, Turner 2006, Packendorff 1995, Lundin and Söderholm 1995, Gaddis 1959, Beck 1983.)

Project success is a central concept for the sponsor. Like the other stakeholders and project team members, the sponsor also needs successful projects. Project success is centralized to the time, cost, and quality of the project (Shenhar et al. 2001, Atkinson 1999), team member's performance (Prabhakar 2008), project processes (Toor and Ogunlana 2008), and the results of the project, such as the produced products (Baccarani 1999). Additionally, the sponsor is also recognized as a success factor (Kloppenborg et al. 2006, Helm and

Remington 2005, Hall et al. 2003). The success of the project is in this study a meaningful phenomenon because project success is an important field in terms of the impact discussion.

In this study, Project impact refers to the cumulative effects of projects that are more than the results of the project (Brismar 2004, Cleland and King 1983). The attained objectives of the project represent the results of the project. The final impacts of the project can be perceived either during the project or after it has been completed. The project can achieve cumulative effects by means of good project objectives and successful performances. Furthermore, the products and services created as results of the projects can increase the impacts of the project. The impacts of the project can also be achieved through benefits (Roper et al. 2004), the sponsor's own actions (Doloi et al. 2010), information dissemination (Blankevoort 1984) and cooperation (El-Gohary et al. 2006). The terms "outcome or benefits" present the impacts of the project in some manner. These terms are an essential part of the project management literature (Turner 2006). In this study, the project impact means that the impacts are perceived and achieved through the project and the sponsor experience supports those findings. The term impact also refers to the changes or actions that have occurred during and after project execution.

This chapter presented the definitions for the central concepts of the study. The concepts have gained their meaning from the literature, and I have connected the concepts to specific contexts. The concepts are project management, project control, sponsor, project success, project impact, and public sector. All concepts are linked to each other and the concepts were used for this study context. The following chapter presents more detailed information about the research context and the objectives of the study.

### 1.3 Research context and objectives

This chapter presents detailed information about the research context. It also outlines the objectives of the study. This study was carried out in the context of the Council of State organization in Finland. The Council of State consists of ministries, each of which has its own responsible units and areas. All projects included in this study represent one large and specialized area of knowledge inside that one ministry. The knowledge area in the Ministry of Social Affairs and Heath is occupational safety and health (OSH). The primary analysis

for this study concentrated on the small-scale and strategic important OSH projects funded by the ministry. The study is related to the period 1998-2008 during which the projects were carried out. The results of OSH projects have been used, for example, in the occupational safety and health decision-making processes. Occupational safety and health (OSH) projects have been important for the government, the ministry, managers, and organizations in Finland and other countries.

Ministries are also public organizations that implement government policy programs and strategies at the national level. During the past 10 years, the national Occupational Safety and Health (OSH) Strategy (1999) and Community strategies (2002, 2007) have determined the direction of national project orientation in the ministry. The national strategy for Occupational Safety and Health will change in 2011. This study is also of current interest because of that situation. Many projects have been financed over the years, but during 2010 ministry has cut almost all funding for OSH projects. This has been justified by the argument that small-scale projects are not a good way to achieve impacts. Today the projects are larger, but at the same time fewer of them are carried out. However, projects still play an important role in both government and the private sector in general.

A sponsor is a person from the ministry department who is a significant personality on the state level. This person represents both administrative expertise and government politics. The sponsor can use their competence to influence the project environment. This study is important for project management literature, because it provides more understanding regarding how sponsors behave on the ministry level. Additionally, this study adds to the understanding of how a sponsor in this position can perceive the impacts of the project. The focus of this study is unique and special because of the project environment. It is also important and current on the national level, because it demonstrates that sponsors are also necessary for the Occupational Safety and Health (OSH) context in the future. According to Turner and Keegan (2001), the modern environment is a project-based economy. It is clear that projects will be created for both the private and public sector in the future. The Council of State also uses projects in many areas other than OSH to produce new knowledge for the decision-making process. Projects can also promote the strategy of ministries, and this situation represents a challenge for sponsors in Council of State organizations. Despite the fact that there will be a minimal amount of OSH projects in the future, I still believe that occupational safety and health policy in particular can be promoted by projects.

This study takes a micro-level perspective on project management practices via occupational safety and health projects and through the employees acting in the ministry department. The objective of this study is to increase understanding of a sponsor's behavior and the impacts of a public sector project from the viewpoint of the sponsors themselves. Additionally, this study tries to determine if there is any connection between sponsor behavior and the impacts of public sector projects. Two research questions were set for achieving the objectives of the study:

*(RQ1) How do sponsors describe their behavior during public sector projects?*
*(RQ2) How do sponsors perceive and recognize project impacts through public sector projects?*

This study does not take the opinions of the board of directors, shareholders, members of the project group, or project manager into consideration. This study focuses only on the sponsor. The context is identical for all sponsors. It is also a question of a special branch, which is occupational safety and health. Thus, the results are not comparable with other branches. The study only describes the sponsor's behavior and project impacts in this one special area.

### 1.4 Structure of the study

This chapter illustrates the structure of the study. The first sections introduced the context of the study in general and also presented the objectives and research questions. The second section of the study reviews the literature associated with project management, project control, public sector project, sponsor, project success, and project impact. I present the literature that describes the phenomenon of project management and project control. The literature review focused on the sponsor, and I will describe how the sponsor is included in earlier studies. I will use articles on project success to show how project success literature is related to the sponsor behavior and the impacts of the project. I will also present other public sector projects as examples. The third section introduces the research design of the study. It describes the qualitative study methodology that is used for this study as well as the data collection and analysis phases of the study. Section four presents the results of the empirical study, while section five discusses the findings and develops ideas for further research. Section six presents the key contributions and conclusions of the study.

# 2 Literature review

## 2.1 Project management for the sponsor

### 2.1.1 Project management as the work context for project sponsors

This chapter reviews a number of project management models and increases the understanding of what project management is for the sponsor. Project management is a broad concept and includes elements and actions that are needed for temporary organizations. The areas that describe a project manager's expertise are the body of knowledge for project management, knowledge application areas, standards and regulation, understanding of the project environment, general management knowledge and skills, and interpersonal skills. These are all necessary for effective project management. Many process groups have also been recognized for projects, and they include initiating, planning, executing, monitoring and controlling and closing of process groups. (PMBOK® Guide 2008.)

A project is more than just formal processes and skills areas. A project is a temporary organization that is unique, transient, novel, constructed and completed with limited resources, planned, executed and controlled by people (PMBOK® Guide 2008, Turner 2006, Lundin and Söderholm 1995, Packendorff 1995, Beck 1983, Gaddis 1959). As this study is based on the theory of social construction, it is easy to understand that projects are constructed by people (Edum-Fotwe and Price 2009). A project is not a passive organization or an organization without objectives. Turner (2006) touched on the ideas of project impacts by using the words "beneficial outcomes" when talking about results. Projects have a purpose, and in this study projects are used for achieving impacts in an organization's occupational safety and health decision-making processes or affecting attitudes towards safety behavior.

If the arena of project management did not exist, it would be difficult to start studying the concept of a sponsor in projects. This study strives to connect the behavior of the sponsor to the phenomenon of project management. Project management standards are one way of understanding project management, but other ways also exist. For example, Morris (1983) indicated three different levels for project management. "Level I" describes the area of a project that creates connections to the outside world. "Level II" describes the middle management actions inside the project during project execution. "Level III" describes the

responsibilities of technical staff for manufacturing the products. Morris (1983) indicates that "most project management literature deals only with Levels II and III". According to Morris, (1983) "Owner", "Finance", "Government", "Media" and "regulatory agencies" and other stakeholders act on Level I, which means that these actors are close to the project and they act mainly in the outside world from the project point of view. (Figure 1.)

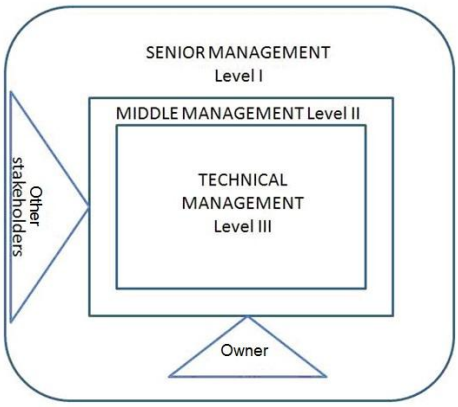


Figure 1. The three levels of project management. (Adapted by Morris 1983).

Artto and Kujala (2008) have presented a framework for project business that is based on the knowledge and scientific experience of researchers in project business since the 1990s. The framework includes four areas for project business: management of a project, management of a project-based firm, management of a project network, and management of a business network. Figure 2 illustrates this framework (Artto and Kujala 2008).

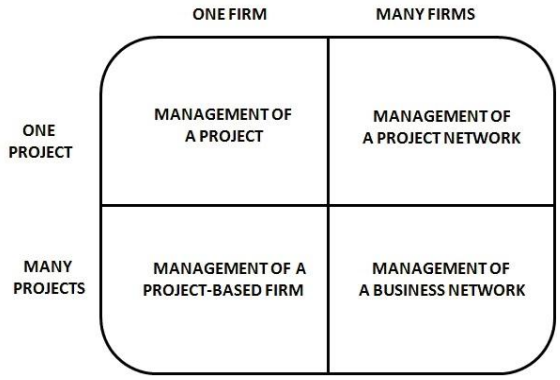


Figure 2. Framework for projects. (Artto and Kujala 2008).

Previous frameworks (Figures 1, 2) are important for public sector project management although those frameworks are also constructed by business perspectives. Frameworks provide understanding about the environment in which the sponsor acts and how the project

itself “sees” other stakeholders’ positions, such as the owner, financial or government aspects. Standards for project management have been created with specialists, and the standards provide a formal and shared understanding of project management (PMBOK® Guide 2008). Based on studies and their experience, Morris (1983), Artto and Kujala (2008) have described the the real life of a project. These findings subsequently give us another view of the project.

Morris (1983) showed that in the 1980s there was no much literature published about “the role of owner and their financer; the relationship with the media, local and federal government, regulatory agencies, lobbyist and community groups…”. Thirty years later, the amount of research has increased in this field. However, many open questions still remain in the area of project management literature related to the sponsor. Morris (1983) recognized stakeholders like “owner” and “government” as separate stakeholders. Morris and Hough (1987) also described the organization of the Channel Tunnel project and used almost the same model. Stakeholders like “government” and “investors” were still separate actors (Morris and Hough 1987). Additionally, previous models did not recognize the control mechanism.

We can ask whether these models are dependent on the context. Are they suitable frameworks for sponsor? The context in this study is the “government”, “owner”, “investor” and “finance” view simultaneously and, first and foremost, the sponsor represents their own organization. If I compare the models for the context of this study, it seems that these models give us an understanding of the phenomenon of project management on the general level and create understanding of project management. The sponsor can use models to gain a better understanding of the action environment of project management. Based on these models, sponsor is one “player” in the arena on project management.

### 2.1.2 Project control from the sponsor viewpoint

This chapter describes the concepts of project control. Bent (1983) assumed that “effective project control program is an essential requirement” for a project. Bent (1983) observed that very few owners have comprehensive project control systems or detailed control specification, although control is needed for all projects. This study focuses on the sponsor in

the Council of State context. Sponsors are usually very interested in the risks associated with cost control (Saidu 2006). The main issue is the fact that sponsors are responsible for their own organization in the sense that project control has to produce enough feedback information regarding project execution. The sponsor must also know what control means in this entire project context. Figure 3 illustrates that control represents feedback systems for the parent organization in this study. The idea for the figure originated with studies of change projects (Salminen 2000).

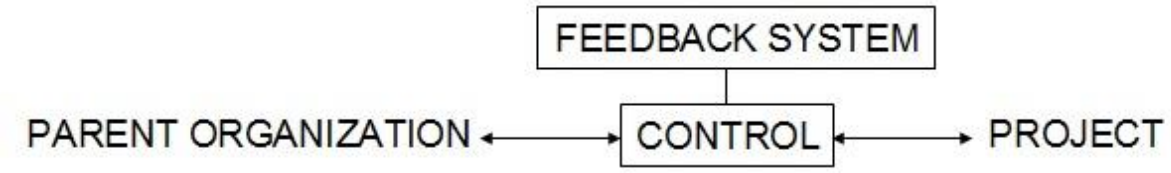


Figure 3. Project control is a feedback system between the project and parent organization.

What does control mean to the sponsor? It represents an opportunity for the sponsor. The sponsor has the chance to see what the reality of the project is during project control. Furthermore, project control is an important entity in terms of overall project management. Devaux (1999) uses the term "Total Project Control". According to the Devaux (1999), control is particularly present in the project design phase. Project control is not only a phase, it is important throughout the lifecycle of the project. Secondly, project control includes many activities. Thirdly, project control ensures that the project meets its objectives and identifies and evaluates changes and potential hazards so that corrective and preventive action can be taken during the project if needed (PMBOK® Guide 2008, Bent 1983).

Based on the standard, several formal processes have set for the project control. These processes are linked to the lifecycle of the project work, changes occurring during the project, the scope of the project, the schedule and cost of the project, project performance, risks associated with the project, administering procurements, and closing activities (PMBOK® Guide 2008). If all these elements are also intended for the sponsor during control, what does it actually mean? Does the sponsor have to follow the same standard that is suitable for the project manager? I cannot find an answer to that question in the literature. It seems that the PMBOK® guide (2008) offers formal guidance regarding how to control the

project from the project manager viewpoint but not from the sponsor perspective. According to the PMBOK® Guide (2008), it also seems that control is important right from the beginning of the project and then decreases when half of the project has been completed. I suppose that sponsors are interested in the results of projects also after the project - especially if the impacts of the project are discussed. For the sponsor, this probably means that project control does not end even after the project has been completed.

In view of the standards, different knowledge areas are also needed for project control. An understanding of human resources management, quality management, and risk management are required during the project. Rosenez et al. (2006) indicated that cost control was connected to the project cost management knowledge area, and schedule control to the project time management knowledge area. The PMBOK® Guide (2008) does not define the scope of the effective project management skills needed by the project sponsor or when control actions are needed from the sponsor point of view.

According to Bent (1983), project control consists of three parts: evaluation, review trends or actual situation, and constant surveillance. Evaluation is important because it makes forecasting potential hazards and arranging preventive actions possible. Actual situation analysis is important because it allows the proposal of actions to alleviate the situations. Surveillance is important because of "no-surprise" conditions (Bent 1983). Despite this significance, Michalak and Williams (2006) stated that qualified project control resources have decreased inside the organization, project control has focused too little on "critical analysis and forecasting information", and project controls have been performed the same way over a twenty-year period. Michalak and Williams (2006) also stated that a broader view and development actions are needed for the project control phase in the future. "Management by results is a good management consulting phrase, but it is absolutely hollow when it comes to projects" (Michalak and Williams 2006). Michalak and Williams (2006) also showed that it is possible to outsource project control in many ways if project control is not possible in organizations.

The "Fundamentals of Project Management" handbook provides advice for organizations and project managers (Lewis 2007). This advice is connected to project control from the measurement, schedule, cost, and variance analyses viewpoints. The handbook concludes that advice is also useful for sponsors when controlling the project. According to Lewis

(2007), it is important to control the deviations and understand the variances of the project. It could be useful for the sponsor as well. Lewis (2007) suggests that there are only four solutions when deviation exists: "Cancel the project, ignore the deviation, take corrective action to get back onto the planned progress and revise the plan to reflect a change in status that cannot be corrected." It is also possible for the sponsor to act in the same way during the project. Lewis (2007) showed that team members must have skills for project self-control during the project. Team members need a clear understanding of the objectives and work tasks, skills and recourses that are needed, feedback from work and "a clear definition of their authority to take corrective action when there is a deviation from plan" (Lewis 2007).

Zambruski (2009) also describes procedures and techniques needed by managers when managing a project. According to Zambruski (2009), control is related to the project execution phase. Zambruski (2009) discovered that it is important to identify and understand risk management procedures, escalation policy, communication, documentation, testing and training protocols and planning during project implementation. According to Zambruski (2009), sponsors play an important role in the project. This role is as important at the beginning and the end of the project lifecycle, especially when analyzing the project communication function (Zambruski 2009). However, communication functions are only one part of the project. Michalak and Williams (2006) indicated that project control is a key factor for achieving business and project objectives.

According to Michalak and Williams (2006), the traditional view has been cost and schedule control during the project execution phase. However, Williams et al. (2010) indicated that more visibility is needed for estimating costs and time during public investment projects. Williams et al. (2010) explored a public sector investment project in UK and Norway and indicated that project decision-making on the government level was "sometimes rational and sometimes political", "the control focus was prevalent" and "little impact of governance frameworks on the project were found". Williams et al. (2010) defined three main aims: choose the right projects, deliver the chosen projects efficiently, and ensure that the projects are sustainable. Williams et al. (2010) emphasizes that it is possible to achieve efficiency with the right objectives and by ensuring that the effects of projects really are sustainable. This idea is also close to the concept of "extensive project impact" that is one focus of this study.

Bent (1983) also recognized that cost and schedule are only one part of the key elements during the project execution plan. Other key elements are agreement on objectives with owner, scope, services during the project, the EPC (engineering-procurement-construction) approach, infrastructure, organization, systems, auditing system, procurement, subcontracting, material control and, finally, project run down and demobilization (Bent 1983).

It seems that the connection between project lifecycle and sponsor behavior is not the one and only relevant question. An article written by Michalak and Williams (2006) indicates that actions within the control process are also different during the project. Michalak and Williams (2006) asked for examples of the kind of control support that is needed for project executors. I elaborate on the previous question and ask what kind of control support is needed for project sponsors. It is possible to continue the path of questions and ask whether we really know in practice what the content of project control is during the control phase in the public sector.

My interpretation of all of this is that the standard for project management gives a picture of control from the project manager point of view, but not from the sponsor point of view. This means that project specification recognizes many processes, some of which could also be useful for the sponsor. It seems also that it is quite difficult to find out how sponsor behavior is connected to different project control processes inside this formal project management guide (PMBOK® Guide 2008), because it is not stated in the guide. My interpretation of Lewis's (2007) ideas is that the sponsor also needs a clear and shared understanding of the content of project control. Multidimensional skills are also important for sponsor, and it seems that there are similarities for project managers and sponsor skills in the area of project control.

If the impacts of the project are discussed, we also have to use some control mechanism for analyzing what happens after the project. It seems that Bent (1983) or other modern researchers in the field of project management do not recognize what is the control mechanism after the project. Front-end studies (Artto et al. 2001, Morgan 1987), exits and other studies have shown that much effort has been put into this phase of the project. The "post" phase of the project is especially important for the state government organization. This situation inspired me to ask "What has the Council of State gained from the projects?".

It seems that while large programs are usually analyzed, the same does not apply to small-scale projects. The organization receives some reports about results of the project, the funding is used, but what are the impacts of the project? This is not even clarified in the context of occupational safety and health, although the objectives were clear for the project and the organization. It seems that there is no control mechanism available for understanding this area.

### 2.1.3 Project control in public sector projects

This chapter creates understanding of public projects, mainly through recent project management articles. The public sector is a complex environment because of its many objectives and the expectations of citizens (Head 2010). Public organizations use strategies in this modern environment, and strategies have developed over the years (Derely 2007, Pullen 1994). Withane (1997) suggested that strategy is defined as "the determination of long-term goals and objectives of an enterprise, the optimal adoption of courses of action and the allocation of resources necessary for carrying out these goals." According to Puthamont and Charoenngam (2007), strategy implementation is more difficult than strategy formulation. Just as the strategy of an organization lies behind an enterprise's actions, project strategy is in the background of project implementation. As stated by Artto et al. (2008), "Project strategy is a direction in a project that contributes to success of the project in its environment." Strategy is also important in the context of this study. Strategy has provided the direction for selecting projects in the context organization.

Literature shows that projects are important temporary organizations for the public sector (Arnaboldi et al. 2004). Many international projects have been created in the area of ministries (Williams et al. 2010, Olsson et al. 2010, Santori et al. 2008, Puthamont and Charoenngam 2007, Stemberger and Jaklic 2007, Arnaboldi et al. 2004) and other public sectors (Williams et al. 2010, Nieminen and Lehtonen 2008, Martinsuo and Lehtonen 2007, Magnussen and Olsson 2006, Chan 2001, Arditi et al. 1985). Additionally, Public-Private-Partnership (PPP) is common and many PPP project have been explored (Klakegg 2009, Aranda-Mena et al. 2009, Christenson and Walker 2008, Ng and Walker 2008, van Marrewijk et al. 2008, Abednego and Ogunlana 2006, Grimsey and Lewis 2002, Reijniers

1994). These projects are examples of public sector projects and they add to the understanding of diversity in public projects. (Table 1.)

Many public projects have contributed to the development of working life in Finland. Projects have been part of the Finnish National Programme on Ageing Workers 1998-2002 and VETO programme 2000-2003 (Arnkil et al. 2003). The workplace development programme TYKES has also produced hundreds of projects for Finnish working life (Alasoini et al. 2005). Additionally, there are thousands of projects on the Council of State level and information about these projects is available to all researchers (Hare 2010). Despite the many programs and projects in Finland, only a few scientific articles (Nieminen and Lehtonen 2008, Martinsuo and Lehtonen 2007) have been written about these projects for the field of project management. Articles that are linked to the project in Finland have mainly focused on the business environment. Furthermore, the connection to the sponsor is for the most part missing. These same conclusions were also made after an analysis of public sector articles published in the International Journal of Project Management and the International Journal of Managing Projects in Business. (Table 1.)

The articles on public projects showed that there is a lack of understanding or even no understanding regarding how the behavior of sponsor has been taken into consideration. Why haven't researchers been interested in sponsors? I can only speculate; however, it is extremely important that researchers also evaluate Finnish projects from the sponsor point of view. It is important to evaluate the actions of public organizations. For example, all citizens need information concerning how money has been used in projects. Additionally, cost control is only one part of project control in public projects. This study concentrates on the behavior of sponsors. Their behavior is a meaningful concept, because it reflects the actions of sponsors during project control and the concept provides more perspective on sponsor actions. In the next chapter, I will create a more detailed picture of the sponsor on the basis of the project management literature.

Table 1. Examples of articles about public sector projects.

Source: International Journal of Managing Projects in Business, International Journal of Project Management

| Name of article | Country | Reference |
|---|---|---|
| ***Projects in Ministries*** | | |
| Strategic project selection in public sector: Construction projects of the Ministry of Defense | Thailand | Puthamont and Charoenngam 2007 |
| Managing a public sector project: the case of the Italian Treasury Ministry | Italy | Arnaboldi et al. 2004 |
| Evaluation of Research Products Released During a National Project Funded by the Italian Ministry of Health | Italy | Santori et al. 2008 |
| In a process change project at one of the Slovene Ministries | Slovenia | Stemberger and Jaklic 2007 |
| In search of project substance: how do private investors evaluate projects? | Norway | Olsson et al. 2010 |
| ***Projects in other public sector*** | | |
| Time cost relationship of public sector project in Malesia | Malesia | Chan 2001 |
| An investigation of governance frameworks for public projects in Norway and the UK | UK<br>Norway | Williams et al. 2010 |
| Comparative analysis of cost estimates of major public investment projects | Norway | Magnussen and Olsson 2006 |
| Organizational control in programme teams: An empirical study in change programme context (one case connected to public sector) | Finland | Nieminen and Lehtonen 2008 |
| Program and its initiation in practice: Development program initiation in a public consortium. | Finland | Martinsuo and Lehtonen 2007 |
| Cost overruns in public projects | Turkey | Arditi et al. 1985 |
| Pursuing relevance and sustainability Improvement strategies for major public projects | Anglo-American countries and the Nordic countries | Klakegg 2009 |
| Using vision as a critical success element in project management | Canada | Christenson and Walker 2008 |
| A study of project management leadership styles across life cycle stages of an IT project in Hong Kong | Hong Kong | Ng and Walker 2008 |
| Building information modeling demystified: does it make business sense to adopt BIM? | Hong Kong and Australia | Aranda-Mena et al. 2009 |
| ***Public-private partnership project*** | | |
| Organization of public-private partnership projects | The Netherlands | Reijniers 1994 |
| Good project governance for proper risk allocation in public–private partnerships in Indonesia | Indonesia | Abednego and Ogunlana 2006 |
| Evaluating the risk of public private partnership for infrastructure project | Australia | Grimsey and Lewis 2002 |
| Managing public–private megaprojects: Paradoxes, complexity, and project design | Netherland<br>Australia | van Marrewijk et al. 2008 |
| Pursuing relevance and sustainability Improvement strategies for major public projects | Anglo-American countries and the Nordic countries | Klakegg 2009 |
| Using vision as a critical success element in project management | Canada | Christenson and Walker 2008 |
| A study of project management leadership styles across life cycle stages of an IT project in Hong Kong | Hong Kong | Ng and Walker 2008 |
| Building information modeling demystified: does it make business sense to adopt BIM? | Hong Kong and Australia | Aranda-Mena et al. 2009 |

## 2.2 Sponsors and their behaviors

### 2.2.1 The definition of sponsor

This chapter defines sponsor according to the standard and also connects the definition to the context of this study. According to the PMBOK® Guide (2008), a sponsor is "the person or group that provides the financial resources in cash or in kind, for the project". It seems that according to the standard a sponsor is one kind of stakeholder. The project manager is a person who creates integration between different project processes and thus provides opportunities to meet the requirements of sponsors, customers, and other stakeholders during

the project. “The project sponsor works with the project management team, typically assisting with matters such as project funding, clarifying scope, monitoring process and influencing others in order to benefit the project.” (PMBOK® Guide 2008). Other standards like The Standard for Program Management (2011) and The Standard for Portfolio Management (2011) also mention project sponsorship through the documents. Figure 4 shows a simplified framework for the sponsor in the context of project. (Crawford et al. 2008, PMBOK® Guide 2008.)

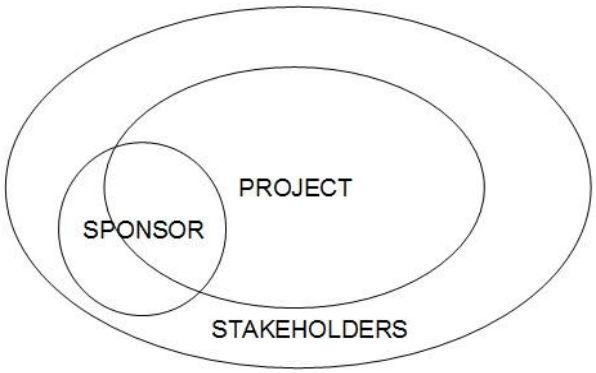


Figure 4. Sponsor in the context of project.

The term “owner” is used for sponsor by the literature (Műller and Turner 2005, Morris and Hough 1987, Morris 1983). “Owners provide the financial resources, monitor the project and accept forecasts, plans, milestones as well as project completion” according to Műller and Turner (2005). Morris and Hough (1987) indicated that “government often has an important role as the direct owner of a major project”. Using examples that included a defence project and a large computerization project, Morris and Hough (1987) showed that government must offer support and political will for a project.

In this study, the sponsor is a person who controls the projects during the project lifecycle and provides financial, political and substance support for the project. The sponsor’s organization has assigned the task of project control to the sponsor. Additionally, a sponsor acts in the project and works with the project management team. The sponsor monitors the project funds, clarifies scope questions and exerts influence on others in order to benefit the project. The sponsor’s organization provides the financial resources for the project and organization. The sponsor must follow the state laws during the project. The sponsor comes from the Government organization in this context of the study and laws are an important part

of the work for a sponsor. A sponsor is a relevant definition for this study. Additionally, as a term, owner is very close to sponsor in this study.

### 2.2.2 The view of sponsor behavior

This chapter searches for another view of the definition of sponsor. The definition does not tell enough about how sponsor behaves. This chapter develops a picture of the sponsor based on articles from project management literature. According to the studies, a sponsor also needs more flexibility and a broad range of skills in their work. It is important to understand that a sponsor's integration with the project team is limited because of their responsibility, the bureaucratic procedures, and individual characters (Hall et al. 2003).

Kloppenborg et al. (2006) examined and classified sponsor behaviors in the IT. Kloppenborg at al (2006) used words like "the executive sponsor" or "senior executive" when defining the term sponsor. According to Kloppenborg et al. (2006), one of the stakeholders takes the primary role of sponsorship during project execution. "The concept of project sponsor is used to describe either an individual/person or a body/group with a particular role in a project environment." (Bryde 2008). The idea is the same as in standard (PMBOK Guide 2008).

According to Sonnenwald (1996), "The individual's performance, in particular their communication behavior, is the elementary unit of analysis in role theory". Sonnenwald (1996) recognized many communication roles for individuals that are related to the professional experience during the design process, one of which was the role of sponsor. Bryde (2008) reviewed the existing literature and showed that there were many roles for the sponsor during the project lifecycle. Bryde (2008) described roles like risk taker, financial resource provider, client and senior management representatives. Additionally, Bryde indicated that the sponsor role was a part of the champion role (Bryde 2008). Roles like internal and external sponsor were also described. Using these roles, Bryde (2008) indicated that roles vary in different contexts. An internal sponsor supports the project organization as much as possible; ensuring resources, creating an environment for achieving a successful project and providing support to the project management. An external sponsor defines the business benefits, establishes a project strategy with priorities, agrees on the project definition and its objectives, and monitors the business environment and benefit realization. (Bryde 2008.)

O´Leary and Williams (2008) presented an innovative approach to project management in a UK government department by using case study methodology in the IT context. The sponsor was a "Senior Responsible Owner (SRO – senior manager with project sponsorship responsibilities)". Different guidelines define the roles for sponsors during the project lifecycle. Government guidelines are a formal document and these documents also define the role for sponsor. According to Hall et al. (2003), government guidelines define a sponsor as "someone who is responsible for representing the public client and acting as a day-to-day manager of the client's interests within the project". Wright (1997) challenged the understanding of sponsor by arguing that that a "client" is not a sponsor. "If the project manager is appointed from within the organization there is no valid reason why the project manager should consider the sponsor as a client", wrote Wright (1997). The term "project director" was also used for sponsor. However, in Wright's opinion the sponsor was just one of several stakeholders (Wright 1997).

Zambruski (2009) describes project management elements in the overall enterprise environment. According to Zambruski (2009), "Identifying, recording, analyzing, and managing issues and risk are collaborative efforts of the project team and sponsor." This description reflects that the objectives are the same for both the project team and sponsor. Helm and Remington (2005) used Grounded Theory methodology to evaluate the role of executive sponsor in a complex infrastructure project, mainly from the perspective of the project manager, project directors, and senior manager. Only two project sponsor responses were analyzed for the article, but these sponsors defined their role and specified how that role contributed to the success of the project. An article by Helm and Remington (2005) included some role definitions for the sponsor: sponsor and risk taker.

The literature indicated that there are similarities and differences between the concepts of sponsor. New categories and a new description for sponsor were created on the basis of the two articles and on Morris' (1983) model of the project management levels. It is possible to see and typify all concepts of sponsor in the context of "insider" or "outsider". "Insider" is a sponsor who is a specialist in the project theme and very close to the project. Additionally, a sponsor acts on the institutional level II-III when compared to Morris' (1983) levels of project management. This means that the sponsor typically works in very close proximity to the project execution (Morris 1983). The terms internal sponsor, risk takers, senior management representative, senior responsible owner, person, communicator, motivator,

supporter, courage sponsor, political and business sponsor, champion, the executive sponsor, and project director represent the "insiders" in this group. An "outsider" is a sponsor who looks at the project from outside the project organization and mainly in a formal manner. Additionally, the sponsor acts on the institutional level I if compared to Morris' (1983) levels of project management. The terms external sponsor, financial resource provider, client, one stakeholder, partner, challenger, senior sponsor, owner, champion, sponsor, initiator and owner represent the "outsiders" in this group. The definitions that are associated with the sponsor in the context of project are shown in table 2.

Table 2: Concepts of "insider and outsider" for sponsor.

| **Insider sponsor**<br>An insider is a sponsor who is both a specialist in the project theme and very close to the project. Additionally, the sponsor acted on institutional level II-III when compared to Morris' (1983) levels of project management. | **Outsider sponsor**<br>An outsider is a sponsor who looks at the project from outside the project organization and mainly in a formally manner. Additionally, the sponsor acted on institutional level I compared to Morris's (1983) levels of project management. |
|---|---|
| Internal sponsor. Bryde (2008). | External sponsor. Bryde (2008). |
| Risk taker. Bryde (2008). | Financial resource provider. Bryde (2008). |
| Senior management representatives. Bryde (2008). | Client. Bryde (2008), Hall et al. (2003). |
| Senior responsible owner. O´Leary and Williams (2008). | One stakeholder (not client). Wright (1997). |
| Person, communicator. Helm and Remington (2005). | Partner, challenger. Helm and Remington (2005). |
| Motivator, supporter, courage sponsor, political and business sponsor, connector. Helm and Remington (2005). | Senior sponsor. Helm and Remington (2005). |
| Champion. Wright (1997), Morris and Hough (1987). | Owner. Műller ja Turner (2005), Morris and Hough (1987). |
| The executive sponsor, Kloppenborg et al. (2006). | Champion. Wright (1997). |
| Project director. Wright (1997). | Sponsor. Sonnenwald (1996). |
| Owner. Morris and Hough (1987), Morris (1993). | Sponsor. Hall et al. (2006). |
| Chance agent. Schulenkorf (2009). | Sponsor, Initiator. PMBOK® Guide (2008). |

The literature addressed the term sponsor in many ways and used many descriptions for the role of sponsor. The role definitions are showed in table 2. The "person" and "communicator" roles of sponsor were connected to the phrase "there are links between personality and communication style that can affect the accuracy of information available to the sponsor about the project at any one time" (Helm and Remington 2005). The "partner" role of sponsor was connected to the phrase "…the willingness of the sponsor to foster a partnering relationship with the project manager" (Helm and Remington 2005). The "challenger" role of sponsor was connected to the phrase "project managers admired sponsors who not only provided objectivity to the project, but actively challenged the project manager" (Helm and Remington 2005). The "motivator and supplier" roles of sponsor were connected to the phrase "if the sponsor's commitment was not overt, motivation of the team was often seen to be very hard to maintain when the project team members were under pressure to deliver" and to the phrase "all respondents considered that the sponsor's demonstrated support for the project team was essential" (Helm and Remington 2005). The "courage sponsor" role was connected to the phrase "willingness to make decisions, take

risks, and battle with other senior players in the organization on behalf of the project" (Helm and Remington 2005). "Political and business sponsor" was connected to the phrase "…sponsor needs a strong knowledge of the business itself, the internal politics..." (Helm and Remington 2005). A project sponsor is also a person who provides resources for a project (Helm and Remington 2005).

This chapter searched for other descriptions of sponsor behavior, and the literature indicated that there are many definitions available for sponsor. This chapter drew a picture of the sponsor according to articles in project management literature and showed that a sponsor could behave as an insider or outsider in the context of the project.

## 2.3 Project success

### 2.3.1 The various aspects of project success

Project success is the essence of project management. This chapter concentrates on various aspects of project success on a general level, while the literature review focuses on success factors. Many researchers have tried to analyze the success of a project (Al-Tmeemy et al. 2011, Toor and Ogunlana 2010, Bryde 2008, O´Leary and Williams 2008, Prabhakar 2008, Ruuska and Teigland 2008, Roper et al. 2004, Cooke-Davies 2002, Shenhar et al. 2002, Shenhar et al. 2001, Atkinson 1999, Baccarani 1999, Lim and Mohammed 1999, Alargon and Ashley 1998, Belassi and Tukel 1996, Pinto and Pinto 1991). This review also takes into account the sponsor as one element of success. Some researchers have tried to understand the role of the sponsor in terms of project success (Bryde 2008, Kloppenborg et al. 2006, Helm and Remington 2005, Hall et al. 2003, Connell et al. 2001, Wright 1997). It seems that project success is rarely discussed from the sponsor point of view.

According to Shenhar et al. (2001), success means different things to different people. The success factors are different when considered from the project management or product point of perspective, but both of these views are important for project success (Baccarani 1999). Factors represent the "set of circumstances, facts, or influences which contribute to the project outcomes" (Lim and Mohammed 1999). Lim and Mohammed (1999) explored engineering and construction projects and showed that both micro- and macro-level success factors existed during the project lifecycle. Belassi and Tukel (1996) reviewed theoretical and empirical studies of project success factors. They created four areas for project success

factors: factors related to the project, factors related to the project managers and the team members, factors related to the organization, and factors related to the external environment (Belassi and Tukel 1996). This classification did not include factors related to the sponsor or impacts of the project.

According to Toor and Ogunlana (2010) project success means different things to different stakeholders. Researchers have traditionally used the iron triangle (measures of time, cost and quality) as the basis for project success (Bryde 2008, Cooke-Davis 2002, Shenhar et al. 2001, Atkinson 1999, Baccarani 1999). Shenhar et al. (2001) indicated that managers must understand the timeframe of the projects, the different dimensions of the project success factors and the project types when evaluating project success as a whole. Based on practical examples and a literature review, Shenhar et al. (2001) also indicated that time delays, cost overruns and financial performance were important factors for project success. Cooke-Davies (2002) recognized factors that correlated with time performance and cost performance. Factors that deal with time performance were connected to the risks, documentation responsibilities and project duration, while factors that deal with cost performance were connected to changes during the project and integrity of measurement (Cooke-Davies 2002). Toor and Ogunlana (2010) also indicated that the project execution period is important for project success. Quality was one part of the iron triangle, and system and information quality are examples of quality dimensions in the project (Atkinson 1999).

Sponsors must understand the traditional elements of their work when controlling the project. However, it is important to understand that, for example, financial indicators are only one part of organizational success as stated by Shenhar et al. Shenhar et al. (2002) used the multivariate method to show that several managerial factors contribute to project success. Important findings included the fact that project success factors are contingent upon the specific project and vary by project type. Additionally, it was indicated that project manager must be critical when analyzing factors that are essential to the project.

A project includes many processes that are important to project success. According to Cooke-Davies (2002), the success factors of the project are connected to management processes and delivery functions. Shenhar et al. (2001) indicated that the implementation process is related to project success. Projects that were connected to strategy, feedback systems and learning possibilities resulted in success at the corporate level (Cooke-Davies 2002). Toor and

Ogunlana (2010) also suggested that success is associated with strategy. Baccarani (1999) indicated that usability of information is an important part of success. Studies show that the project processes must be linked to other organizational processes if success is the target.

### 2.3.2 Project success for the sponsor

Project success is a central concept for the sponsor. How can the sponsor understand all of the project-related processes? This represents a major challenge for them. O´Leary and Williams (2008) showed that standardized control procedures are not particularly important for improved project performance. However, some procedures are needed for both managers and sponsors. They have to be able to recognize success factors during the different processes of the project and a method is needed for that. Baccarani (1999) suggests that Logical Framework Method (LFM) is important tool for understanding project success. According to Baccarani (1999), project success is divided into two parts, which means that project success consists of product success and project management success. Shenhar et al. (2002) also states that product success is related to project goals, purposes, outputs and inputs. Project management success is related to outputs and inputs (Baccarani 1999). Prabhakar (2008) presents a similar idea for project success, but he uses the concepts scope (as in purpose) and objectives (as in goal). According to Prabhakar (2008), the scope and objectives of the project are important for project success. Baccarani (1999) has presented a model for project success (Figure 5), which could also be a tool for the sponsor to use when analyzing project success.

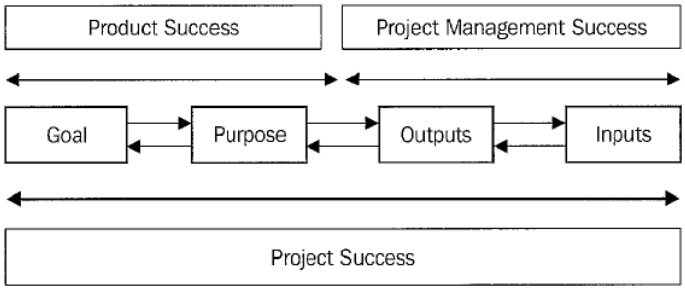


Figure 5. Project success. (Baccarani 1999)

The actions of team members are also important to project success. The sponsor is also interested in the performance of teams. O´Leary and Williams (2008) showed that interpersonal- and experience-based skills or tacit knowledge are important factors in terms of project success. Pinto and Pinto (1991) have also indicated that interpersonal relations between team members are important for project success. Shenhar et al. (2001) indicated that success factors for a project are the customer, developer, project team and end-user. According to Prabhakar (2008), the project manager's skills, communication, competence, motivation of team members and creativity among the team members were also important for project success. Ruuska and Teigland (2008) analyzed collective competence in public–private partnerships and outlined the requirements for a successful project. According to Ruuska and Teigland (2008), project members needed "abilities to embrace conflict and turn it into creative conflict through dialogue while ensuring a high level of project satisfaction by the partnership's individual members." Prabhakar (2008) and Ruuska and Teigland (2008) do not analyze what the role of sponsor means to the success of the project or what success means in a more extensive context. All these decriptions provide the sponsor with important information when controlling projects.

Warchol and Amadi-Echendu (2007) showed that managers should focus on the critical success factors of the project. Managers have to understand the opportunities for consultation and communication with the client (Warchol and Amadi-Echendu 2007). Additionally, managers must recognize the complexities of the project, commit end users to the projects, see a flexible approach to the changes and take external influences into consideration (Warchol and Amadi-Echendu 2007). The relationship between the sponsor and project manager is important. Critical success factors are also important for the sponsor although a sponsor in the public sector is interested in the overall impact of the project. Alarcón and Ashley (1998) presented a conceptual structure for project performance that includes driver-process-performance elements and knowledge modules. The idea of the article was to use mathematical tools to evaluate the impact of management decisions from the project performance outcomes. The owner was one of the drivers in this model. A previous study showed some description of the success associated with the term impact of the project. These are also meaningful for the sponsor.

Shenhar et al. (2001) indicated that the success factors for a project were the goals, purposes, outputs and inputs. The results of the project are the one, significant part of the project that

demonstrates its success. Roper et al. (2004) has developed a model for evaluating the benefits of public project investment. The model is general and based on an R&D project in the UK public sector, and it was published in Research Policy journal. The model uses the term benefits. The project is successful if benefits are achieved. Shenhar et al. (2001) indicated that the value of the project, client satisfaction with the result, the creation of opportunities for new products and markets, and market impact are also important for project success. Schulenkorf (2009) also indicates that there is events provide a connection between long-term outcomes and communities and the change agent. This model took strategic planning and sustainable social development into account (Figure 6). The model is important for the sponsor because it shows that success is also linked to strategic thinking and sustainable social development.

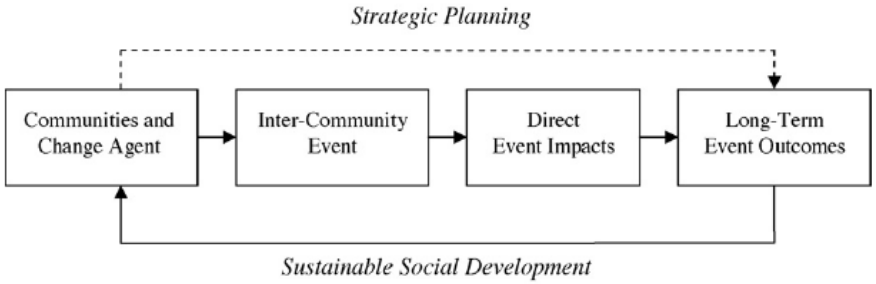


Figure 6. Change agents, strategic planning and long term outcomes. (Schulenkorf 2009).

According to Atkinson (1999), a "square route" for analyzing project success was created. This "route" provided the opportunity to analyze project success extensively. Atkinson (1999) touched on elements of project success that were useful when analyzing the benefits and impacts of the project. Satisfied users, social and environmental impact, personal development, professional learning, and contractors' profit are also useful elements when analyzing the benefits of the project (Bryde 2008, Atkinson 1999, Baccarani 1999). These descriptions give the sponsor more understanding concerning the success of the project through a discussion of benefits.

It seems, for example, that Puthamont and Charoenngam (2007) approached an idea that is needed for the basis of this study. Puthamont and Charoenngam (2007) explored a construction project in Thailand's Ministry of Defense (MOD). Based of their studies, researchers indicated validated factors that were related to project selection, such as the nation and MOD, national security, project feasibility, investment analysis, readiness for

implementation, project benefits and evaluation, project impact, and to the socio-economic and political environment. The project impacts were classified into three categories: impacts on local people and society, impacts on the environment, and impacts on the organization's human resources. (Puthamont and Charoenngam 2007). Atkinson (1999) also recognized that the user's satisfaction, individual impact and organizational impact are parts of success. Pocock et al. (1996) analyzed construction projects, which were classified by project type. These types included traditional projects, partnering projects, design build projects or combination projects. Pocock et al. (1996) indicated that "partnering" and "combination" projects were better than traditional projects. The results meant that the type of the project affects the performance of the project. Previous studies show that human factors are an important element for project success, although Cooke-Davies (2002) showed that critical success factors were not connected to human factors. Sponsor must also understand that changes in human behavior or attitudes are important to project success.

The conclusions drawn from the literature show that project success is centralized to the traditional areas of project management: time, cost and quality. Project success has also been explored through project processes and the actions of team members. The sponsor as a success factor was also recognized and the next chapter focuses on this issue. It is possible to see the connections between project success and the extensive impacts of a project when looking at success from the results point of view. It seems that the term "long-term outcomes" is close to the term "extensive impact" of a project. Using the term "long-term outcomes" indicates that it is possible to ask the following question: Are long-term outcomes the part of project success that should be used when analyzing the success of a project from the sponsor point of view? I ask this question because it appears that project success does not include answers for how to analyze the extensive impacts of a project from the sponsor viewpoint. The conclusions drawn on the basis of the project success literature are presented in table 3.

Table 3. The literature of project success.

| **Traditional element of time, costs and quality describe success** | **Reference** |
|---|---|
| Types of project, timeframe of the project, time delays, cost overruns and financial performance. | Shenhar et al. 2001. |
| Cost, time and performance. | Cooke-Davies 2002. |
| Project execution period. | Toor and Ogunlana 2008. |
| Time and cost. | Bryde 2008, Atkinson 1999, Baccarani 1999. |
| Quality, system quality, information quality. | Bryde 2008, Atkinson 1999, Baccarani 1999. |
| **Processes describe success** | |
| Projects are connected to the strategy, learning possibilities and feedback systems. | Toor and Ogunlana 2010, Cooke-Davies 2002. |
| Process and performance are interrelated. | Toor and Ogunlana 2008. |
| Project goals and purposes of the project, inputs. | Shenhar et al. 2002, Baccarani 1999. |
| Scope and objectives of the project. | Prabhakar 2008. |
| Information use. | Baccarani 1999. |
| Delivery functions, integrity of measurement, management process. | Cooke-Davies 2002. |
| Implementation process. | Shenhar et al. 2001. |
| Standardized control procedures are not so important. | O´Leary and Williams 2008. |
| **Actions of team members describe success** | |
| Members' motivation and creativity. | Prabhakar 2008. |
| Abilities to embrace conflict, dialog with other members, high level of satisfaction for members. | Ruuska and Teigland 2008. |
| Documentation responsibilities. | Cooke-Davies 2002. |
| Interpersonal skill with the team members, tacit knowledge, experience. | O´Leary and Williams 2008, Pinto and Pinto 1991. |
| Project management and communication skills, competence. | Prabhakar 2008. |
| Critical touch. | Shenhar et al. 2002. |
| Consultation and communication skills with the client, recognition of complexity, commitment of end user, flexible approach to change and taking external influences into account. | Warchol and Amadi-Echendu 2007. |
| Success was not connected to human factors. | Cooke-Davies 2002. |
| Other actors: the customer, developer, project team and end-user. | Shenhar et al. 2001. |
| Owner as a driver. | Alarcón and Ashley 1998. |
| **Sponsor as a success factor** | |
| The sponsor as a success factor | Helm and Remington 2005. |
| The sponsor is an important for project success. | Bryde 2008. |
| Recommendation for the project manager: adjust the clear alignment of project goals between project and sponsor. | Connel et al. 2001. |
| Behavioral factors of sponsors were associated with all of the success factors | Kloppenborg et al. 2006. |
| "The sponsor needs regular reports from project manager because of vested interest of sponsor and because of other project benefits" | Wright 1997. |
| Effective project sponsor, significant impact on the success | Hall et al. 2003. |
| **Results describe success** | |
| Long term impacts or outcomes, sustainability and safety. | Toor and Ogunlana 2010. |
| Outputs. | Shenhar et al. 2002, Baccarani 1999. |
| Benefits. | Roper et al. 2004. |
| Results of the project or produced product, individual impact. | Baccarani 1999. |
| Value of the project, client satisfaction with the result, the creation of new opportunities for new products and markets and market impact. | Shenhar et al. 2001. |
| Satisfied users, social and environmental impact, personal development, professional learning, contractors profit, personal development. | Bryde 2008, Atkinson 1999, Baccarani 1999. |
| Customer and client satisfaction. | Toor and Ogunlana 2010, Shenhar et al. 2002. |
| Impacts on local people and society, impacts on the environment and impacts on the organization´s human resources, benefits to the target population. | Puthamont and Charoenngam 2007. |

### 2.3.3 Sponsor as a success factor

This chapter analyzes how the sponsor is seen as a success factor for the project. Hall et al. (2003) interviewed twelve project sponsors and indicated that sponsor abilities had a significant impact on the success of a public sector construction project. The sponsor role as a success factor was also recognized in the studies conducted by Helm and Remington (2005). According to Helm and Remington (2005), the key abilities of the sponsore were appropriate seniority and power within the organization, political knowledge of the

organization and political savvy, ability and willingness to make connections between the project and organization, courage and the willingness to battle with others in the organization on behalf of the project, the ability to motivate the team to deliver the vision and provide ad hoc support to the project team, willingness to partner with the project manager and project team, excellent communication skills, personal compatibility with other key players, the ability and willingness to provide objectivity and challenge the project manager.

Bryde (2008) also used a literature review to indicate that the role of sponsor is important for project success. Bryde (2008) showed that there is both a subjective and objective criterion for project success, and described subjective criteria like customer or stakeholder satisfaction and objective criteria like budget and schedule. Bryde (2008) showed that the sponsor was a link between the client and the project, the sponsor provided support to the project and influenced the project by "providing general support and being a champion" (Bryde 2008).

According to Bryde (2008), the impact of project sponsorship on project success was missing. Bryde indicated that the sponsore needs a definition of the project sponsor role and training regarding a multi-dimensional framework. Concentrating on only one project is not enough for the sponsor, because this can only benefit one project, and not provide enough benefit to the organization. Bryde emphasized that the sponsor must be aware of activities, "such as making a commitment to project management and providing training for project staff" (Bryde 2008).

Connell et al. (2001) explored success and failure factors that deal with innovation and product development projects. According to their literature review, it was well known that executive direction, project team, innovation strategy, internal factors (infrastructure) and external factors (competitive environment) were factors associated with project success. The results of their study showed that both do and do not activities lie behind the success factors. Actions from the base of the study were analysed. The following ideas were recommended for the project manager: clearly align the project goals between project and sponsor, ensure the executive sponsorship and stated management support, obtain the right people and skills for the project, assess risk and tailor the strategies, ensure internal support for the project, understand the environment, define how to measure in a unique way and in cooperation with sponsor, understand that all projects are not equal and may not be successful the next time (Connell et al. 2001). What are the corresponding ideas for the sponsor?

The literature recognizes the sponsor as a success factor. Kloppenborg et al. (2006) identified both sponsor behaviors and project outcomes. An online survey involving 102 respondents was conducted mainly for the North American IT environment (Kloppenborg et al. 2006). The results showed that two "behavior factors were associated with all of the success factors. Defining project performance and success and mentoring the project manager might be especially important since each is correlated with all of the success factors." Success outcomes were divided into three phases: meeting agreements, customer satisfaction and future benefits (Kloppenborg et al. 2006).

Wright (1997) assumed that projects are a complex environment and sponsors lack understanding of this complexity. Sponsors do not always have enough knowledge about what they want from the project. According to Wright (1997), the sponsor needs regular reports from the project manager because of the vested interest of the sponsor and because of other project benefits, such as the need for extra resources or the emergence of problems. Wright (1997) also showed that it is important for the sponsor to provide visible support to the project. References concerning the connections between sponsor and project success are presented in table 5.

This chapter analyzed what the sponsor was in literature that explored the success of the project. It seems that too little research exists regarding the behavior factors of the sponsor. Bryde (2008), Kloppenborg (2006) and Hall et al. (2003) have showed that the sponsor is one part of project success during the project.

## 2.4 The impact of the project

### 2.4.1 Definition of impact

Shenhar et al. (2002, 2001) asked an interesting question: "What does project success mean?" The answer was complex. I want to ask: "What do project impacts mean from the sponsor point of view?" I argue that the previous question is also a complex question. In this chapter, I analyze the term impact, and I indicate that the term impact is a meaningful term with regard to sponsor.

According to the dictionary, the word “impact” means “to have an influence on something”. It seems then that the word “influence” also describes something that is connected to the word “impact”. The dictionary defines the word “influence” as“to affect or change how someone or something develops, behaves or thinks”. The words “affect”, “effect” and “benefits” have nearly identical meanings as the word “impact”. The word “affect” means “to have an influence on someone or something, or to cause them to change”. The word “effect” means “to achieve something and cause it to happen” while the word “benefits” means “a helpful or good effect, or something intended to help” (Cambridge Dictionaries online 2010).

In this study, project impact refers to the cumulative effects of projects that are more than the results of the project (Brismar 2004, Cleland and King 1983). The attained objectives of the project represent the results of the project. The final impacts of the project can be perceived either during the project or after it has been completed. The project can achieve cumulative effects by means of good project objectives and good, successful performances. Furthermore, the products and services which have been created as a result of the project can increase the impacts of the project. The impacts of the project can also be achieved through benefits (Roper et al. 2004), the sponsor’s own actions (Doloi et al. 2010), information dissemination (Blankevoort 1984), and co-operation (El-Gohary et al. 2006). The terms “outcome or benefits” present the impacts of the project in some way. These terms are an essential part of the project management literature (Turner 2006). In this study, the impact of the project means that the impacts are perceived and achieved through the project and the sponsor experience supports those findings. For the purposes of this study, the term “impact” also means the changes or actions that have happened during and after project execution.

Words have specific meanings, and it is important to understand how words are connected and how words describe the phenomenon that is explored in their context. In this study, the word “impact” is connected to “impact of the project” and thus to the literature of project management. Here “impact” means more than “effect” or “benefits”. The impacts of the project are born of the cumulative effects. I have taken a societ-level view for this study, and “impact” cannot be the only result of the project.

### 2.4.2 The term “impact” in project management literature

I reviewed the literature from the point of view of the word “impact”. A literature review of project impact was analyzed from articles in the International Journal of Project Management. I chose literature from the International Journal of Project Management because the journal has concentrated on project management. I thus assumed that this journal is an important channel for all experts and researchers in the context of project. This literature review was analyzed from articles that contained the word “impact” in the title. I assumed that if the article contains the word “impact” on the title level, it must be important and the word thus has some value in terms of project management research. A total of 930 articles were found with a connection to the word “impact”. The review indicated that the word “impact” had been used since 1991 as a title level of the article. I found a total of twenty-eight articles. I realized that there was a lack of definition with regard to the concept of “project impact”. The results of the review showed that only one definition or, preferably, characterization was used in the Chua and Hossain (2010) study, which was linked to the redesign process. “The impact of redesign is characterized by various design factors when using early information. These are estimability, time to do estimation, probability of redesign based on accuracy of estimated parameters, and redesign duration for each activity.” (Chua and Hossain 2010).

Four impact dimensions were found on the basis of the articles: strategy and design, project execution, business and organizational structure, communication and human relations. The strategy and design impact dimension includes ideas that are connected to impact analysis methods (Sapio and Antimi 1998), impact of cultural issues (Al-Arjani 1995), rules for how to plan a project (Esher 1991), ideology questions (Whitty and Schultz 2007), and document design (Andi and Minato 2003, Brunetto and Farr-Wharton 2003). The project execution dimension was linked to project management decision-making processes (Alarcón and Ashley 1998), project management performance (Tam et al. 2010, Raymond and Bergeron 2008, Brunetto and Farr-Wharton 2003), project success (Doloi et al. 2010), project management competences (Clarke 2010, Isik et al. 2009), project team members (Maurer 2009), project size (Yang et al. 2006), duration of the project (Wang 2005), and project portfolio management (de Reyk et al. 2005). The business and organizational structure dimension was connected to work-breakdown structures (Globerson 1994), business process re-engineering (Sia and Neo 1996), impact on businesses (Allan 1997), human resource

management (Bellini and Canonico 2008, Belout and Gauvreau 2004), and the project business (Artto et al. 2008). Communication and human relations were linked to customer expectations (Jørgensen and Sjøberg 2004), communication between the project owner and manager (Műller and Turner 2005), leadership style in team cohesiveness (Wang et al. 2005), user diversity (Wang et al. 2006), and project manager and their effective role with regard to information utilization (Hsu et al. 2010). (Table 4.)

Table 4. Literature review of project impact 1991-2010, International Journal of Project Management.

| **Perception of impact** | **Reference** | **Impact dimension** |
|---|---|---|
| Rules on how to plan a project that requires an environmental-impact statement. | Esher 1991. | Strategy and design. |
| Impact of cultural issues, value of contract with owner. | Al-Arjani 1995. | Strategy and design. |
| Method for reducing impact of the potential risks. | Sapio and Antimi 1998. | Strategy and design. |
| Impact of documents quality. | Andi and Minoto 2003. | Strategy and design. |
| Puritan ideology and project management (PM). | Whitty and Schultz 2007. | Strategy and design. |
| The impact of redesign is characterized by various design factors when using early information. | Chua and Hossain 2010. | Strategy and design. |
| Project management decision making, cross-impact analysis. | Alarcón and Ashley 1998. | Project execution. |
| Government reforms. | Brunetto and Farr-Wharton 2003. | Project execution. |
| Impact of project portfolio management. | De Reyk et al. 2005. | Project execution. |
| Soft logic should be taken into account because it may have unexpected effects on the duration of a project. | Wang 2005. | Project execution. |
| The relationship between project success and technology is stronger in small and medium-sized projects than in large projects. | Yang et al. 2006. | Project execution. |
| PMIS has direct impacts on project success. | Raymond and Bergeron 2008 | Project execution. |
| Strategic decisions, management competencies. | Isik et al. 2009. | Project execution. |
| Trust between project team members. | Maurer 2009. | Project execution. |
| Project management performance. | Tam et al. 2010. | Project execution. |
| Impacts on achieving project success, planning and control have the highest correlation with overall project success. | Doloi et al. 2010. | Project execution. |
| Impact on emotional, intelligence abilities, empathy, and project manager competences, training can have an impact on the emotional intelligence of project managers. | Clarke 2010. | Project execution. |
| Work-breakdown structures, organizational structure and management style. A project manager has a significant impact on a project's WBS. | Globerson 1994. | Business and organizational structure. |
| Concentrates on the control impacts as a result of BPB (Business process re-engineering). | Sia and Neo 1996. | Business and organizational structure. |
| Configuration management, impact on businesses. | Allan 1997. | Business and organizational structure. |
| Impact of human resource management. | Belout and Gauvreau 2004. | Business and organizational structure. |
| Project business, impact of services. | Artto et al. 2008. | Business and organizational structure. |
| HRM practices. | Bellini and Canonico 2008. | Business and organizational structure. |
| Impact of human relations. | Jannadi 1995. | Communication and human relations. |
| Customer expectations. | Jørgensen and Sjøberg 2004. | Communication and human relations. |
| Communication between project owner and manager. | Műller and Turner 2005 | Communication and human relations. |
| The impacts of charismatic leadership style on team cohesiveness. | Wang et al. 2005. | Communication and human relations. |
| User diversity should be considered an environmental factor to promote learning. | Wang et al. 2006. | Communication and human relations. |
| Project managers are key persons for effective information utilization. | Hsu et al. 2010. | Communication and human relations. |

The articles in this chapter have shown that the impact view was broken into small pieces. An integrated or extensive view of project impact was missing from the project management literature. That is why the researcher who analyzes project impact must look at other studies in order to find knowledge about project impact. The articles on impact assessment were published in the "Impact Assessment & Project Appraisal" journal, which includes articles from the project impact area. The literature review indicated that 125 articles included the words "impact" on the title level. I analyzed all of these articles and realized that almost all of the articles were connected to environmental issues. Other areas included regulatory impact assessment (Staroňová et al. 2007), social impact assessment (Rossouw and Malan 2007, Becker et al. 2004, Storey and Jones 2003), regional impact assessment (Hill and Lowe 2007), impact assessment for internalities on policy and projects (Fleming et al. 2007), traffic impact assessment in mega projects (Abbas 2004) and health impact assessment (Birley 2007). A conceptual framework linked to the project was also found (Mishra and Saxena 2009).

I used project management literature to show that the term "impact" was used through strategy and design, project execution, business and organization structure, communication, and human relations. The views of the project manager, project teams or other stakeholders have been more important than the sponsor view when analyszng the impact of the project based on project management literature. It means that less knowledge of the impact is available from the sponsor point of view. Additionally, it seems that the word "impact" has been used narrowly in the context of project management literature. A lack of definition for the concept "project impact" was also found. (Table 4.)

What does extensive impact mean in this study? It means something that has already been already in the field of environmental issues (Escher 1991, Brismar 2004). These ideas could be useful in the area of project management, and especially in the control phase when analyzing project impact in terms of a State Council organization. Brismar (2004) recognizes pathways that lead to environmental impacts in large dam projects. According to Brismar (2004) "Cumulative impacts are caused by the combined influence of several higher and/or lower order effects, which are initially triggered by multiple flow manipulations and often stemming from several dam projects (and other activities) in the basin." Brismar (2004) indicated that few scientific papers have explored the concept of cumulative impacts. It seems that the impacts have been studied more at the environmental site (Environmental

Impact Assessment Review). This kind of "extensive impact" view is the view that I have tried to find for my study. Project management literature and, in particular, articles on project impact make some connection to the sponsor from the project point of view. However, the sponsor's own understanding and perception of the impact of the project were missing. Instead, there was a lot of literature concerning the project manager or actions of other team members actions regarding how they can achieve project impacts.

In addition, I find extensive meaning for the work "impact" in the field of legislation. The Ministry of Justice in Finland has published guidelines for how to perform an impact assessment (Ministry of Justice 2008). The guidelines were intended for the practical level and addressed what should be analyzed when analyzing the impact of legislation. Impact assessment in the regulatory process was divided into four elements: economic impact, impact on public administration, environmental impact and social impact (Table 5). I suppose that it is possible to draw analogies between this idea and the field of project management tht I use in this context of the study. This study deals with the state government and ministry level, and impact assessment is important for this field. There is a lack of impact assessment literature inside the body of project management literature (despite Esher 1991). The legitimacy for the project in this study comes from the Occupational and Safety legislation, and the impact of legislation is thus an important part of the discussions of project impact in the context of this study.

Table 5. The nature and parts of impact assessment for legislation. (Ministry of Justice 2008.)

| **Nature of impact assessment** | **Parts of the impact assessment** |
|---|---|
| Economic impact. | Household.<br>Business.<br>Public finances.<br>The economy. |
| Public administration impact. | Inter-authority relationship.<br>The duties and procedures of the authorities' personnel and organization.<br>Administrative procedures and cost. |
| Environmental impact. | Human health, living conditions and comfort.<br>The soil, waters, air, climate, vegetation, animals and natural diversity.<br>Community structure, the built environment, landscapes, cityscapes and cultural heritage.<br>The use of natural resources.<br>The interrelationships of the aspects referred to above. |
| Social impact. | Impact on the status of the citizens and the functioning of democratic society.<br>Impact on social affairs and health.<br>Impact on equality, children and gender equality.<br>Impact on employment and working life.<br>Impact on crime prevention and security.<br>Impact on regional development.<br>Impact on the information society. |

### 2.4.3 Connecting project control, sponsor and impact of the project

It is also important to understand the connections between sponsor, control and impact of the project. I used the same references as previously (table 4) and tried to determine if the sponsor or project control schema was included in studies of "project impact". The review indicated that 10 articles (n= 29 articles) included the terms "sponsor" or "owner". (Table 6.)

Table 6. The concepts of sponsor and project control in the "impact" literature (1991-2010).

| **Sponsor or Owner included** | **Project control included** | **Reference** |
|---|---|---|
| Yes: document ownership | Yes: control is connected to the computer, all parties should be informed of control, document control, change control. | Allan 1997. |
| Yes: ownership, owner | Yes: work orders are controlled by either the users or the contractor. | Al-Arjani 1995. |
| Yes: owner | Yes: planning and controlling ability quality control. | Doloi et al. 2010. |
| Yes: sponsor | Yes: costs, time and quality control. | Tam et al. 2010. |
| Yes: owner, ownership | Yes: control, control systems. | Artto et al. 2008. |
| Yes: owner | Yes: work functions are closely associated with cost control, schedule-sensitive work functions are closely associated with schedule control. | Yang et al. 2006. |
| Yes: owner | Yes: the owner controls the project and risk control mechanism, controlling the risk. | Műller and Turner 2005. |
| Yes: additional research is needed for the sponsor view | Yes: controlling, management control, monitoring and controlling (cases, significant correlation with success). | Belout and Gauvreau 2004. |
| Yes: owner | Yes: design firms and control over project. | Andi and Minato 2003. |
| Yes: ownership of project | Yes: control. | Brunetto and Farr-Wharton 2003. |
| No | Yes: three level of control; automation, segmentation, structural changes. | Sia and Neo 1996. |
| No | Yes: control. | Jannadi 1995. |
| No | Yes: there is extensive research evidence that projects fail because the technical content of the program is not efficiently planned and controlled. WBS is an effective basis for project control. | Globerson 1994. |
| No | Yes: control of project management. | Esher 1991. |
| No | Yes: control variables. | Hsu et al. 2010. |
| No | Yes: social control dimension, managed and controlled. | Clarke 2010. |
| No | Yes: control the schedule, control the simulation network. | Chua and Hossain 2010. |
| No | Yes: cost control, quality control, control mechanism, schedule control, control of risks. | Isik et al. 2009. |
| No | Yes: control variables. | Maurer 2009. |
| No | Yes: controlling project, control improved control. | Raymond and Bergeron 2008. |
| No | Yes: control systems. | Bellini and Canonico 2008. |
| No | Yes: control the work, control the environment, philosophy of control. | Whitty and Schultz 2007. |
| No | Yes: control process, control for risks. | Wang et al. 2006. |
| No | Yes: control variable. | Wang et al. 2005. |
| No | Yes: controlling. | Wang 2005. |
| No | Yes: centralization of project, control of budget. | De Reyk et al. 2005. |
| No | No | Alarcòn and Ashley 1998. |
| No | No | Sapio and Antimi 1998. |
| No | No | Jørgensen and Sjøberg 2004. |

However, there were no articles that described how the sponsor was connected to the impact of the project. There were only three articles that didn't mention control as a part of the research. Thus, it seems that the control phase is an important part of project management literature. The control element cannot be glossed over when exploring the impact of the project. The literature review indicated that the control phase was included in cost, time, quality, schedule and budget control (Chua and Hossain 2010, Doloi et al. 2010, Tam et al.

2010, Isik et al. 2009, Yang et al. 2006, de Reyk et al. 2005), document control (Allan 1997), control variables (Hsu et al. 2010, Maurer 2009), planning and controlling abilities (Doloi et al. 2010, Globerson 1994), control systems and mechanism (Isik et al. 2009, Artto et al. 2008, Raymond and Bergeron 2008, Bellini and Canonico 2008, Andi and Minato 2003, Brunetto and Farr-Wharton 2003, Sia and Neo 1996, Jannadi 1995) and how to control the risks, environment or social system (Clarke 2010, Chua and Hossain 2010, Isik et al. 2009, Whitty and Schultz 2007, Wang et al. 2006, Műller and Turner 2005, Belout and Gauvreau 2004, Al-Arjani 1995, Esher 1991). (Table 6.)

### 2.5 Framework for the study

The literature review performed for this study tried to connect the concepts of sponsor, project success, project control, and project impact. The literature showed that project control is one important part of project management. The literature also indicates that many descriptions for sponsor exist. The guidelines showed a definition for sponsor and the research articles provided many names for sponsor. It seems that the description of sponsor depends on the context of earlier studies. The sponsor was recognized as a one stakeholder and an important part of project communication. The literature does not identify what it is to be a sponsor during the project lifecycle from the sponsor point of view in the context of a state government organization and in the context of the control phase. Project management literature showed that there is a lack of understanding regarding how the sponsor acts in the context of a public sector organization during the control phase. In particular, the sponsor's perception of their own actions during project control was missing in the context of occupational safety and health (OSH).

Many attributes that are linked to the impact of the project were found. The articles focused on the success discussions of projects, project effects and project impacts. It is difficult to separate the words "effects" and "impacts" in the Finnish language, but there are differences between these words (Koskela 1995). There are few studies concerning the extensive view of project impact. However, there are studies (Roper et al. 2004) in other research field that describe the impact of the project in the extensive meaning. For example, Roper et al. (2004) explored an R&D project and indicated what the social and private benefits of the project were. The Journal of Impact Assessment & Project Appraisal have produced articles that

deal with the impact assessment of projects. However, these articles are mainly concerned with environmental impacts (Mishra and Saxena 2009, Varnäs et al. 2009).

Figure 7 illustrates the connections made on the basis of the literature between project, sponsor, control, success and impact of the project. Figure 7 represents a framework for this study. The focus for this study is a sponsor who acts in a public sector project through project control and thus gains sponsor experience from the project. The objective of this study is to increase understanding of the sponsor´s behavior and impacts in a public sector project from the viewpoint of the sponsors themselves. (Figure 7.)

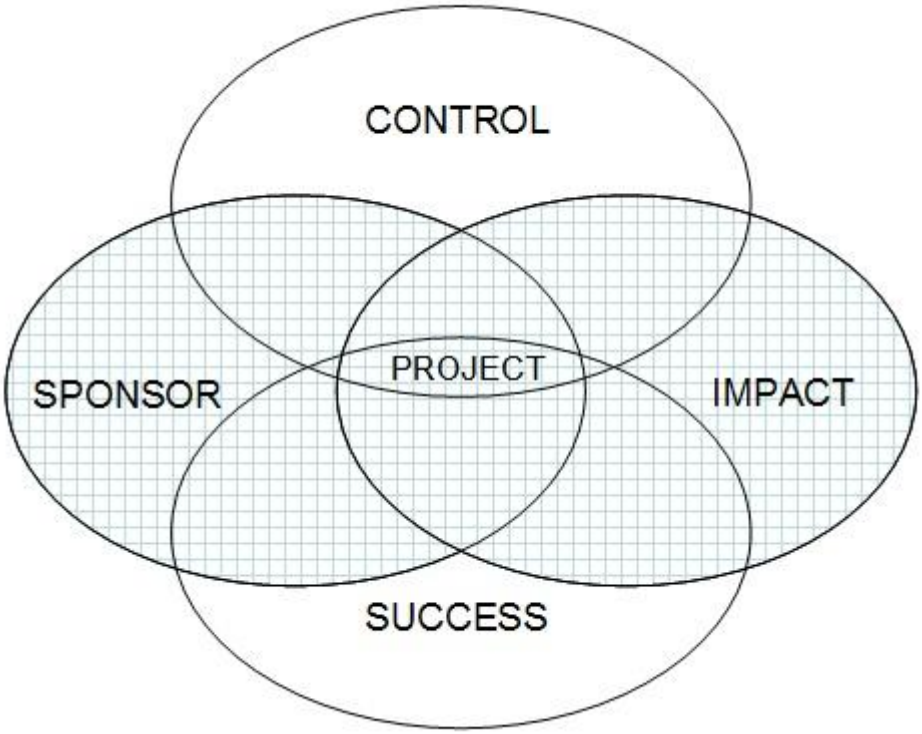


Figure 7. The connections are stated in terms of project, sponsor, control, success and impact of the project. The figure represents the framework for this study. The objective of this study is to increase understanding of the sponsor´s behavior and impacts in a public sector project from the viewpoint of the sponsors themselves.

# 3 Research design

## 3.1 Research approach

This study is based on the qualitative method, and I used Grounded Theory methodology for the purposes of the study. Two sociologists, Barney Glaser and Anselm Strauss, developed Grounded Theory in the 1960s. In practice, Grounded Theory means that data collection, analysis and eventual theory are connected to each other and there is a close relationship with each of these elements. Grounded Theory provides the possibility for interplay with the data and the researchers own understanding when analyzing the phenomenon of the study during the analysis phase. (Strauss and Corbin 1998.)

This study also followed Rubin and Rubin (2005) guidelines for qualitative interviewing. The qualitative interviewing method is "good at describing social and political processes, that is, how and why things change" (Rubin and Rubin 2005). According to Rubin and Rubin (2005), in-depth interviews also help our understanding. This study analyzed actions and possible changes that could be called effects or even impacts. Additionally, this study tries to understand the behavior of sponsor by means of project control work. The premise for the study was the qualitative approach. As a researcher I understood and decided that this was only way for me to obtain new knowledge in this area. I understand that there are also many other ways to conduct qualitative interviews, but I believe that this was a relevant choice for this study. This study used semi-structured questions regarding how to better understand the sponsor's behavior during a project. Semi-structured questions were chosen because the focus was narrow and dealt with the sponsor's own perception of the project (Rubin and Rubin 2005).

Earlier studies indicate that the qualitative approach has been used for other studies of project management. Bakker et al. (2010) explored how to transfer the knowledge in a project. The configuration of management was studied by Fowler (1996). Project management offices (Aubry et al. 2010), sponsor actions (Hall et al. 2003) and managerial and organizational cognition (Edkins et al. 2007) were also studied using the qualitative methodology approach. Qualitative methodology provides the opportunity to gain a deep understanding of sponsor behavior. This methodology is suitable for this study when analyzing the context of the

study. The context is special and unique, and quolitative methodology makes it possible to deeply understand the unit of analysis in this context.

### 3.2 Empirical context and selection of sponsors

The context of organization is the Ministry of Social Affairs and Health (MSAH) in Finland. "The objective of the ministry is to ensure that everyone in the country has the same possibilities to have a healthy and safe life. The MSAH manages Finnish policy on social affairs and health, gender equality and occupational safety and health. As an organ of government it implements the government's programme, drafts legislation and key reforms and directs the implementation of reform." (MSAH 2006.)

The Ministry comprises five departments, which prepare tasks for social and health care, social protection, gender equality, insurance aspects, and for safety and health at work. This study focused on one department of the ministry, which is the Department for Occupational Safety and Health (OSH). The Department for Occupational Safety and Health coordinates occupational safety and health research, manages the occupational safety and health inspectorates and creates the state-level policy in the area of occupational safety and health (Occupational safety and health 2011). The occupational safety and health strategy sets the direction for department work. At least 7-29% of all R&D projects in the ministry were connected to working life during 2004-2009 (Reports of the years 2004-2009).

The department of the organization in question has a long tradition in project-based management. Over the years, the Department for Occupational Safety and Health and other departments have offered the ministry a lot of project ideas. Unfortunately, not all of these innovative occupational safety and health projects have received funding due to the competition between projects and the amount of funding. However, some projects have been carried out and sponsors from the department have had a role in the project.

The projects are extreme cases in many ways. First of all, the department and the ministry are unique in Finland. The department is also unique in terms of substance. Secondly, projects are complex, the project manager and other stakeholders mainly come from outside of the ministry and the objectives of the project are usually specific and new for all partners.

Thirdly, the projects are expected to be highly influential, providing significant social policy and administrative impacts in terms of occupational safety and health.

All twenty sponsors in this study have extensive experience of the substance of occupational safety and health and some have even experience dating back to the creation of the organization (1973). The average length of work experience for sponsors was 23 years, and the average age of the sponsor was 56 years. Four sponsors were female and sixteen male. The sponsors had very different types of experience: 8 had experience from 1-3 projects, 8 had experience from 4-8 projects and 5 had experience from 12-36 projects. A total of 164 projects were controlled by sponsors.

I selected all of the sponsors on the basis of archive material. The objective was for all sponsors that were named as sponsors of project contracts to participate in the interviews. At first, the archive was searched for all project contracts that were made during 1998-2008. A total of 198 projects were found. Secondly, all of the officers that were named as sponsors for the project contract were identified. A total of 34 sponsors were named for the projects. However, six of them were left the organization, four of them retired, one was appointed director of the organization, one took leave of absence and I was also named as a sponsor. All in all, 21 of them were still involved in spring 2009. I contacted each of the 21 sponsors in person to request permission for an interview. One person declined to be interviewed, which meant that I obtained permission for 20 interviews. I arranged the interviews during spring 2009. All of the interviewees worked in the same department during the interview period.

### 3.3 Data collection; archived material, interviews and other data

At the beginning of this study, I spoke with a manager who was responsible for projects. Following this discussion I understood that all projects that were carried out in the department were documented and archived. I familiarized myself with the archive materials from 1998-2008. The strategy of organization was created during 1998, and that was an appropriate time to start the data collection. I found that project contracts and other documents had been added to the archive. I analyzed all of the available archive material concerning the projects. Several facts about the contracts were saved on excel sheets: the archive record number for the project, amount of funding for the project, project timetable,

the sponsor's organization, names of the sponsors, the project objective, project executor, target groups of the project, and the results form that was presented at the end of the project. Not all of the available information was used for this research; however, it was important to collect all the available material in order to obtain a broad view of the project context. The information was connected to the sponsor and the information obtained from the archive material formed the foundation for this study.

Data collection for the research continued during the interview phase. I created interview questions and a semi-structured interview guide as the basis for the interview (Appendix A). I interviewed 20 sponsors and recorded all of the interviews for computer files using the Audacity program (Audacity 2010). In total, the interviews took 15 hours, 20 minutes and 52 seconds, which means about 50 minutes per interviewee. After the interviews, I wrote all out all of the interviews in text document format using the Word program.

I explored other materials in the archive, which proved to be formal material or a guide for the sponsor. The material described how a sponsor should act while controlling the project. There were some administrative documents that provided direction for the work of a sponsor on the ministry level and defined the formal behavior of a sponsor during the projects. Guidelines have also been developed, first for the occupational safety and health area in 1998 and later, in 2001 and 2008, for the ministry.

This research also utilizes other available documents concerning projects during the timeline 2001-2010. The data includes information about seminars or situations that support the research questions, which I collected after the interview process in 2009-2010. The data includes seminar papers and notes that describe project control situations and projects on the organizational level and from the sponsor point of view. The documents support the findings and arguments presented in this study. Figure 8 presents the data collection process.

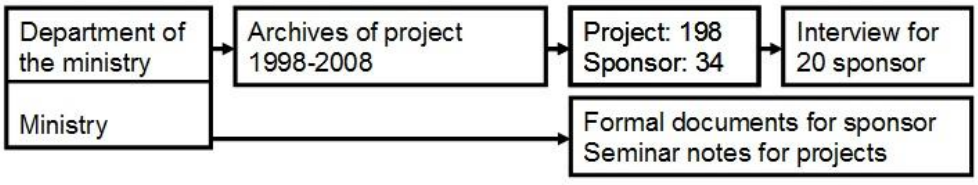


Figure 8. The data collection process.

### 3.4 Data analysis

Figure 9 illustrates the data analysis process, which is divided into six parts. The sponsor interviews, recording, writing and reading phases are the central elements of the analysis. The interviews are connected to all phases of analysis. The interview and writing process provided me with a more in-depth understanding of the data (Strauss and Corbin 1998). The actual data analysis is divided into four phases. For the purposes of this study, data refers to twenty interviews (Strauss and Corbin 1998). Strauss and Corbin (1998) coding procedures were used for data analysis. In the first phase of the analysis, I made a word-by-word microanalysis of the three first interviews. These three interviews represented the pilot analysis of the coding process. The pilot analysis involved the interplay of data and single words from the data, after which I created the pilot categories for my study. Throughout this process, I kept my mind what I was doing, why and how the codes were connected to the data and to the new categories. After the pilot analysis, I coded all of the interviews on a line-by line basis according to the results of the pilot analysis. This constituted the second phase of the analysis, during which I used sentences to code all of the data. The final coding process created new categories. The third phase of the analysis involved axial coding and clustering of the categories. These categories allowed me to synthesize the data during the fourth phase of the analysis. The next chapter describes the analysis process for the study in more detail.

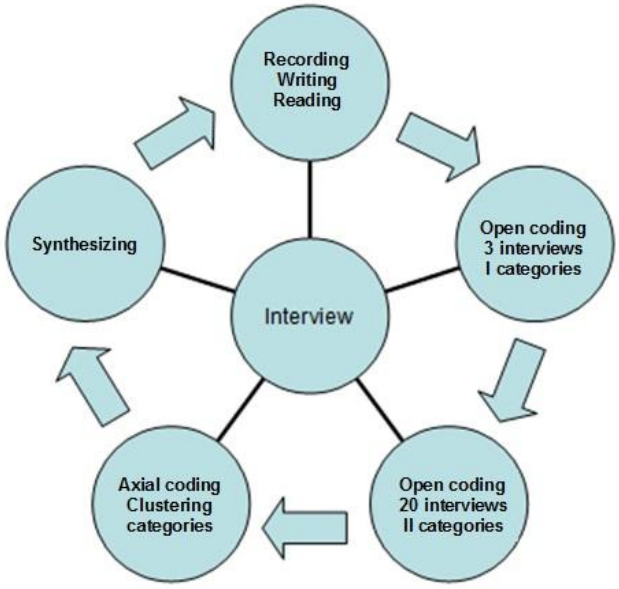


Figure 9. Data analysis process.

### 3.4.1 Phase 1: Pilot data: coding and creating categories

During the first phase of the analysis, I used microanalysis in order yo understand the data to a greater extent. Microanalysis is a "detailed line-by line analysis" and it is used at the beginning of the study. Microanalysis consists of open codes and axial coding (Strauss and Corbin 1998). I performed open coding for the first three interviews during the pilot analysis. The first coding procedure was made on a line-by-line basis, and I used the words and sentences of the data. The data spoke to me and I tried to understand what the words and sentences told me about the phenomenon. I asked myself "What is in this data?" as other researchers have asked before (Strauss and Corbin 1998). It is important to understand that in this study I observed the principle that "The data are not being forced; they are being allowed to speak" (Strauss and Corbin 1998). This means that I made my interpretation in a state of deep interaction between myself and the data. During the coding process, I made open codes for the Word document based on the interviews. I tried to intuitively write a few words close to the lines of text, which somehow described the behavior of the sponsors. I identified a total of 195 open codes from the data during the first coding phase (Appendix B1, Table 1).

After the pilot coding phase, I moved all the codes close to each other so that it would be easy to see the different descriptions of behaviors. I used an Excel sheet for this phase and discovered that 77 of the codes were connected to the "roles", 55 to effective actions, 20 to stakeholders, 14 to education and co-operation between different sponsors, 10 to project recognition, 8 to the work task, 3 to age, and 3 to year. This led to the creation of the first categories (Appendix B1, Table 1).

The coding process showed that 77 of these open codes were linked to the "roles". I identified four different categories based on the codes inside the "role" category. I decided to give rename these categories: bureaucrat behavior (25 codes), expert behavior (18 codes), observer behavior (5 codes) and participator behavior (29 codes). I used the word "behaviour", because it was a better word for describing these categories. Categories emerged from the data. During and after the coding process, I created primary memos for each of the behavior categories of behavior on the basis of open codes:

***Memo: Bureaucrat*** *is a sponsor who is interested in formal actions and formal documents. Knowledge for the sponsor arises from the administrative documents and administrative language that the sponsor uses.*
***Sponsor:*** *"finances are important, we represent the administration, numbers (financial) from the documents are important, the documents describe the tasks of controller, norms are important"*

***Memo: Participator*** *is a sponsor who is acts as a member of the project and even participates in the project like other project actors.*
***Sponsor:*** *"it was creative work, I organized the project and I was inside the project, if you are inside the project you do not actually know who is the controller and who is the project executor"*

***Memo: Observer*** *is a sponsor who mainly takes an observer attitude during the project. Observers not deeply interested in the project goal and they mainly work in a formal manner during the project.*
***Sponsor:*** *"I was like a supervisor, I checked that the costs were paid and, I observed the project"*

***Memo: Expert*** *is a sponsor who has a deep understanding of the project subjects and goals. An expert is a professional with regard to that project.*
***Sponsor:*** *"projects are quite remote; if it is not close to the substance of occupational safety and health, occupational inspection has been of the main substance of the project"*

The first open coding showed that 55 of these open codes were linked to the actions that somehow described the impacts of the project. I used the term "effective actions" in this phase of the analysis. Based on the open codes, I created primary memos and new categories for the different effective actions. My interpretation of the data was based on how the sponsor used the words and how they presented their perceptions of the concepts "impact" and "benefit". The words "impact", "benefits", "administrative", "social and health policy", "theoretical" and "practical" were used during the interview in accordance with the interview guide. I understand that, as a researcher, I have influenced the use these words. I wanted to know how sponsors understood the words and how they connected their answers to these concepts of organization. I also included these words in the categories because the perceptions of sponsor supported these categories. After the first coding process, the categories were information dissemination effects (6 codes), social and health policy impact (5 codes), practical impact (5 codes), administrative impact (4 open codes), benefits (4 codes), theoretical impact (3 codes) and other impacts (28 codes) (Appendix B, Table 1). Based on the open codes, I then created primary memos for the categories during and after the coding process:

***Information dissemination effects:*** *The sponsor perceives that the project has disseminated some information that produced effects in the area of project environment.*
***Sponsor:*** *"you have to offer publicity and communication possibilities for the project, it is important to produce new information, for example, for education, if someone asks, you have to offer the project information"*

***Social and health policy impact:*** *sponsor perceives that the project has had some impact on Social and Health policy.*
***Sponsor:*** *"well-being effects, occupational safety policy effects"*

***Practical impact:*** *The sponsor perceives that the project has had some impact on the practical level.*
***Sponsor:*** *"good practices from the project have an effect on other areas"*

***Administrative impact:*** *The sponsor perceives that the project has had some impact on the administrative level.*
***Sponsor:*** *"the project has an effect to the occupational safety administration"*

***Benefits:*** *The sponsor recognizes that the project has provided some benefits or success for someone.*
***Sponsor:*** *"the project probably has positive effects, and benefit some occupation or sectors"*

***Theoretical impact:*** *The sponsor perceives that the project has had some impact on theory development.*
***Sponsor:*** *"the project has some effects on the researcher's actions"*

***Other impacts:*** *The sponsor recognizes a successful project, how he could act after project execution, and the results of the project.*
***Sponsor:*** *"a major project has an effect, individual effects, local effects, educational effects, learning effects, perceived effects, results, and cooperation effects"*

### 3.4.2 Phase 2: Coding all data: main open coding

I continued the coding process for the entire data base after the first coding and understanding process. I used Welft QDA programs as the basis of coding all data. I moved all of the interviews from the Word documents to the Welft QDA program in text format. The basic element of the Welft QDA program is category. Category is a theme, idea, coincidence or variable that describes and inter-relates passages of text within documents when analyzing data with the Welft QDA program. Particular passages of text are "marked" by categories. Such passages of text were usually a sentence in the text or a number. I defined the categories for the Welft QDA program before I started the second coding phase. These categories were based on the primary analysis phase and the primary data.

The next step involved re-reading all of the individual interviews. At the same time, I marked sentences and chose suitable categories from the category list in the Welft QDA program. I selected a suitable category from the category tree if it was already created, but if the category was unavailable or unsuitable for the sentence I added a new category to the

category tree. I added more categories than earlier during the second reading and coding process, because I felt that the sentences were not suitable for the previous categories. The name of the category appeared in the document windows during the coding phase, thus making it easy to mark and find a suitable category the next time it came up during the coding process. (Welft QDA.)

A total of 34 categories were found by the end of the second coding phase. The new categories were the year the sponsor got their current work[1], previous experience[2], the content for current work[3], age[4], tasks of sponsors when controlling the project (in general [5], before[6], during[7] and after[8] the project), understanding of project management[9] and objective of the project[10]. The education of the sponsors[11] and cooperation between informants[12] were also found. The categories for behavior were bureaucrat behavior[13], participator behavior[14], observer behavior[15], expert behavior[16] and other behavior[17]. Additionally, categories like project size[18] and quality of the project[19], project participant[20], participant's requirements[21] and activities[22] were found. Categories like effective actions in general[23,] administrative effects[23], effects on social and health policy[25], effects on the practical[26] and theoretical[27] level, barriers[28] for effective actions, sponsor's own action[29] for achieving effects, information dissemination[30] and benefits[31] also exist. Other observation[32], Hantti register[33] and action environment[34] were also recognized as categories during the second coding process. (Appendix B, Table 2.)

### 3.4.3 Phase 3: Axial coding: clustering categories

Axial coding indicates "how categories crosscut and link" (Strauss and Corbin 1998). I printed out all of the individual interviews and all of the codes relating to categories in paper format. I felt that it was easier to me to continue the analysis phase using the paper documents. I reread the data about the categories and simultaneously gave each code a serial number on the paper. This gave me information about how many separate codes I had made during the coding process and, at the same time, provided more understanding about the content of each category. I also read the categories carefully and concentrated on any possible faults that could occur during the open coding process. I wanted to ensure that the content inside the categories had been properly chosen.

I also wanted to ensure that I had made the right category selection from the sentences. During this phase, I realized that "other behavior" (Appendix B, Table 2, category 17) included 70 codes of behaviors after the second coding phase. After rereading the content of this category and the codes, I noticed that these codes could be categorized again from the "other behavior" category into other existing behavior categories; 26 codes were moved to the bureaucrat category, 13 codes to the participator category, 10 codes to the expert category and 2 codes to the observer category. The other codes (19) were not linked to the chosen categories described. The final categories for behaviors were found after the second phase (Appendix B, Table 3).

The subcategories "tasks in general, task before the project, task during the project, task after the project and sponsor's own action for achieving effects" were included in the same final "Task and actions" category (Appendix B, Table 4, category 9.7). "Understanding of the project work, description of the project objective, project size and quality of the project" were included in the "Understanding of the project" category (Appendix B, Table 4, category 8). I also clustered the other subcategories so that I ended up with 10 different main categories (Appendix B, Table 4).

After that, I read all of the coded data again and analyzed how many codes I obtained for each category. I wrote out all of the important and significant sentences for the tables, and these sentences provided a description through my interpretation of each category. I then developed short stories for each main category. All of the categories and sentences inside these categories are available in Word and file forms.

### 3.4.4 Phase 4: Synthesis: behavior and impact together

At the end of the analysis, I created dimensions and property categories for analyzing the value for behavior and the value for impacts for each individual sponsor. The categories included 5 dimensions, and each dimensions had its own property description. I analyzed how each sponsor emphasized the values for behavior and values for impacts. I calculated how many times each sponsor recognized different behaviors and the different areas of impacts. After that I used a scale of 1-5 (Table 7) to express the sponsor's perceptions. A rating of one means that the sponsor does not recognize any perceptions in the field of

substance (either behavior or impact), while a rating of five means that the sponsor recognizes five or more perceptions. If the rating was the same, I moved backward and looked how many codes lay behind it. This gave me a final value concerning what the sponsor emphasized. If the number of codes was the same, I used two values for describing how much the behavior or impact was emphasized. That was how I obtained values for sponsor behavior and for the areas of impacts. Finally, I crosscut the results of these values.

Table 7. Scale dimension for behaviors and impact dimensions.

| Scale | Description for the scale |
|---|---|
| 1 | no perceptions coded at all |
| 2 | weak<br>(at least one perception) |
| 3 | moderate<br>(at least 2 perceptions) |
| 4 | quite strong<br>(at least 3-4 perceptions) |
| 5 | very strong<br>(5 or more perceptions) |

### 3.5 Validity and reliability for this study

According to Lincoln and Guba (1985), "Credibility, Neutrality, Conformability, Consistency, Dependability, Applicability and Transferability are essential criteria for quality". The traditional terms validity and reliability used in quantitative research have raised discussions among qualitative researchers. Some researcher have argued that the terms are not suitable for qualitative research, while others understand that discussions are also needed (Golafshani 2003). However, these terms are used in the quantitative research paradigm when analyzing the quality of the research.

According to Rubin and Rubin (2005) "To enhance credibility, you choose interviewees who are knowledgeable, whose combined views present a balanced perspective, and who can help you test your emerging theory." It is argued that good validity is simple in qualitative research. "The understanding of phenomenon is valid if the informant is part of the problem area and if he/she is given the opportunity to speak freely according to his/her own knowledge structure." Additionally, "the validity is therefore achieved when using the method of non-forcing interviews with strategically well-chosen sponsors." (Stenbacka 2001)

I requested permission for this study from the manager of the organization and the organization has supported the study. I also asked permission from every individual sponsors

and received support from them as well. I created the interview situation on the basis of sponsors needs; they had the chance to choose their own workplace, a quiet situation and the situation gave gave them the opportunity to speak their minds. I tried to create an environment of trust during the preparation and interview phases. I also informed the sponsors that the interviews would only be used for the study and that I was the only person with legal rights to analyze the data. I also discussed the recording phase before the interviews. I tried to create an atmosphere of trust for all sponsors by emphasizing that they could speak openly despite the recording phase. I told the interviewees how I would record their answers and how I would use the tapes as well as the fact that I would try to draw conclusions from their answers. I also said that the arguments and persons would not be identified in the study. This study uses a lot of quotes from sponsors, but it is impossible to connect the answers to the persons. One reason why I translated the quotes and used the English language is because I wanted to protect the privacy of informants.

It seems that researchers argue that is impossible to use the term reliability in qualitative research as it has used in quantitative research (Stenbacka 2001). The term reliability has arisen "from the experimental-psychological tradition, where researcher and method are seen as separated from each other." Lincoln and Guba (1985) use "dependability", in qualitative research, which closely corresponds to the notion of "reliability" in quantitative research (Golafshani 2003). Researcher and data interact in qualitative research, which means that it is more a question of how the researcher utilizes his/her "ability to use the circumstances which make it possible to use the interaction with the method to its fullest". Instead of discussing reliability, it is more relevant to talk about how the researcher "makes the whole process visible; including preparation, data gathering and analysis." (Stenbacka 2001)

I have created a "big picture" from the preparation, data gathering, and analysis phases. I have now the raw data and coded materials available and this study also involves the description of memos and experiences. It gives me the possibility to understand my way through to the conclusion.

# 4 Results

## 4.1 Projects, interviewees and stakeholders

### 4.1.1 Project profile

The archive material indicated that all 198 projects were connected to the field of occupational safety and health. According to the documents, over EUR 4 million was spent on the projects during 1998-2008. The funding for a single project was usually less than EUR 50,000. One of the projects received more than EUR 100,000 in funding.

The projects were categorized into four themes. The themes for this study were created on the basis of the strategy of the organization. Projects relating to the prevention of occupational accidents and diseases constituted 50% (99 projects, n=198) of all projects funded by the ministry in the area of occupational safety and health. Projects concerning maintenance and promotion of work ability and functional capacity of the workers represented the second largest group of projects: 29% of all projects (58 projects, n=198) were funded for this field. Approximately 16% of all projects were in the field of mental well-being (32 projects, n=198), and only about 5% (9 projects, n=198) of all projects were related to prevention of musculoskeletal diseases (Figure 10).

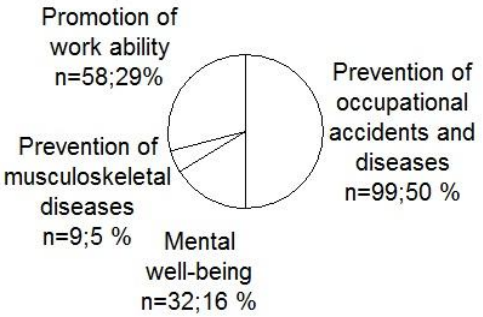


Figure 10. Projects (n=198) in the context of organization strategy.

### 4.1.2 Background of the interviewees

The interviews indicated that the previous experiences of the interviewees were were very diverse in nature for example, the previous expertise of the sponsors included working as an inspector and networking with other authorities. The separate tasks mentioned included

preparation of legislation, financial administration, human resource administration, statistical analysis, networking in general, training, and specialist work in the area of occupational safety and health. Expertise in occupational safety and health was also mentioned several times. Some comments of the interviewees regarding their previous experiences are listed below:

*"I was an inspector in the technical department"*
*"I cooperated quite a lot with the chief of inspectorates"*
*"…before that I prepared legislation"*
*"….I worked in …financial administration…"*
*"…I did human resource development work..."*
*"…I worked with occupational safety and health statistics during the …"*
*"…I concentrated on cooperation with inspectors…"*
*"…I provided training earlier…"*

The themes that were connected with the work of sponsors were occupational accidents, work hygiene, risk assessment, product safety, and occupational health care. The areas of communication and international work were also connected to the sponsor's previous experience. The following comments made by interviewees are connected to work content:

*"…and the occupational accident matters…"*
*"…wider view of risk assessment…"*
*"…it was work with products and safety of products…"*
*"…the work involved developing occupational health care"*
*"…and then I was involved in publicity actions…"*
*"…this work included an international aspect…"*

The sponsor's occupational qualification for working as a sponsor was based on polytechnic, higher education, and earlier experience. Additionally, the life experience of the sponsor was mentioned one factor that reinforced their work. The sponsor recognized that their organization had provided training for working as a sponsor. One of the four sponsors recognized that they had received training from their own organization. Some sponsors had got individual training for project management. The following comments made by interviewees are related to occupational qualification:

*"…my first education was at a polytechnic in the field of…"*
*"…my professor asked…if I could do my technical dissertation on..."*
*"…when I joined the project I jumped onto a train that was already moving"*
*"…the view of working life consists of civil networks like relatives…"*
*"…yes, we have had some training event over the years"*
*"…I have never had any training for the work of project controller."*

Some discussion had occurred with other sponsors. Sponsor's voluntary studies and own experience from earlier projects were mentioned as a way of understanding the work of project control. The following comments made by interviewees are related to these findings:

> *"Cooperation between project controllers was intermittent, I don't want to talk about cooperation but the feeling that we are all in the same boat..."*
> *"These projects are so different that there is no chance for natural co-operation, but of course we have talked about the project at some information dissemination meetings, but otherwise there hasn't been any synergy or cooperation between project controllers"*
> *"There are training events in the field of project control, and at the state level we have a network for controllers"*
> *"I think that I know quite a lot about the substance, so, I could be an instructor in this field"*
> *"I am a specialist, so this is training for that work"*

The study indicated that half of all sponsors received some information about the documents that guide the work of a sponsor. Six sponsors said that they did not know about any document associated with the work of a sponsor. Five sponsors did not recognize this topic at all. The following comments made by interviewees are related to the comments concerning documents:

> *"Yes, there are some documents but I don't remember what they are!"*
> *"Yes, I know that the project controller's responsibilities are defined in some document…"*
> *"I don't think that there are any documents that I can use regarding how to control the project"*

According to the sponsors, the work had changed over the years. Sponsors explained that at the beginning of their career the work was manual, narrow, practical and closely linked to working life. During the interview, the sponsors said that more time was spent doing more computer and planning work than before.

### 4.1.3 Stakeholders during the project

Many stakeholders took part in the projects. The sponsors described and identified a total of 68 different stakeholders, including large and small companies, companies in Europe and the USA, employee and employer representatives, inspectorates, research institutes, insurance companies, ministries, administrative organizations like Tukes Safety Technology Authority

and Occupational Safety and Health Administration, labour organizations, employer associations, managers, researchers, teachers, health care services at the regional level, occupational health care professions and experts, producers, universities, consultant companies, municipalities, The Centre For Occupational Safety, The Federation of Finnish Technology Industries, Kela – The Social Insurance Institution of Finland, tax authorities, and employment districts.

Stakeholder's requirements for the project were not recognised. Sponsors perceived that there were just a few or even no requirements for the projects. For example some sponsors' comments support this observation: "*The requirements have traditionally been so small..." [2], "...No requirements..." [2, 9, 16, 6, 14]*. The reason for this could be the stakeholders' extensive experience in that area of work. One perception supported that idea, when a sponsor said that "*...I think that we have worked together on these projects for so many years that they have a lot of knowledge and experience, so the stakeholder no longer wants everything..." [1]*. However, some other requirements were recognized. The sponsor's comments regarding the project requirements for the project are listed below. Each comment is from a different sponsor:

> *"The comments from labor units have been very good despite some critical observations. The comments have reassured the project team that they are going in the right direction." [10]*
> *"Yes, they wanted changes." [1]*
> *"... the stakeholder said that a training day for the target group could not be too expensive..." [17]*
> *"...these requirement have been contradictory from the employee and employer side, and there has been a risk of conflicts, but I do not actually know if they really have some special requirements, I think that it is more that they want to find a shared interest that is not always immediately apparent…" [3]*
> *"There is a general requirement that the project should produce at least something ..." [5]*
> *"...There are probably many kinds of analysis introduced for the project and sometimes suspicions regarding the project team skills, we are also asked to explore international projects and identify similar cases..." [4]*
> *"…everybody has their own objectives and requirements and we have discusse these all the timed…" [9]*

The sponsors perceived that stakeholders were active or very active during the project. Sponsor comments concerning activity during the project are described in the following section. The comments below were made by different sponsors:

> *"consultants have participated in the project seminars..." [11]*
> *"inspectors were active in regional information dissemination..." [13]*

*"inspectorates and inspectors were active participators" [3]*
*"inspectors are active..." [6]*
*"inspectors were usually very active, they hde critical opinions and they provide feedback" [7]*
*"...people were active during the control group meetings" [15]*
*"...generally speaking, employees labor organizations are active in occupational safety and health projects" [16]*
*"stakeholders from the employers' association and employees' labor organizations participated in the meeting and discussed how the results of the project could be disseminated because the project was so successful" [17]*
*"...there was very wide representation of different stakeholders...they were very active and this project was very good because people were interested in the project idea and that's why they were active" [18]*
*"stakeholders are an important element for the project, they can add their own new ideas and provide direction for the project if they have a personal interest and so on..." [2]*
*"they were very active" [20]*
*"...in almost all projects - yes - quite active - this is due to of the proper selection of people, they have been so active, I don't remember any projects where where people were passive." [4]*
*"...different stakeholders have been active..." [9]*

### 4.2 Sponsor behavior

Being a sponsor is a complex entity in the Council of State context. It means that the sponsor acts or takes their position in many ways during project control. The differences depend on the sponsor's experience, ability to describe these perceptions, and how they have lived through the project. The sponsor's experiences appeared in the interviews in four different ways. The four different types of behaviors were bureaucrat behavior, participator behavior, expert behavior, and observer behavior. These four ways of behaving were recognized for all sponsors. This meant that each sponsor acted in at least four ways during the project. Figure 11 illustrates the conclusions regarding behaviors that were connected to a single sponsor during the project.

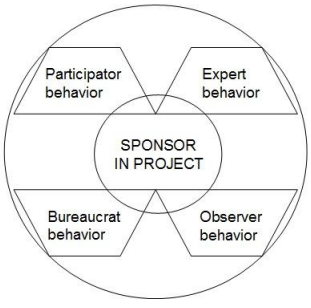


Figure 11. Behavior of sponsor in project.

I developed short descriptions for all behaviors based on the data. The data that support the descriptions has also presented. (Table 8-12.)

**A bureaucrat** is a sponsor who is interested in formal actions and formal documents. The knowledge for the sponsor arises from the administrative documents and administrative language that a sponsor uses. Bureaucrats perceive that project inspection is an important task and that they must control the project on a regular basis. Bureaucrats emphasize meetings, financial administration and the results of the project. The behavior of a bureaucrat was recognized more than other behaviors. Bureaucrats perceive that the organization has appointed them to the project and they are obliged to do this work. They understand that they are just one small stakeholder. They want everything to proceed according to the law (the administrative way). The project report is important to a bureaucrat. Bureaucrats want benefits for the ministry. A bureaucrat is a very precise person. However, some bureaucrats that did not recognize formal documents as the basis for sponsor work. Bureaucrats perceive that they have to achieve bureaucratic requirements and that they have to implement managerial objectives that were set for the sponsor organization. (Table 8.)

Table 8. Comments made by sponsors concerning the description of bureaucrat.

| **Comment examples** | **Sponsor** |
|---|---|
| "It is our task to control the project".<br>"The administration appointed me to this task". | [1]<br>[1] |
| "It is an administrative role – sometimes planning but not always…controlling the funds...". | [2] |
| "It is important for controllers to remember that they are civil servants…". | [11] |
| "However, emphasis here is on the civil servant role". | [14] |
| "It is important to use money in the area for which it was granted, and it is also important that nobody can say that the project has acted inproperly".<br>"At the beginning of the project, I try to be a tough auditor or bureaucrat who ensures that everything goes according to the law".<br>"As a project controller, I look out for the interests of the ministry". | [17]<br>[17]<br>[17] |
| "I participated in every meeting and I felt that I was one of the most conscientious people in terms of meeting participation". | [18] |
| "I base everything I do on the management objectives". | [19] |
| "…of course we are controllers from the Council of State…". | [20] |

A **participator** is a sponsor who acts like a member of the project and even takes part in the project in the same manner as other stakeholders or project team members. Participators are active persons. They provide ideas and plans for the project along with the project manager or other stakeholders. They even participate in the planning phase of the project. Participators recognize the contradiction between control tasks and participative tasks. During project

execution, a participator can chair the meetings. Participators are strongly engaged in the project and they try to do everything possible to produce success for the project (Table 9).

Table 9. Comments made by sponsors concerning the description of participator.

| **Comment examples** | **Sponsor** |
|---|---|
| "The project team felt that it closely-knit group because the civil servant from ministry participated in the project".<br>"There were project meetings and I was the chair". | [1]<br>[1] |
| "A contradictory situation exists when a sponsor is chairman – it means that there is some legal incompetence – the sponsor is no longer a controller but a participator". | [2] |
| "Something went upside-down – I was substance and economic controller and additionally, I was one executor of the project". | [3] |
| "I have been a partner in a number of reasons". | [7] |
| "I have not always seen myself as a controller but more as one of the partners in the project". | [9] |
| "I planned the mailing lists".<br>"I inspected different lists".<br>"It cooperated with the contractor".<br>"I organized communication events for the media". | [10]<br>[10]<br>[10]<br>[10] |
| "I was one participanr in the project". | [11] |
| "I am very interested in the subject of the project. I have often made proposals and development ideas and some of these were implemented. I have been successfully involved in the writing process during the report phase". | [12] |
| "I chaired the project". | [13] |
| "I participated in meeting sand I even contacted the project between meetings – so I was very active". | [14] |

An **observer** is a sponsor who mainly takes an observation position during the project. Observers are only active when necessary. Observers are not deeply interested in the goals of the project, and they mainly work in a formal way during the project. The observer follows and observes projects. They assume that project execution is possible without sponsor actions. Observer actions were superficial in nature. (Table 10.)

Table 10. Comments of sponsors connected to the description of observer.

| **Comment examples** | **Sponsor** |
|---|---|
| "We look at the project from the sidelines". | [1] |
| "In some large projects you are only a follower and not actually doing anything at all". | [3] |
| "If you are only a supervisor of the project, it means that you just look at the project from above". | [13] |
| "I just watched over the project". | [14] |
| "I could already see that the project was not in good hands at the beginning of the project". | [15] |

An **expert** is a sponsor who has a deep understanding of the project subjects and the goals of the project. Experts are the most competent people in their field. A sponsor is a professional expert for that particular project. They perceive that they belong to the project because of their expertise regarding the substance. Experts are interested in problems and how to solve them, and they even believe that he can teach other stakeholders. They perceive that they can provide other team members with information and consultation. Administrative behavior is not important, and experts have very little interest in project finances. (Table 11.)

Table 11. Comments of sponsors connected to the description of expert.

| **Comment examples** | **Sponsor** |
|---|---|
| "I have to control the occupational safety substance of the project and how this substance is included in the project". | [1] |
| "I have been involved in the project because of the substance". | [4] |
| "I am an independent expert, and I try to adduce things that other stakeholders keep silent". | [5] |
| "I am one expert in a group of other experts". | [9] |
| "Another role is expert". | [14] |
| "I was involved in the project because of my expertise". | [15] |
| "They ask me to join because of my expertise". | [16] |

The behavior that was emphasized was identified for all sponsors on the basis of raw data. Sponsors primarily emphasized their actions in four ways. One third of the sponsors emphasized the behavior of participator (6 sponsors), slightly less than one third emphasized the behavior of expert (5 sponsors) and slightly more than one third emphasized the behavior of bureaucrat (9 sponsors), while no sponsors emphasized the behavior of observer during project control. However, the data produced results showing that half of the sponsors had acted in the manner of an observer. The results also demonstrated that it was not possible to identify the behavior of expert for two sponsors. One of these two sponsors emphasized the behavior of bureaucrat and the other the behavior of participator. The results further showed that it was impossible to identify the behavior of participator for three sponsors. One of these sponsors emphasized the behavior of expert and two emphasized the behavior of bureaucrat. The results also indicated that nine sponsors emphasized one of these four ways of behavior very strongly. (Table 12.)

Table 12. The values for behavior of sponsor that were emphasized.

| Sponsor | Participator | Bureaucrat | Expert | Observer | Sponsor emphasizes |
|---|---|---|---|---|---|
| 1 | 5 | 5 | 5 | 5 | Bureaucrat* |
| 2 | 2 | 4 | 2 | 1 | Bureaucrat |
| 3 | 5 | 3 | 4 | 2 | Participator |
| 4 | 1 | 3 | 4 | 1 | Expert |
| 5 | 4 | 2 | 5 | 1 | Expert |
| 6 | 4 | 2 | 1 | 1 | Participator |
| 7 | 5 | 2 | 4 | 1 | Participator |
| 8 | 3 | 5 | 1 | 1 | Bureaucrat |
| 9 | 5 | 3 | 5 | 1 | Expert** |
| 10 | 5 | 4 | 5 | 2 | Participator* |
| 11 | 3 | 5 | 4 | 2 | Bureaucrat |
| 12 | 5 | 5 | 3 | 1 | Participator* |
| 13 | 5 | 5 | 3 | 4 | Participator* |
| 14 | 4 | 5 | 4 | 2 | Bureaucrat |
| 15 | 4 | 3 | 5 | 2 | Expert |
| 16 | 4 | 4 | 5 | 2 | Expert |
| 17 | 4 | 5 | 4 | 2 | Bureaucrat |
| 18 | 1 | 5 | 4 | 4 | Bureaucrat |
| 19 | 1 | 5 | 4 | 1 | Bureaucrat |
| 20 | 2 | 3 | 2 | 1 | Bureaucrat |

*If more than one behavior was emphasized in each sponsor, the scale selection was based on the number of original codes. **If the same number of codes was recognized in each sponsor, both behaviors were presented. Scale: 1 (no perception), 2 (weak; at least one perception), 3 (moderate; at least two perceptions), 4 (quite strong; at least 3-4 perceptions) and 5 (very strong; 5 or more perceptions).

### 4.3 Perceptions of impacts

#### 4.3.1 Sponsors recognized the impacts and barriers of the project

Sponsors perceived several actions that lead to project impact. The sponsor's own actions were connected to the reality of working life and to the practical actions of the project. This perception means that the sponsor was available for the project or used their opinions actively during the course of the project. The sponsor's own actions were also connected to different plans. This perception means that the sponsor understood that project plans were important elements of projects in terms of achieving the project impacts. Cooperation was also important for sponsors: they recognized that cooperation with stakeholders was extremely significant. They also recognized the importance of project member responsibilities during the project. Cooperation with inspectorates and occupational safety inspectors was another element that was highlighted. The sponsor's own actions were associated with cost control and communication. Sponsors perceived that they utilized their opportunities to monitor the project. Sponsors accepted project costs on the basis of their findings. (Appendix C, Table 1.)

Sponsor perceived many barriers that were associated with the project during its lifecycle. The term barrier means that sponsor perceived and identified some factors that could prevent the project impacts. The barriers were connected to the sponsor's own organization, executor or stakeholders. Sponsors perceived that barriers can come from inside their own organization. Barriers were linked to the management of the sponsor's organization, the content of their tasks, and the attitudes of sponsor's organization in general. Sponsors noticed that the project executor can create barriers during the project in many ways. The executor can confront barriers because of cost and technical problems, the project timeframe, cooperation and concept of the project, and the executor knowledge and skills needed for the project. Barriers can also come from the stakeholder perspective; according to the sponsor, the attitudes of labor parties and understanding of the target group affected the project. The descriptions of different barriers are presented in a table (Appendix D, Table 1).

### 4.3.2 Impact in the Council of State sector

The sponsor perceived that project had some impacts on the strategy, policy, or design level of the ministry. Sponsors also perceived that the project had caused some changes in occupational safety and health thinking and policy, such as initiating new discussions, growth of innovations and implementing actions in a wider context. The ministry had also directed resources at issues that were considered important by the sponsor. Sponsor believed that they gained the respect and trust of other stakeholders via the project. The sponsor also believed that the project had affected other working life and employment policy and created good practices for the policy level in general. The comments made by sponsors in support of the description above are collected in table 13.

Table 13. The content and comments with regard to impacts for the Council of State sector.

| **Content of impact associated with the Council of State sector** | **Comments made by sponsors** |
|---|---|
| Changes in occupational safety and health thinking and policy. | "Good project produce information that gives us possibilities to make changes in occupational safety politics", [15]. |
| Growth of new innovations. | "Projects can produce long-terms effects even so that new theory or thinking is emerged", [10].<br>"benefits are used for action plan in the future", [10]. |
| Actions are implemented in a wider context. | "It is possible to get effects for wider context and help workplaces to promote working life in other same kind of workplaces", [14]. |
| Initiation of new discussions. | "…and highlights in discussions of these certain factors that are novel and never used before", [11]. |
| Diversion of resources to important issues. | "In macro-level it is so we have to direct the recourses for some projects and nothing else", [1]. |
| Respect and trust. | "We earn through the project the respect and trust from the stakeholders and workers of companies", [13]. |
| Reflections on other working life and employment policy. | "Projects have reflection to the social and health policy and projects have reflection to the other field through occupational issue like labor and industrial life in a wider context", [2]. |
| Good practices for policy level. | "Main objective is to secure Finnish working life and especially develop occupational safety and health conditions and create good practices for workplaces", [7]. |

### 4.3.3 Impact on the administrative sector

The sponsor perceived that the project had caused impacts on the administrative sector, which means that the effects on the functionality of administration are important. Sponsors perceive that the projects changed administrative practices, produced revisions for legislation, and new norms for workplaces and also contributed to achieving administrative objectives. The projects provided benefits for administrative work in general, reduced the administrative burden. The administration understood that much more work was needed in the field of occupational safety and health, and it also ensured funds for important projects.

The projects increased cooperation between sponsors on the ministry level and cooperation between the ministry and inspectorates. Lectures or presentations made by the sponsor promoted discussion and enhanced common thinking. Additionally, the sponsors recognized changes in communication. Better information dissemination was achieved at the company level via the inspectors. Materials were also created for occupational safety and health training. Changes were made to safety bulletins, and the projects also had an impact on the skills and working methods of the inspectors. The inspectors and sponsors increased their competence through the projects. Networking also enhanced the participants' expertise. The comments made by sponsors in support of the description in this chapter are collected in table 14.

Table 14. The content and comments with regard to impacts for the administrative sector.

| **Content of impact connected to administrative sector** | **Comments from sponsors** |
|---|---|
| Administrative practices:<br>• The administrative objective is achieved<br>• The administration understands that much more work is needed in the field<br>• The administration can ensure funding for important projects<br>• Revisions for legislation or new norms for workplaces | "It is understood that still we have to a lot of work in, for example, the area of legislation arrangements", [3].<br>"The authorities have influenced safety understanding via projects", "All accidents that caused fatalities on the workplace level were investigated, and I can say that almost all of these cases led to changes in legislation", [4].<br>"In the future, we can assure this kind of project can obtain funding in the budget plans", "funding were used for the right actions", [6].<br>"The information that is used has served direct administrative objectives", [10].<br>"If we can develop something new so that it works, then it is possible to reduce the administrative burden", [8].<br>"Concrete action was that we got, of course ….limiting values for workplaces", [16]. |
| Communication and co-operation via officers:<br>• Better cooperations between sponsors, ministry, inspectorates or research organization<br>• Better information dissemination at the company level via inspectors.<br>• Material created in the projects improved occupational safety training<br>• Changes in the operational safety bulletin<br>• Presentations made by sponsors promote discussions and enhanced common thinkin | "We can inform good practices by means of inspection", [11].<br>"It is always a good thing when the ministry and inspectorates cooperate", [13].<br>"If sponsors cooperate more with each other it would enhance the competence and skills of sponsors.", [14].<br>"Cooperation between the research organization and inspectorates has developed and researchers better understand the work of inspectors", [7]. "The purpose is to produce material that can use for the level of occupational safety training", [2].<br>"Guidelines and bulletins are fixed", [6].<br>"…I made my presentation and then we talked about it, and I believe that we gained a mutual understanding of the matter…", [20]. |
| Skills and working methods:<br>• Changes in inspectors' working methods<br>• General benefits for administrative work<br>• Networking adds to participants' expertise<br>• Competence of inspectors and sponsors increases | "An everlasting forefather in the inspector's hat", [3].<br>"We understand more about how inspectors and inspectorates work and thus our understanding grows", "the authorities get a reliable picture of the field", "all the regional areas have been evaluated", [13]. "A good project is a good teacher…", [15]. |

### 4.3.4 Impact on the business sector

Sponsors perceived that a project was an organization that was used for achieving practical solutions for the workplaces. Thus, the practical effects and organizational practices in particular were important. Learning had occurred on the organizational level through the projects. The sponsor recognized that the organization had elaborated their systems. Risk

management became better and the projects contributed to the elimination of dangerous situations. The sponsor believed that communication inside the organization can develop throughout the project. A regional model was developed for occupational health care actions and is in use. Effects were achieved in the area of human resource policy. (Table 15.)

Table 15. The content and comments with regard to impacts for the business sector.

| **Content of impact connected to the business sector** | **Comments made by sponsors** |
|---|---|
| Organizational learning through projects. | "Benefits for workplaces (not exactly definable, the common touch)", [1].<br>"…the purpose was to analyze how risk assessment was done in the field of industry where dangerous substances or dangerous mechanic situations exist …the results were not what we expected…companies where dangerous substances exist had better skills for analyzing dangerous mechanical situations and vice versa…", [10].<br>"The results are put into action immediately", [10].<br>"…I claim that some inspectors' know-how/competence increased a lot", [13].<br>"New skills were gained for the target groups", [14]. |
| Need for systems development was identified through projects. | "Clear instructions for the inspectors are needed concerning how they act during the inspection…clear instructions for the workplaces are needed concerning how to act at the workplace", [11].<br>"…it was good because we identified bottlenecks…", [17].<br>"…of course, insider services within the organization must improve...", [18]. |
| Risk management and dangerous situations. | "…some proposal or working method was found concerning how to manage the risk or how to eliminate a dangerous situation", [11].<br>"Some TVR-assessment methods were developed", [3]. |
| Communication inside the organization could develop through the project (suggestions). | "If simple actions or simple models are created …", [11].<br>"If the project is able to produce information that generates a better understanding of the idea and will drive understanding that it is useful for future development of the idea", [11].<br>"The results were put into action immediately", [10].<br>"Additionally, it adds to and encourages the development of other levels of action", [12].<br>"It is easier to develop own actions in the organization after the project", [14].<br>"Documentation became better" [16], "easy to understand", [11]. |
| Regional model. | "A new regional occupational health care system was tested in the project; it works at the moment and we are going to check it now.", [12]. |
| Effects on the human resource policy. | "It is possible to affect human resource policy", [12].<br>"Plans were made for work arrangement s(shifts)", [12]. |
| Changes in work places; attitude, diseases, satisfaction with working life, models. | "The results of the project could be transferred to the descriptions of good practices", [3].<br>"Changes happened in workplaces", [13].<br>"For example, the attitude towards violence at workplaces has changed a lot in the field of health care", [13].<br>"The positive effects include the fact that employees feel good, they have less diseases, they are more satisfied with their work, employees stay at work and retire later than before…employees also spend more with their families – these are the kind of effects that we have tried to develop – well-being at work", [14].<br>"Some useful and interesting knowledge or models were produced and this will change the audience or workplace thinking or decision-making processes…", [15]. |
| Safety at work: changes and facts regarding dangerous substances and situations. | "We obtained a lot of important information, which will lead to actions that produce better safety for these workplaces" , [16].<br>"Inspectors now have information about the target organizations and the knowledge to focus on the critical points when inspecting the organization", [16].<br>"We made changes to the limit value of dangerous substances", [16].<br>"…we have proof that some companies act very well in the construction field that and they can get good results (in the field of occupational safety and health)…this are important results for us", [16].<br>"Dangerous situations are eliminated, safety products", [19]. |
| Educational material. | "…educational material was finished...", [17].<br>"We produced chemical facts (cards) for 25 occupations", [16]. |
| Changes in human behavior, understanding and organizational activities. | "Awareness of occupational safety and health arises", [1].<br>"Hmm a very good project indeed - it changed the behavior of the people and the organization and this is the central purpose of projects", [5].<br>"The information oriented projects could awake humans to see the reality of world and after that they see that it must be do something for this situation", [5]. |
| Understanding the role of stakeholders. | "Inspectors understood what are the occupational health care professionals possibilities to act on the workplace level and what are the cooperation possibilities between those two expert groups acting in workplace", [7].<br>"Occupational health care professionals could see what is the knowledge of inspector for how to develop the analysis methods for the workplaces", [7]. |

Furthermore, various changes happened on the workplace level; for example, changes and new facts concerning dangerous substances. Educational materials were created and changes achieved in human behavior and organizational activities. The project created an understanding of the reality of working life and of the role of stakeholders. (Table 15.)

### 4.3.5 Knowledge creation impacts

Sponsors perceived that the project had caused some impacts in the area of knowledge creation and that projects enhanced scientific cooperation between universities, research institutes, and the ministry. They increased understanding of how the new Occupational Safety and Health Act had been implemented and used in practice. Theoretical analysis during the project had provided added value for Occupational Safety and Health information and led to a new way of thinking and new views. There was an increase in knowledge about how to affect occupational diseases and health in the knowledge of how to understand the relationship between productivity and safety. (Table 16.)

Table 16. The contents and sponsor comments with regard to the impact area of knowledge creation.

| **Content of impact connected to knowledge creation** | **Comments made by sponsors** |
|---|---|
| Scientific cooperation between universities, research institutes, and the ministry. | "Cooperation has increased scientific work at the university…", [10].<br>"Research institutes got opportunities to develop research methods and models", [6]. |
| Increased understanding of the implementation process for new legislation. | "It is possible to understand how the Occupational Safety and Health Act has been implemented at workplaces", [10]. |
| Theory has added to the value of OSH information. | "Theoretical analysis of customer satisfaction has increased understanding of how important the substance knowledge is", [10].<br>"New knowledge has increased understanding of how to look at different safety aspects", [10]. |
| New views:<br>• a new way of thinking<br>• new concepts for strategy development | "New and usable knowledge is created", [10].<br>"We have obtained new ways of looking at things", [11].<br>"If someone wants to do research, it is important to discuss whether there is the chance to gain new insight or if it possible to develop the theory", [14].<br>"Projects can produce new concepts or operational models for the strategic decision-making process…now we live in a world in which we should use research to develop our skills one step at a time…", [15]. |
| Knowledge of how to affect occupational diseases and health. | "It could be possible to affect the absence of illnesses and occupational diseases, state of health, and to reduce occupational accidents", [12].<br>"Simple information was created as the basis of safety plans", [11].<br>"Professional knowledge was transferred to the general level via the project", [14]. |
| Knowledge of how to understand the relationshiop between productivity and safety. | "The organization stimulates workers and managers to develop their work tasks, which as such is immaterial but probably affects productivity very much", [12]. |
| Knowledge of understanding others way of working. | "It is possible to learn how someone has acted before and how things can be developed", [14]. |
| Relationship between theory and practice. | "Theory and practice go hand in hand", [15]. |
| Development of models. | "It is important to reform the old models", [11].<br>"…models can then be used on the state level…additionally, operational models could be developed on the basis of theoretical models", [14]. |

New knowledge emerged for understanding other ways of working. The relationship between theory and practice was recognized, and sponsors also understood that new concepts for strategy thinking could be achieved though the project. Sponsors believed that it was also possible to develop new models via the project. (Table 16.)

### 4.3.6 Communication impact

Sponsors perceived that the project improved information dissemination via communication. Communication took place via the use of documents, such as meeting memos, bulletins, newsletters, guidelines, reports, and books. Stakeholder actions were also mentioned as a means of communication, as they disseminated information for different industries. One factor recognized in stakeholder influence was a large number of members. Stakeholders have their own interest and ways of disseminating information. Sponsors understood that stakeholders played an important role in information dissemination. Information dissemination also occurred via education. Sponsors understood that information dissemination could affect attitudes, and they believed that their own actions were an important part of information dissemination. (Appendix E.)

### 4.3.7 Human relations impact

In this study, human relations mean that cooperation with different actors is very important. Good human relations increased the project impacts. Sponsors perceived that the project increased cooperation between different project participators. Sponsors recognized that co-operation took place with project team members, other sponsors in OSH projects, control groups, and project executors. According to the sponsors, solidarity among team members enhanced project success. Networks were developed after the project and regional cooperation continued with team member activity after the project. Based on the data, I concluded that good cooperation and atmosphere provided added value for the project. It was important for good relations between the project executor and sponsor to start already at the beginning of the project plan phase. Sponsors perceived that it was a crucial point for the project. Co-operation between other sponsors was slight. (Appendix F, Table 1.)

### 4.3.8 Integrated impacts

The results indicated that sponsors have the abilities to recognize six areas of impact. I integrated the areas into two main sections, which means that there was one section for organizational impacts and another section for cooperation impacts. Organizational impacts meant that the sponsor recognized specific organizations that were important for the sponsor when they wanted to achieve impacts. The study showed that the sponsor's own organization, administrative sector organizations, and business sector organizations were emphasized in this context. Cooperation impact was the other impact dimension, and meant that the sponsor perceived the importance of dynamics between different stakeholders. The dynamics of cooperation were also crystallized for the three areas of impact: knowledge creation, communication and human relations.

The results showed that sponsors recognized almost the same number of impact for organization and cooperation when analyzing the number of codes contained in the raw data. Differences were found inside the organizational impact area. Sponsors recognized the impacts of the project more in the business sector than in the administrative sector. Furthermore, sponsors recognized more project impacts in the administrative sector than in the Council of State sector. Differences were also found also within the impact area of cooperation. Human relations impact was recognized more than the impacts in the communication or knowledge area. When comparing all impact dimensions, the study showed that sponsors recognized more impacts in communication and human relations than in other areas.

The value of impacts that were emphasized was analysed separately for organizational and cooperation impacts. The value of impacts indicated that all sponsors have an understanding of the meaning of human relations impacts. Almost all of the sponsors recognized the communication, administrative sector, and business sector impacts. Only two sponsors were completely unfamiliar with the previous areas. Three sponsors ignored impacts that were connected to the Council of State sector. Additionally, five sponsors were unfamiliar with knowledge creation impacts. The study indicated that three sponsors did not recognize two or three areas of impacts at all. Seven sponsors indicated that there was one area that they did not recognize at all. For the most part, this area was different for all of the sponsors.The

study indicated that half of the sponsors had at least a weak, moderate, strong or very strong view of all the impact areas. (Table 17.)

Table 17. The dimensions of impacts that were emphasized for the sponsor.

| | Impacts on organization | | | | Impacts on cooperation | | |
|---|---|---|---|---|---|---|---|
| Sponsor | Council of State | Business | Administrative | | Knowledge creation | Communication | Human relations |
| 1 | 5 | 2 | 2 | | 2 | 4 | 4 |
| 2 | 3 | 4 | 3 | | 3 | 1 | 4 |
| 3 | 2 | 3 | 4 | | 1 | 1 | 2 |
| 4 | 1 | 2 | 4 | | 1 | 5 | 5 |
| 5 | 2 | 4 | 2 | | 1 | 3 | 5 |
| 6 | 2 | 2 | 5 | | 2 | 3 | 4 |
| 7 | 2 | 5 | 4 | | 2 | 4 | 5 |
| 8 | 2 | 4 | 3 | | 4 | 4 | 4 |
| 9 | 1 | 3 | 1 | | 1 | 5 | 3 |
| 10 | 4 | 5 | 4 | | 5 | 5 | 5 |
| 11 | 3 | 5 | 3 | | 3 | 5 | 5 |
| 12 | 2 | 5 | 1 | | 5 | 4 | 4 |
| 13 | 2 | 5 | 4 | | 1 | 5 | 4 |
| 14 | 4 | 2 | 3 | | 4 | 3 | 4 |
| 15 | 2 | 4 | 4 | | 5 | 5 | 5 |
| 16 | 1 | 4 | 4 | | 4 | 5 | 5 |
| 17 | 2 | 4 | 2 | | 3 | 3 | 5 |
| 18 | 2 | 2 | 5 | | 4 | 4 | 5 |
| 19 | 3 | 1 | 3 | | 3 | 4 | 3 |
| 20 | 3 | 1 | 5 | | 2 | 5 | 5 |

Scale: 1 (no perceptions coded at all), 2 (weak; at least one perception), 3 (moderate; at least two perceptions), 4 (quite strong; at least 3-4 perceptions) and 5 (very strong; 5 or more perceptions).

The results indicated that half of the sponsors recognized one to three impact dimensions. Ten sponsors emphasized human relations impacts very strongly. Eight sponsors emphasized communication impacts very strongly. A relationship was seen between these two situations. Six of the sponsors who emphasized both of the previous areas were the same person. Additionally, two sponsors emphasized business impacts very strongly. Furthermore, one sponsor emphasized both the business and human relations areas very strongly and another emphasized both business and communication areas very strongly. Two sponsors emphasized the administration and human relations areas very strongly.

### 4.4. Impacts across sponsor behavior

At first, I crossmatch the values for sponsor behavior and the values for the impact. It showed that bureaucrats emphasized all organizational impacts, which meant that the sponsor recognized the impacts in the Council of State sector, business sector and administrative

sector. All sponsors perceived impacts of projects strongly in the area of business and moderately in the area of administrative sector. Participators and experts don't emphasize impacts connected to Council of State sector at all, while bureaucrats emphasized impacts on the Council of State sector moderately. (Table 18.)

Table 18. Connection between the sponsor and organizational impacts.

| | Sponsor behaviors | | | |
|---|---|---|---|---|
| Organizational impact | Bureaucrat | Participator | Expert | Total |
| Business sector | 4 | 4 | 4 | 12 |
| Administrative sector | 2.5 | 2 | 1 | 5.5 |
| Council of State sector | 2.5 | 0 | 0 | 2.5 |
| Total | 9 | 6 | 5 | 20 |

Secondly, I crossmatch the values for sponsor behavior with those for cooperation impact. This showed a strong understanding of the impacts in the human relations area. Bureaucrats emphasized communication impacts more than other impact areas. Only one participator emphasized the communication impact and knowledge creation impact areas, and two sponsors emphasized knowledge creation impact areas. No experts emphasized knowledge creation impact areas. It is important to realize that the sponsor who emphasized the behavior of expert and the sponsor who emphasized the behavior of participator recognized cooperation impact areas very strongly. (Table 19.)

Table 19. Connection between the sponsor and cooperation impact.

| | Sponsor behaviors | | | |
|---|---|---|---|---|
| Cooperation impact | Bureaucrat | Participator | Expert | Total |
| Human relations | 4.5 | 4 | 3 | 11.5 |
| Communication | 3.5 | 1 | 2 | 6.5 |
| Knowledge creation | 1 | 1 | 0 | 2 |
| Total | 9 | 6 | 5 | 20 |

# 5 Discussion

## 5.1. Sponsor behavior

The first research question was *How do sponsors describe their behavior during public sector projects?*

The results confirmed the picture that was found from earlier project management literature. Earlier studies (Schulenkorf 2009, Bryde 2008, O´Leary and Williams 2008, Kloppenborg et al. 2006, Helm and Remington 2005, Müller and Turner 2005, Wright 1997, Sonnenwald 1996, Morris and Hough 1987) and project management standards (PMBOK® Guide 2008) have provided a wide range of descriptions for the term sponsor. For example, a sponsor is a person (Bryde 2008), owner (Müller and Turner 2005, Morris and Hought 1987) or one of the stakeholders (Wright 1997). This study indicated that sponsor behaviors during project control were polymorphic. Polymorphic behaviors became apparent through the sponsor perceptions.

The sponsor's experiences could be seen in the interviews in four different ways. The four different types of behavior were bureaucrat behavior, participator behavior, expert behavior, and observer behavior. Each sponsor behaved principally in four ways. Bureaucrats were mainly interested in formal action. Participators were active during the project. Observers followed the project. Experts mainly use their substance expertise. The central behaviors for each sponsor were bureaucratic, participator, and expert. It is important to take into account the fact that ten (n=20) sponsors recognized the behaviors of an observer. The findings of this study were extremely new, because all twenty sponsors were from the same ministry department and represented the same thematic understanding.

Bryde (2008) indicated that the role of sponsor differed in different context. I showed that sponsor behavior was different and varied between sponsors, although the context for all sponsors was the same in terms of the sponsor organization and theme. Only the contexts of the projects differed for each sponsor. Despite the different project contexts, similarities were found in the behavior of sponsors. The results showed that it is possible to use a different approach or behavioral strategy for sponsor work during project control, even within the public department level. It seems that hierarchy, political power, laws, or bureaucratic

behaviors do not limit the actions of a sponsor. It appears that both formalities and informalities are strengths for sponsors.

It seems that the formal and informal behavior of a sponsor goes hand in hand in terms of sponsor practices. Over half of the sponsors (n=11) emphasized the behavioral strategy of participator or expert, while nearly half emphasized the behavioral strategy of bureaucrat (n=9). This study supports the studies of O´Leary and Williams (2008) to a certain degree. O´Leary and Williams (2008) showed that standardized control procedures are not so very important for improved project performance. At the same time, the results challenged the ideas of O´Leary and Williams (2008). It seems that the bureaucrat approach supports sponsors in their understanding of the extensive impacts of projects. It is possible that, if sponsors understand bureaucrat procedures, they gain more freedom to act during project control. According to O´Leary and Williams (2008), experience-based skills and tacit knowledge are more important than standardized control procedures. The transfer of experience-based skills and tacit knowledge from the project to the public organization is also a very important factor. Based on the results of this study, I support the ideas of Michalak and Williams (2006), which state that project control is a key factor for achieving project objectives. I argue that the Council of State sector needs more understanding of the phenomenon of project management and of sponsor. It is important to understand that the relationship between sponsor and project is unique. This situation should be exploited within the organization as much as possible.

The behavioral models that exist in this study mainly represented conrol actions that were not traditional in nature. The cost or financial control approach was not main theme for the sponsor. The results support the idea that sponsors needs flexibility and extensive skills for their actions (Hall et al. 2003). The idea of outsider and insider sponsor (Bryde 2008) was also evident through this study. Behavioral strategies like bureaucrat or observer illustrated the idea of outsider, while participator and expert tended to be insiders. However, each sponsor used all of these behaviors during the control process. It means that sponsor is simultaneously an outsider and and insider during project control. These kind of behaviors add flexibility for project control and thus provide the possibility to recognize more impact dimensions in the projects.

These findings are connected to role theory, which increases understanding of the phenomenon of individual in an organization and thus creates connections to the knowledge of project management studies. De Wang and Niu (2010) studied the role of the human resource department in 112 companies and recognized that the departments influence company performance. This study refers to the fact that a polymorphic sponsor has affected the objectives that a public organization wants and which are executed by means of projects. It seems that few or no projects will be executed on the department level in the future. Is it possible that the parent organization could lose knowledge of the sponsor? Is it possible that early signals will become "late signals"?

### 5.2 Project impacts

The second research question was *How do sponsors perceive and recognize project impacts through public sector projects?*

The impacts that were identified during the study were grouped into two sections: the organizational and cooperation impact areas. In this study, project impact meant the cumulative effects of projects that are greater than the actual project results (Brismar 2004, Cleland and King 1983). The organizational impact area included experiences of the sponsor that were linked to the business, administration and Council of State sectors. Sponsors perceived that their own organization and other designated organizations were important for the concept of project impact. Sponsors perceived that, in particular, it was possible to achieve impacts through the business organizations. All of the sponsors strongly emphasized business sector impact area. Depending on the sponsor, impacts were achieved on administrative level and in the Council of State sectors. It seems that changes also took place in these sectors. According to sponsor experiences, the project produced knowledge and ideas for the sponsor's own organization via strategy discussion. Practical solutions were achieved in the administrative sector and business benefits in companies.

The second section was the impact area of cooperation. Sponsor recognized that cooperation was an essential part of project execution in terms of achieving impacts. The cooperation impact area included the sponsor experiences that were connected to human relations, communication, and knowledge creation. According to sponsors, human relations were a

basic element for achieving the impacts of the project. In the context of this study, human relations were an essential part of sponsor work during project control. Over half of the sponsors strongly emphasized this area of impact. Sponsors mentioned various stakeholders. Stakeholder (Littau et al. 2010) actions were also mentioned as an essential part of studies on project management. Earlier studies involving sponsors who act in the context of ministry, with employee and employer representatives, researcher, business, and public companies are have not been previously carried out from the project management perspective. Additionally, sponsors perceived that cooperation with stakeholders was very good and that stakeholders did not set any requirements. This reflected good human relations between the sponsor and other people. Barriers to project impacts were also identified on the basis of sponsor perceptions (Appendix D). Based on descriptions of these barriers, I concluded that they simultaneously represented challenges and delays in terms of project impacts.

According to the sponsors, communication was also a very important part of the project impact and related to the cooperation impact sections. Sponsors understood that communication was the same as information dissemination by means of the internet, bulletins, other documents, and e-mails. Zambruski (2009) showed that the role of sponsor was important at the beginning and the end of the project lifecycle, especially when analyzing the project communication function. This study does not analyze when the role of communication was most important for the sponsor. The results showed that the sponsor is not familiar with the area of knowledge creation. Only two sponsors emphasized this area of impact strongly. This is a question of theory and practices in that that the sponsor needs more understanding of how to connect theoretical knowledge and practical solutions.

Hall et al. (2003) indicated that sponsor abilities had a significant effect in terms of project success. I argue that if sponsors recognize many impact dimensions, they have the abilitiy to understand what impact means in this context. Based on the data, I believe that sponsors understood that if impacts actually occur, the impacts are then part of project success. Sponsors recognized that they can affect the impact of the project. Sponsors also recognized that their own organization, the administrative sector and business sector, communication, human relations and knowledge creation areas could gain extensive benefits from projects. This study creates a totally new view for discussions of success and effect. The findings create new possibilities for the discussion of effect and success and could develop earlier models (Schulenkorf 2009, Baccarani 1999, Alarcón and Ashley 1998) for project success.

The sponsor own understanding of the benefits of organization were narrowly recognized in the earlier studies (Cooke-Davies 2002, Shenhar et al. 2001). It seems that in this study the sponsors understood that the impacts have extensive meaning. The extensive meaning of impacts was achieved earlier in environmental projects (Esher 1991). Sponsors understood the realities, barriers, and opportunities simultaneously, and this understanding is likely to provide better possibilities to find good solutions regarding how to achieve project impact in the future.

### 5.3 Contribution for the State Council sector

How does the department use this understanding of sponsor, for example, with regard to strategy discussion? It seems that the results of the project were not sufficiently used because sponsors recognized so few connections between the project and their own organization. In view of this fact, what is the meaning of the project on the ministry level? It seems that a project is a temporary organization with objectives (Turner and Müller 2003), and it produces new knowledge for sponsors and other stakeholders involved in the project. The project could produce extensive meanings for the public sector, if the sponsor's own organization could analyze the connections between project objective and project impact in an in-depth manner.

More discussions should also be arranged, at least between the sponsors. Crawford et al. (2008) indicated that sponsors occupy a pivotal position between the parent organization and the project. Sponsors acted alone inside the project, but they were not alone in this work from the department perspective. There were a total of 20 sponsors inside the department, and I find similarities between them. I showed that inside the department there was a "sponsor team" which acted in diverse ways. The sponsor acted effectively and influenced the objectives of the department in a silent manner. This was particularly evident with the bureaucrat. Based on this study, I believe that sponsors can produce a lot of benefits for the organization if the parent organization only recognized this opportunity. The sponsor has "tacit knowledge" of project control and experience of the project. It seems that this knowledge was better and more easily transferred to the business and administrator sector than back to the sponsor's own organization. It appears that the meaning of the project was to

produce project objectives and disseminate the strategy of the organization. It also seems that the project was not meant to be a tool for strategy development in the sponsor organization. Based on this study, it appears that projects could also be a temporary organization for the sponsor to obtain new information and early signals for strategy discussions. However, it is not used in this way and it seems as if too little strategy discussion occurred through the project.

The results indicated that, in this context, the organization needs discussion about the role of the sponsor during the project. It is obvious that a sponsor is needed for the project. This gives the Government better possibilities to understand how extensive impact is achieved through the sponsor and projects. It seems that the bureaucrat approach is good for recognizing project impacts when the sponsor acts on the Government level. Is it possible for project managers to also see the extensive impact dimension if they do not take the bureaucrat to their work? If not, the sponsor could bring this aspect to the project already in early stage of project plans.

The results showed that sponsors are not familiar with the area of knowledge creation. It appears that more cooperation is needed between officers and researchers on the State Council of State level if the goal is new innovation in the area of occupational safety and health (OSH). The connection between the project and the theoretical level seems to be too weak, which is probably because there is too little theoretical knowledge or theoretical understanding of research methods and procedures during the sponsor work. Additionally, the connection between sponsor and the strategy was quite thin, probably because sponsors have a strong practical workplace orientation. This orientation was typical in the OSH context during 1998-2008.

The training was not systematic for all sponsors, and this is why sponsors used mainly their experience-based skills and tacit knowledge during project control. This study recommends training for all sponsors, which could include bureaucratic procedures during the project, participative design before, during and after the project, information about how to use their own and other specialties during the project, the meaning of project control for the sponsor and their organization, and information about how to analyze the impact dimension of the project before, during and after the project.

I argue that sponsors do not live in the world of project management during the project in the context of the ministry. This contribution is an important finding for the area of public sector management. The study indicated that the "world of sponsor" during the project is more than just traditional cost and schedule control in this special case. The sponsor has to work with things other than project management phenomenon during project control. Sponsors work in a bureaucratic environment and simultaneously use a modern, polymorphic and impact-oriented approach to project control. The polymorphic view of sponsor provides other parts of the public and private sector with more understanding about the meaning of project control from the public sector point of view in this special case. This means that is it not suitable to assume that sponsors act in a single formal way during the project. The situation presents a challenge for supervisors, managers and insider controllers of the organization and it is also a challenge in terms of control.

I argue that sponsors use the manager approach during the project control phase. Cost control gives sponsors power, so much so that they can even interrupt a project. Costs or other critical generic dimensions (King and Cleland 1983) like time and performance touch are not the only modern managerial approach. King and Cleland (1983) showed that lifecycle management requires a project management approach. It seems that the organization in this study also needs more understanding of the lifecycle management. The divestment phase of the project emphasizes that knowledge must be transferred from the project to the supporting organization and lessons must be learned from the systems (King and Cleland 1983). I believe that the organization could obtain more benefits from the projects if the divestment phase were better understood better than it is now. The big challenge is how a traditional, hierarchical organization can transform actions, because it is not designed to understand how things are managed with an understanding of project lifecycles (King and Cleland 1983).

In this study, a sponsor was a person and one person involved in the project throughout project. The sponsor was a polymorphic person and their experience, education, and formal organizational actions affected their behaviors. A bureaucrat was the person who recognized all impact dimensions that were identified in the data. Sponsors added their own understanding of project impacts during project control. Sponsors recognized the project impacts and indicated that an extensive understanding of reality was possible for sponsors through the project. Sponsors revealed that their sense of impact was multidimensional. The

conclusion of the study is that the behavior of sponsors affects how the sponsor recognizes the impacts of the project (Figure 12).

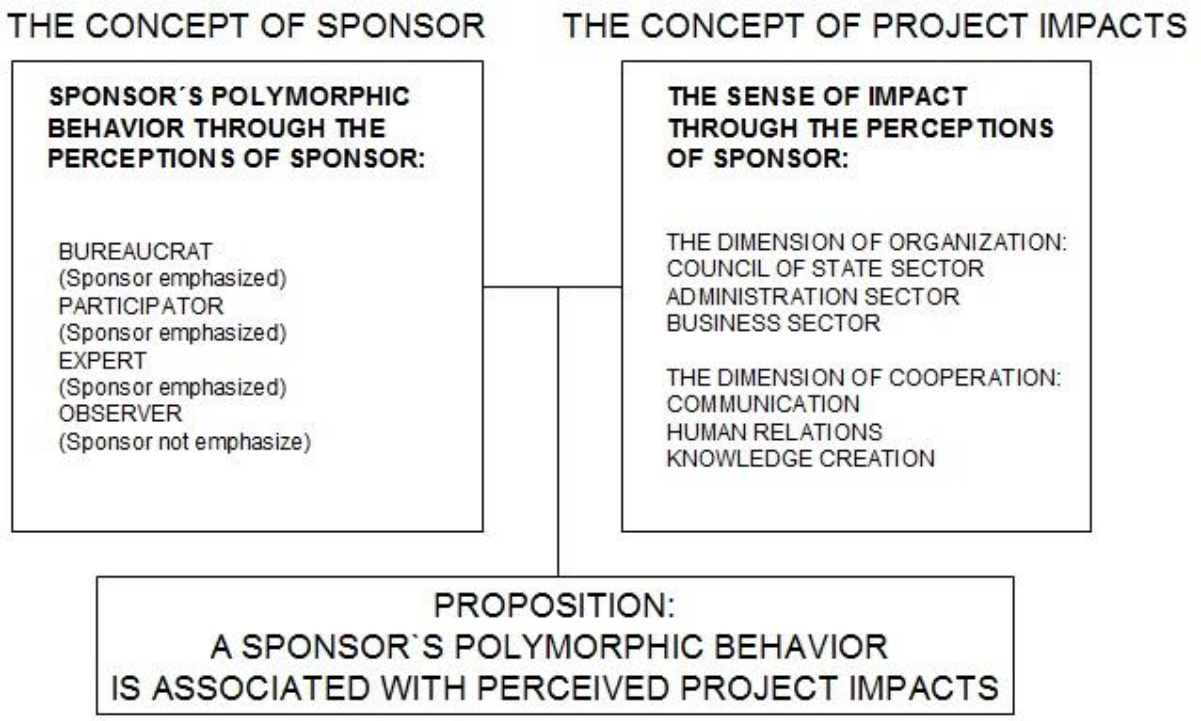


Figure 12. The behavior of sponsor is connected to the impacts of the project.

# 6 Conclusions

## 6.1 Key contributions

This study makes important contributions to both the practical and theoretical level of project management. The focus for this study was the sponsor. A sponsor was a person who controlled an occupational safety and health (OSH) project in the ministry. Project control is one part of project management and is extremely important for the Council of State organization because many new innovations are built and funded through projects. The sponsor ensured that project objectives were achieved during the project lifecycle. The literature review showed that there was a lack of understanding regarding how sponsors perceived their actions during the control process in the public sector context and especially in the context of a state government organization. There was also a lack of understanding of how sponsors perceived the project impacts in this OSH context.

The objective of this study was to increase understanding of the sponsor's behavior and the impacts of public sector projects from the viewpoint of the sponsors themselves. Additionally, this study tried to find out if there were any connections between sponsor behavior and the impacts of public sector projects.

Two research questions were set for achieving the objectives of the study:
*(RQ1) How do sponsors describe their behavior during public sector projects?*
*(RQ2) How do sponsors perceive and recognize project impacts through public sector projects?*

The study indicated that it is impossible to assign a single, formal role to sponsors in the public sector context. A sponsor was named for the project, and the organization expected that sponsor to take on the sponsor "role". This study suggested that sponsor behaviors during project control were polymorphic. Sponsor experiences were apparent in the interviews in four different ways. The four different types of behavior were bureaucrat behavior, participator behavior, expert behavior, and observer behavior. The study showed that there were similarities and differences in the behavior of individual sponsors. It also indicated that sponsors behaved principally as either a "bureaucrat", "participator" or "expert" during project control. Nine sponsors emphasized "bureaucrat" behavior, six

emphasized “participator” behavior, and five emphasized “expert” behavior. None of the sponsors emphasized “observer” behavior. However, sponsor experiences showed that ten sponsors also behaved in an observer manner. This study indicated that project control is very wide area for sponsors to handle and that they need different types of behavior during project control. The differences probably depend on project content differences, the number of projects and the individual’s own attitudes toward the project. However, many types of behavior illustrate the sponsor’s abilities to utilize their skills. Additionally, it seems that sponsor’s own organization relies on sponsor action during project control.

The results indicated that sponsors recognized many impact dimensions of the project. This study showed that, according to sponsor experiences, it is possible to achieve extensive impact through a project. The project used sponsor perceptions to describe a broad view of the concept of “project impact”. The impacts that sponsors perceived were grouped into two sections: organizational impacts and cooperation impacts. The concept of organizational impacts included experiences that were connected to business, administration, and Council of State organizations. The concept of cooperation impact was connected to human relations, communication, and knowledge areas. This study showed that there was some connection between sponsor behavior and sponsor perception of project impact. If the sponsor emphasized the behaviors of bureaucrat, participator or expert, they strongly emphasized the impacts that were connected to the business sector and to human relations. If the sponsor emphasized the behaviors of participator or expert, they placed little or no emphasis on the impacts that were connected to the Council of State sector or to knowledge creation. The impact dimension of communication was important for all sponsor behaviors that were emphasized.

The study also indicated that a sponsor is a stakeholder in public sector investment projects and especially in the area of Government projects. Sponsors link the strategic objectives of their organization to the projects during the control phase. They also recognize that the project generates feedback for strategic discussion. Based on sponsor experiences, other extensive impacts were also achieved. It is obvious that sponsor organizatios can benefit if the sponsor is active and recognizes extensive impact during the project. In such cases, the organization immediately receives fresh knowledge for strategy and policy discussion.

Based on this study, sponsors need a deep understanding of project control, strategy and how the strategy could provide even more support for their work. Additionally, sponsors need more understanding regarding how to connect their experience to the strategy process so that feedback from the project also is also transferred to the political level. Control is a cornerstone of sponsor work during the project. Finnish law (688/2001) provides instructions for control work. It seems that the impact dimension is linked to the "follow up" requirement of the law. My proposal is that the development actions are needed for this law (688/2001) from the extensive impact point of view. Active discussion of the impacts with other sponsors, project teams, project managers, and other stakeholders during the project is also needed. Council of State could develop these actions. More cooperation concerning the control processes is also needed between the sponsors inside the organization and also between different organizations.

Finally, connections were found between sponsor behavior and the impact dimensions that were derived from the perceptions of sponsor. If sponsors emphasized the behaviors of bureaucrat, participator or expert, they strongly emphasized business sector and human relations impacts. If sponsors emphasized the behaviors of participator or expert, they emphasized little or no impacts for the Council of State sector or the area of knowledge creation. The impact dimension of communication was important for all sponsor behaviors that were emphasized in the analysis phase. The results indicated that sponsors who emphasized bureaucrat behavior recognized all impact dimensions that were found from the data. This study demonstrated that it is possible to make connections between sponsor behavior and perceived project impacts (Figure 12).

This study is extremely new in Finland, especially in the context of Occupational Safety and Health (OSH). The study showed how sponsors act in the Council of State organization in Finland. It also showed novel types of sponsor behavior in Finland. It is obvious that more training is recommended for the sponsor in the areas of project control and impact assessment methods. It seems that sponsor behavior is multidimensional during project control. It is important for sponsors to reflect their own behaviors and recognize how they really act during the project. The concept of "project impact" also appears to be problematic in terms of project management and the level of organizational practices. This study indicated that sponsors require both training and guidelines for sponsor. More understanding of the sponsor role is also needed on the organizational and the individual level.

## 6.2 Research limitation

This study was based on qualitative study methodology. Archive material and interviews were used for the basis of the analysis. Archive material was also used to identify the sponsors. The theme of the study was occupational safety and health and the context was the public sector department. Thus, the results are only applicable in this context. This study does not include the complete raw material, but all of the material is available from the author.

All interviewees were from the same department and had the same coherent understanding of the theme. The limitations for this study were the number of interviewees and the context. Twenty sponsors participated in the interviews. The study was based on sponsors' perceptions and thus their responses were subjective in nature. No other opinions were used during the interview phase. The organization in this context used many other sponsors for other project themes. It is impossible to compare the results for organizational practices in general because the theme is unique in this study.

One significant limitation is the fact that I have too little evidence for triangulation of the data. I have some material from seminars or the organization's own documentation that supports the findings. The results are based on the sponsors' own perceptions at a certain time and on data, and I was the only person who handled the data. Additionally, I chose the codes and interpreted the results alone. I was the only investigator and I received advice only from teachers concerning how to progress during the research.

## 6.3 Ideas for further research

It seems that a "Role theory for sponsors" or "Theory of impact management" is needed in area of project management in both the public and the private sector. These theories could even develop the societal behaviors. I believe that this study will initiate discussion about the position of sponsors on the national level. Comparative studies will be needed in the future on both the national and international levels. The research could focus on the field of occupational safety and health (OSH) or other ministerial fields. It seems that the target organization gets detailed information about sponsor behavior and the impact dimensions of

the project. This information is also suitable in the area of human research management (HRM). The connections between sponsor and HRM practices could be interesting in the future. However, based on the projects, more studies are needed in the areas of both sponsor behavior and the impact dimensions. Other potential research areas could also be associated with the sponsor role in the strategic human resource management process (SHRM). More research is needed for the front-end phase of the project from the aspect of impact assessment along with "post" project studies to examine the achieved impacts of the project.

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Appendix A: Semi-structured questionnaire. 1/(1)

*(RQ1) How do sponsors describe their behavior in public sector projects?*

Interview guide:

1 Please describe your role as a sponsor during the project.
2 Could you tell something about your work as a project sponsor?
1 Could you describe a successful or interesting project?
- Could you describe the project environment?
- Could you describe the objective of the project?
- Could you describe the results of the project?
- Could you describe the relationship between the sponsor (you) and the project manager?
    - During the planning phase
    - During the project
    - After the project phase

2 How did you act during this project?
- Could you describe your actions during the different project phases?

3 Could you provide an example of a critical event during the project? What was the event? How did you act during this event? What happened after your actions?
4 What kind of position did the other stakeholders hold during the project?
- Could you describe the other actors/stakeholders affecting the project?
    - Could you describe the quality of activities of the other actors/stakeholders?
    - Could you describe the results of the actions that other actors/stakeholders implemented?
- What were the project requirements from the viewpoint of the other actors/stakeholders?

Additional questions:
What kind of training did you receive for controlling the project?
How much did you cooperate with other sponsors?

*(RQ2) How do sponsors perceive and recognize project impacts through public sector projects?*

1 How can you affect for the dissemination of the result?
2 What are the benefits/impacts of successful projects?
a. administrative impacts
b. political impacts
c. theoretical impacts
d. practical impacts

3 Describe your actions for achieving better project impacts?
4 Describe the barriers or challenges that occurred during the project?
5 Could you name the actors/stakeholders affected during the different project phases?

Appendix B: Developed categories. 1/(3)

Table 1. Categories after the first coding phase: coding the words from three sponsors.

| Category | Memo | Number of codes |
|---|---|---|
| Roles. | The sponsor identifies the word "role", "inspection" or "control" or uses other words that create a connection to the role theme. | 77 |
| Effective actions. | The sponsor identifies actions that are connected to the benefits, effects or impacts of the project. It is something that the project has generated during or after the project. | 55 |
| Stakeholders. | The sponsor identifies participators in the project. | 21 |
| Training and cooperation among different sponsors. | The sponsor identifies his/her connections to the education and cooperation associated with the subject of project management. | 13 |
| Project recognition. | The sponsor identifies project phenomenon and uses concepts of project management. | 10 |
| Work tasks. | The sponsor describes his/her work and actions during the project lifecycle. | 8 |
| Age. | Age of sponsor. | 3 |
| Year during which current work began. | Sponsor experience. | 3 |
| Others. | Other themes. | 5 |
| All codes. | | 195 |

Table 2. Categories (34 main categories) after the second coding phase.

| Category number | Number of codes | Category | Memo; description of the category |
|---|---|---|---|
| 1 | 20 | Year. | Gives information about when the sponsor began their current work. |
| 2 | 54 | Previous experience. | Description of the previous work experience. |
| 3 | 30 | Current work. | Description of the current work. |
| 4 | 19 | Age. | Descriptions of the sponsor age. |
| 5 | 19 | Tasks in general. | Descriptions of tasks in general. |
| 6 | 28 | Before the project. | Descriptions of tasks before the project. |
| 7 | 42 | During the project. | Descriptions of tasks during the project. |
| 8 | 15 | After the project. | Descriptions of tasks after the project. |
| 9 | 4 | Understanding of the project work. | Description of sponsor understanding of the project. |
| 10 | 20 | Description of the project object. | Descriptions of the project objectives. |
| 11 | 46 | Education. | Descriptions of the sponsor's education. |
| 12 | 115 | Cooperation. | Cooperation between sponsors and between stakeholders. |
| 13 | 78 | Bureaucrat behaviour. | Perceived formal actions. |
| 14 | 75 | Participator behaviour. | Perceived participative actions. |
| 15 | 18 | Observer behaviour. | Perceived action connected to observation. |
| 16 | 58 | Expert behaviour. | Perceived action connected to expert on substance. |
| 17 | 70 | Other behaviour. | Other roles like; "facilitator, developer, consultant". |
| 18 | 47 | Project size. | Experience of the project size. |
| 19 | 6 | Quality of the project. | Experience of the quality issues related to the project. |
| 20 | 182 | Participant. | Description of the project participant. |
| 21 | 31 | Requirements. | Experience of stakeholder requirements. |
| 22 | 62 | Activities. | Experience of stakeholder activities. |
| 23 | 43 | The effective actions in general. | Descriptions of the effective actions in general. |
| 24 | 52 | Effects on administrative level. | Understanding the connection between administration/impacts. |
| 25 | 30 | Effects on social and health policy level. | Understanding the connection between social and health policy/impacts. |
| 26 | 61 | Effects on practical level. | Understanding the connection between practice/impacts. |
| 27 | 40 | Effects on theoretical level. | Understanding the connection between theory/impacts. |
| 28 | 85 | Barriers to effective actions. | Perceived barriers concerning project impact. |
| 29 | 163 | Sponsors' own actions for achieving effects. | Actions describing how the sponsor tried to achieve impacts during the project. |
| 30 | 94 | Information dissemination. | Different communication connections. |
| 31 | 75 | Benefits. | Perceived benefits of the project. |
| 32 | 6 | Other observations. | Any other important observations during the coding. |
| 33 | 36 | Hantti –documentation. | Hantti is a register in which the sponsor disseminates the project information on the organizational level. |
| 34 | 2 | Action environment. | Description of the project environment. |
| 34 | 1726 | | |

Table 3. The final categories for sponsor behaviors.

| Number of codes | Category | Codes connected to the roles from the "other roles" category |
|---|---|---|
| 104 | Bureaucrat behavior. | 26 codes: e.g."inspection work, officer work". |
| 88 | Participator behavior. | 13 codes: e.g."evaluator, developer". |
| 20 | Observer behavior. | 2 codes: e.g."superficial role, marginal role". |
| 68 | Expert behavior. | 10 codes: e.g."supervisor, quality controller". |

Table 4. Category number, number of codes, final categories.

| Numbert of codes | Categories | Final categories |
|---|---|---|
| 20 | Year. | **1 Year.** |
| 54 | Previous experience. | **2 Previous experience.** |
| 30 | Current work. | **3 Current work.** |
| 19 | Age. | **4 Age.** |
| 19 | Tasks in general. | |
| 28 | Before the project. | |
| 42 | During the project. | |
| 15 | After the project. | |
| 4 | Understanding of project work. | |
| 20 | Description of the project objective. | |
| 46 | Educations. | **5 Educations.** |
| 115 | Co-operation. | **6 Stakeholder.** |
| | | 6.1 Participant. |
| | | 6.2 Requirements. |
| | | 6.3 Activities. |
| | | **7 Behaviors** ( way of acting ). |
| 104 | Bureaucrat behavior. | 7.1 Bureaucrat behavior. |
| 88 | Participator behavior. | 7.2 Participator behavior. |
| 20 | Observer behavior. | 7.3 Observer behavior. |
| 68 | Expert behavior. | 7.4 Expert behavior. |
| 47 | Project size. | **8 Understanding of the project.** |
| 6 | Quality of the project. | 8.1 Project size. |
| | | 8.2 Quality of the project. |
| | | 8.3 Understanding of the project work. |
| | | 8.4 Description of the project objective. |
| 182 | Participant. | |
| 31 | Requirements. | |
| 62 | Activities. | |
| | | **9 Impacts.** |
| 43 | The effective actions in general. | 9.1 The effective actions in general. |
| 52 | Effects on the administrative level. | 9.2 Effects on the administrative level. |
| 30 | Effects on social and health policy. | 9.3 Effects on social and health policy. |
| 61 | Effects on the practical level. | 9.4 Effects on the practical level. |
| 40 | Effects to the theoretical level. | 9.5 Effects on the theoretical level. |
| 85 | Barriers to effective actions. | 9.6 Barriers to effective actions. |
| 163 | Sponsor`s own actions for achieving impacts. | 9.7 Tasks and actions. |
| 94 | Information dissemination. | 9.8 Information dissemination. |
| 75 | Benefits. | 9.9 Benefits. |
| | | 9.10 Co-operation. |
| 6 | Other observations. | **10 Other observations.** |
| 36 | Hantti –documentation. | |
| 2 | Action environment. | |
| | | 10 main categories. |

Appendix C: Sponsor actions related to project impact. 1/(2)

Table 1. Sponsor actions related to project impact.

| |
|---|
| **Actions are connected to the reality of working life and to project actions.** |
| "I always take a practical approach to my work", [1]. |
| "…being available for the project and arranging different things...", [10]. |
| "I have tried to keep my mind focused on the possibilities to do something at workplaces", [11]. |
| "...I have even affected the payroll systems…", [10]. |
| "I have proposed that quality is an important criteria when analyzing work performance", [10]. |
| **Actions are connected to plans.** |
| "It is important to make a good plans for the benefits of the project at least "in your head" or on paper and then inform the target groups of those benefits", [10]. |
| " ...To a certain extent I have affected political plans and how to emphasize the qualification criteria in other ways" [10]. |
| "I can only hope that the action are executed", [11]. |
| "It is important to use project plans and processes because actions from the side of the project mean nothing", [13]. |
| **Actions are connected to cooperation.** |
| "...yes, effective cooperation and then actions with other parts of administration", [1]. |
| "...we agreed on the writing responsibilities...", [10]. |
| "...meetings were held by stakeholders…", [11]. |
| "Ideas are born in the control group,– it's like affecting people but not directly", [11]. |
| "Once it was understood that this is a important project for the administration, they related to the project in an adequate manner", [13]. |
| "It depends on your network and, what is the action environment and, what kind of people are those people where you try to affect", [13]. |
| "It was my task to take care of work arrangements between the two organizations", [17]. |
| "I participated in one training meeting...", [17]. |
| "I participated in exhibitions and introduced themes", [17]. |
| "So the first thing is to keep the stakeholders updated", [17]. |
| "The sponsor is a partner and cooperates with others in a gentle way", [18]. |
| "I wanted the workers and employer to create the objectives together", [19]. |
| **Actions are connected to the occupational safety inspectors or inspectorates.** |
| "...effects on the inspectorates", [10]. |
| "…one inspectorate chief said that...now we have analyzed the target and realized that we have got the worst ever estimation of date, and after that the actions changed as designated", [10]. |
| "...inspectorates…", [12]. |
| "...occupational health care services in the municipality", [12]. |
| "The sponsor must cooperate with the inspectorates and the chief of the inspectorates must understand the project idea", [13]. |
| "…and then there are the inspectors", [13]. |
| **Actions are connected to cost control.** |
| "I accept the actions and costs related to the project…", [12]. |
| "It was possible to follow the project...", [13]. |
| **Actions are connected to communication.** |
| "Good practices are disseminated to every place…", [12]. |
| "I can communicate and disseminate the information, and of course this is important", [13]. |
| "...I can make presentations to other members regarding how to promote things.", [10]. |
| "The project was arranged in a new way after the mail ...", [14]. |
| "I made a proposal to the managers that it is important to achieve wide information dissemination.", [16]. |
| "I clearly affected this final report...", [18]. |

| **Actions are connected to sponsor competence and possibilities to obtain results.** |
|---|
| "If sponsors are specialists they can get better results", [12]. |
| "If you are from the ministry level, you can use your Ministry status for the project", [13]. |
| "In my mind, the sponsor has good possibilities to utilize the results", [13]. |
| "It is important to understand that 100% results are impossible", [13]. |
| "Sponsors have a lot of responsibility for how the project succeeds", [15]. |
| "You have to ensure that you get support from your own manager", [13]. |
| "…the actions must be neutral when using official authority power...", [13]. |
| "Some negative actions must be used when needed on the part of the sponsor", [14]. |
| "…I put my whole personality into the game, I think about what is good for the project and how the project can benefit from my competence…", [15]. |
| "I realized that the financial expertise was outside the project", [15]. |
| "You have to be optimistic and trust people...", [15]. |
| "You have to think about the end of the project already at the beginning of the project and consider what you want to get...", [15]. |
| "I ordered this project and of course everybody was looking forward to the results with excitement", [16]. |
| "I put a lot of work into defining the theme", [17]. |
| " ...the first project plan was quite sloppy, so it was impossible to show the plan to the manager", [17]. |
| "The sponsor must be an assertive person", [18]. |
| "...I want to maintain a high profile", [18]. |
| "…I have provided some feedback regarding how the funds are divided, but I do not know what effect this had had...", [18]. |
| "…I attempt to achieve the administration objectives...", [19]. |
| "I organized a kind of seminar with my manager...", [20]. |

## Appendix D: Sponsor actions related to barriers to project impact.

Table 1. Descriptions of different barriers to the project.

| |
|---|
| **Barriers on the side of the sponsor's organization.** |
| **Management, work community and attitude.** |
| "Our project portfolio is not systematically "in our hands" (what is what we need)" "ideas are usually separate ideas and everything progresses separately…", [2]. |
| "Sometimes I have had difficulties understanding what the managers of organization want", "There have been conflicts between my own expertise and the needs of the organization managers to exploit the results", [19]. |
| "The results of the project were not exploited", [14]. |
| "We gained a lot of good experience but the results of the study were not what we wanted", [15]. |
| "Barriers still exist, there is a kind of self-sufficiency on the administration level, which means that the administration knows what is good for…the administration doesn't have the skills to use customers feedback", [10]. |
| "It is important to take care of the resistance that could appear near the sponsor", [1]. |
| **Task** |
| "The work of an officer includes difficult situations, and it is important to learn how to act during such situations", [1]. |
| "…if we don't develop any material we only get small impacts, good channels for disseminating the information is not enough", [11]. |
| "It was a huge job for me to ensure that the project idea wasn't extended too much", "I said that there is not enough money for the project, I said that you have to choose less…", [17]. |
| "I haven't received enough feedback about the project…", [19]. |
| "It was easy to approve only the results of the research – no tools were created for real life needs…", [8]. |
| "I called the companies and asked if we really couldn't get the reports…", [20]. |
| **Barriers from the side of executor.** |
| **Barriers associated with cost.** |
| "We encountered cost problems with the executor", [10]. |
| **Barriers associated with technical problems.** |
| "Computer analysis delayed", "we have had painful moments because of technical problems", [10]. |
| **Barriers associated with project timeframe.** |
| "It seems that the work has been so slow…", [20]. |
| "The project ended too early", [12]. |
| **Barriers associated with cooperation.** |
| "Some people don't want to do as you wish or there are some actions that they don't want to do …", [13]. |
| "…I had my own opinion but I saw that it didn't fit in with the researchers ideas…", "…we signed a contract but the project never started – the researcher disappeared", [15]. |
| "One difficult project was…in which the project members and key persons changed", [14]. |
| "Usually the problem involves subcontractor…", [10]. |
| **Barriers associated with project concept.** |
| "The project concept was incomplete, although the researcher did a lot of work and had good skills for this work…", [15]. |
| "After the project, I realized that our mistake was poor target group definitions", [10]. |
| **Barriers associated with using knowledge and skills.** |
| "…the researcher was incapable of handling the project and another older researcher tried to solve the problem…", [8]. |
| "If new knowledge is needed and the project doesn't include any expert for the key subject area of the project", "yes, the barrier is lazy thinking…", [15]. |
| **Barriers associated with stakeholder.** |
| "Tripartite cooperation and neutrality for both representative partners (employers and employees) are needed and then trust is earned", [1]. |
| "It has been difficult to find a stakeholder for the project…", [9]. |
| "…employers and employees opinions are polarized…", [8]. |
| "Broad questions were asked from the organizations, respondents couldn't know what the questions actually included…", [15]. |
| "I realized that the target group does not understand the importance of the project subject", [17]. |

## Appendix E: The communication impact dimension.

Table 1. The content and comments with regard to the communication impact dimension.

| |
|---|
| **Transferring the knowledge via documents (Newsletter, bulletins, guidelines, internet pages …).** |
| "The minimum requirement is to use the results for bulletins" , …"we have sent out general newsletters and invited the local media to events, and usually the information has gone out to the local radio and so on…", [10]. |
| "The guidelines was formulated for machinery dealers", "I added some news about the project for my own organization and I made the report available", [11]. |
| "We made a the follow-up report…", "a book was written, which is like a book of good practices…", [12]. |
| "The book was published by FIOSH…and then the Ministry published some news…we achieved greater publicity…", [16]. |
| "…and then the Ministry made a newsletter…", "Now we have the news from the Ministry, a report was written also in English and we have possibilities to disseminate the results", "the project information was disseminated via the internet", [15]. |
| "The report was written after the project and some bulletins as well", "materials were created (CD)", [5]. |
| **Stakeholder communication.** |
| "FIOSH has its own interest in disseminating the information and TSR also has its own way disseminating the information…", [15]. |
| "They have a huge number of members on the state level, and during the different project phases information was disseminated by means of meeting memos and local events...this was how the information was disseminated to all members", "people were satisfied", "we received effective comments from the participants", "Yes, it is based quite a lot on the branches…", [1]. |
| "Of course, the researchers added information about the results of the project, there was one briefing event and then FIOH added information via TTT-magazine (an extensive article about the results), "labor organizations published the results using the portfolios, and many copies were taken and send to workplaces", [16]. |
| "Material was available at an exhibition….and it was also available on the internet", [17]. |
| "The important thing was getting one of the main stakeholders to join this project…", [9]. |
| "Projects that were connected to customer feedback were useful", "I believe that this kind of rather fresh feedback with adequate facts certainly have an effect", [10]. |
| "Huge cooperation with the stakeholders", [9]. |
| "The Nordic cooperation project made it possible to affect what we included in the project and how we shared tasks and how we eventually interpreted it…", [20]. |
| **Transferring the knowledge via training.** |
| "The results are used for personnel training", "a training (one day) session was organized for the personnel during the closing event", "We took the labor market organization into consideration, and we have participated in events organized by the labor market organization and presented our results…", "the reports are published and used in education", [10]. |
| "The facts and the skills gained from the education goes to the workplaces...", [1]. |
| "During and immediately after the project we organized a briefing event about the project", [12]. |
| "It's important to use your own contacts when the project is completed, then you have to communicate the results of the project and try to tell the researchers that they also have to disseminate the results as much as possible…", [11]. |
| "Occupational safety and health content is part of education", [1]. |
| "The models that created are used in education", [17]. |
| "There is a doctoral thesis ", [4]. |
| "Professional knowledge was transferred to the general level via the project", [14]. |
| **Understanding how information dissemination could change attitudes.** |
| "Our dream for extensive information dissemination was for those who answered the questions to understand what the feedback was", [10]. |
| "It is assumed that the occupational safety and health administration will disseminate the information and that the information is subsequently disseminated to the workplaces", "the consultants are probably happy about this information and they will disseminate it…", "it is important to create an information dissemination plan before project execution", "it seems that the requirement for how to disseminate the project results are increased all the time ", [11]. |
| "…when you can just change for the names on the bulletin… it is easier to add information in the same way…", "we used the news about what we had done year after year, this was important because it showed everybody what we had done...and they had the chance to make comments", "information dissemination provides companies with advice", [13]. |
| "...the management group was informed…and they said that now we have to disseminate this information as widely as possible…", "…active information dissemination was done in this field…the inspectorates was also active…television…and magazines ", [16]. |
| "I just disseminate the information inside my own organization…and of course we have our own network…and if the report is available on the internet it is easy to disseminate the results via the internet", "the model was disseminated to the state level", "…benefits for society – in my mind that is what we have to achieve because we're using public funds", "they were very effective in the regional area…in my mind, the contractor was such an important actor on the state level because they were able to disseminate the results (what they had learned, models) elsewhere", [18]. |
| "The Nordic countries got information about that", [20]. |
| "I have made presentation on the topic in the European context","I have tried to disseminate the information if a book was written during the project or if there is a website...", [7]. |
| "The possibilities to achieve impacts are good if you want it ", "if I think this matters on the ministry authority level, it means that there are no better possibilities than this. If you have channels available, you can just start to drop the information", [1]. |
| "…Additionally, it adds to and encourages the development of other levels of actions", [12]. |
| "Publicity and communication opportunities were offered somewhere", [2]. |
| "…it has an effect – it changes human attitudes and behavior, but it is difficult to specify the number of changes…", [5]. |

## Appendix F: Human relations impact dimension.

Table 1. Human relations impact dimension.

| | |
|---|---|
| Project team. | "The chemistry between people and the togetherness are very important factors in project success..." , "cooperation between people started very well and it was good throughout the project", [1]. |
| | "Cooperation was good", " meetings were informative", [2]. |
| | "Cooperation was very good", "there was also critical discussion during the control meeting", "E-mails have sent and networks developed after the project", [4]. |
| | "We even discussed how we can exploit the results and how we can use the information in different seminars and events", [8]. |
| | "Some inspectorates cooperated more easily than others", [13]. |
| | "…control meetings were long and people talked a lot…", [15]. |
| | "...the people involved in the project are very interested in the subjects, the control group was chosen very well", "the people who participated in the project continued regional cooperation", [18]. |
| Project executor. | "The project executor's visit to the ministry at the beginning of the project was a crucial point for the project", [1]. |
| | "We performed the project plan phase together", [9]. |
| | "Cooperation occurred between project executor and sponsor", [10]. |
| | "…we have had almost all the discussions with the project executor…", "we have had good and continuous cooperation", [11]. |
| | "…we had an extremely good rapport…", [12]. |
| | "Because we planned the project together, we were confident that the project that would be executed", "it was normal group work", [13]. |
| | "The project executor was active and contacted the other stakeholders", [15]. |
| | "We cooperated during the project plan...", "the sponsor got temporary reports many times during the project execution" , "interaction has continued in in this case", [16]. |
| | "…they kept me in touch" , " at this time, I still get information regarding the situation in education in this field", [17]. |
| | "Cooperation was based on sponsor actions", [18]. |
| | "Cooperation was very good", [20]. |
| Sponsor. | "Too little all the time", [3]. |
| | "Every sponsors has their own projects and I have always asked if something is unclear for me", " we have good cooperation with the sponsors, and if you want to get information it is easy to ask", [5]. |
| | "I have contacted the companies directly if necessary", [6]. |
| | "Sometimes we have even discussed even the role of sponsor", [7]. |
| | "There is no cooperation between sponsors",[8], [9]. |
| | "More cooperations has occurred between people who worked with the same substance, we disseminate information and ask questions, but we do not discuss how the control work should be done…", [11]. |
| | "These projects are so different that cooperation between sponsors has not naturally developed", [12]. |
| | "I have had good cooperation with the inspector, who understands more about cost control procedures while I have the skills for substance", [12]. |
| | "…I followed the project and thus I was aware of the project", "not so much cooperation between sponsors…", [14]. |
| | "Not at all, occasional discussions" (cooperation between sponsors), [15]. |
| | "I don't know if there was cooperation between sponsors", [16]. |
| | "…we have had two general seminars…but the projects are so different that it is difficult to generalize…", [17]. |
| | "Not at all" (cooperation between sponsors), [18]. |
| | "Cooperation between the inspectorates and ministry was very good", [20]. |