

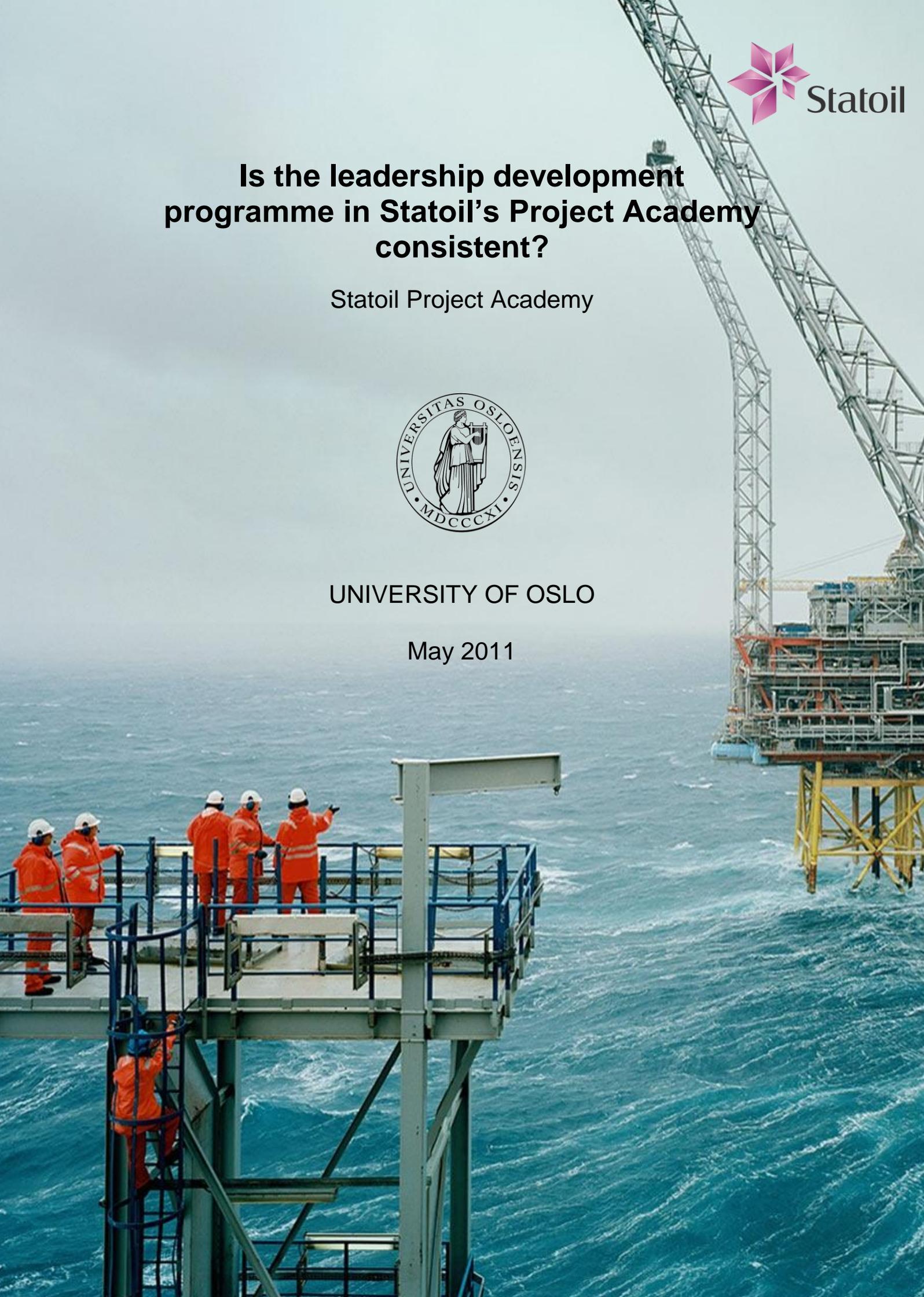
Is the leadership development programme in Statoil's Project Academy consistent?

Statoil Project Academy



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Is the leadership development programme in Statoil's Project Academy consistent?

Authors: Martine Hannevik, Marina Kristiansen, Hedda Bergsland Bratholm, Julie Thue Buø, Anthony Næss and Sean Lobo

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Executive Summary

The purpose of this research project is to evaluate: *to what extent is the leadership development in Statoil Project Academy consistent?* The six programmes evaluated are: Project Management Basic, Project Management Essential, Project Management Advanced, Project Professional, Leadership in Projects, and Project Executive. The criteria we developed to evaluate the Project Academy are: the Statoil Way, context, contributors, and progression. The research uses a qualitative design.

Main findings

- The Statoil Way: The programmes we observed, PMB, PP and LiP, were aligned with the Statoil Way. Some Statoil employees stated that they believe PME and PMA are not fully aligned.
- Context: Different learning methods are used and there is a focus on connecting theory and practice, both to enhance transfer of learning to local work context. As there is no evaluation of behaviour change one cannot know if the programmes have an effect on later work. It is not always the most suitable participants attending the respective programmes.
- Contributors: External contributors are more permanent than internal contributors. Consequently, the external contributors have more knowledge about the programmes, which have led to more control and influence than Statoil desires.
- Progression: The largest threat to consistency is a lack of natural progression. The information and communication across PA is scarce. Combined with geographical dispersion, this reduces complementarity and continuity and creates overlaps.

Recommendations

- Strengthen focus on employees as change agents
- Implement Leader as a Teacher
- Evaluate behaviour change
- Establish a pool of internal contributors
- Ensure competition between external contributors
- Combine PME and PMA
- Establish regular professional meetings
- Improve PA Entry Site
- Evaluate PA's relation to other leadership development programmes

Preface

We are a group of students from the University of Oslo who have worked as consultants for Statoil the last few months. As we are young and courageous, we have the ability to offer new perspectives on how to ensure a more consistent Project Academy.

This has been an experience out of the ordinary. The project gave us the opportunity to take part in working life, and experience the role as project team members. Our mission was “to go native” as Statoil employees, and live in compliance with the values: Courageous, Open, Hands-on, and Caring. We even participated at the Project Management Basic programme, which gave us insight into the Statoil Way of doing it. We are grateful for how well we have been received and cared for by Statoil colleagues, especially Thomas Bjørn Thommesen.

This has been a unique journey to us, and we really appreciate the experiences along the way. It has been gratifying, challenging, learning, time-consuming, developing, and last but not least fun. Thank you for the opportunity!

Vækerø, 25.05.2011

Hedda Bergsland Bratholm

Julie Thue Buø

Martine Hannevik

Sean Lobo

Marina Kristiansen

Anthony Næss

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Abbreviations

BI	BI Norwegian Business School
BLE	Business Leadership Experience
CSR	Corporate Social Responsibility
ECTS	European Credit Transfer System
FR	Functional Requirement
GBS	Global Business Services
GE	General Electric
HSE	Health, Safety and Environment
LiP	Leadership in Projects
LfP	Leadership for Projects
NSD	Norwegian Social Science Data
NTNU	Norwegian University of Science and Technology
PA	Statoil Project Academy
PE	Project Executive
PF	Project Fundamentals
PLD	People Leadership Development
PLE	Project Leadership Experience
PMA	Project Management Advanced
PMB	Project Management Basic
PME	Project Management Essentials
PMI	Project Management Institute
PP	Project Professional
RM	Right Management
ROI	Return on investment
SA	Statoil Academy
SWOT	Strengths, Weaknesses, Opportunities and Threats
TPD	Technology, Projects and Drilling
TPD PRO	TPD Projects
UCB	University of California, Berkeley
UiO	University of Oslo
WCPP	World Class Project Performance

1 Introduction

Statoil is the largest operator on the Norwegian continental shelf, and is an energy company in an expansive phase internationally. Today, the organisation has enterprises in more than 30 countries. As a global operator in increasingly competitive markets, Statoil has a stronger focus on leadership development.

The report is an evaluation of Statoil Project Academy (PA): the project leadership development in Statoil. PA is a corporate initiative organised as part of Technology, Projects and Drilling (TPD) and is governed by a cross-corporate steering committee. Thomas Bjørn Thommesen is director of PA and reports to the steering committee. PA's mission is to *“develop a community of project executives, leaders, managers and professionals that consistently delivers extraordinary short and long-term project results in both national and international settings”* (Statoil, 2011).

The purpose of this research project is to evaluate: *to what extent is the leadership development in Statoil Project Academy consistent?*

Project Academy – a short backdrop

PA was established in 2006 as a result of the 2005-2006 initiative, World Class Project Performance (WCPP), to strengthen Statoil's position as one of the world's top performers in project development. PA provides project management training for Statoil employees. PA consists of eight programmes, designed to meet the needs of project personnel and offers the following:

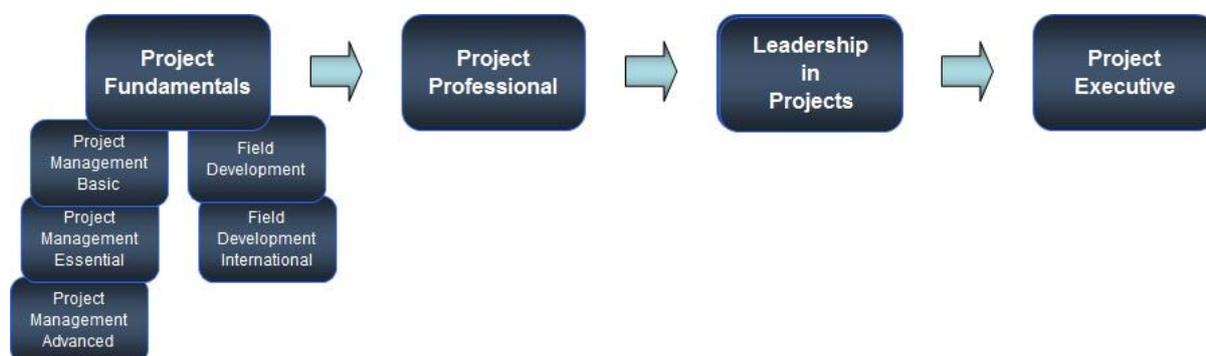


Figure 1: Project Academy programme portfolio

Some of the programmes within PA are successors of previous programmes. The original Project Management Essential (PME) and Project Management Advanced

(PMA) have been in the project management portfolio for more than 10 years. They were initiated as collaboration between Statoil, Hydro, AkerKvæerner, Norwegian University of Science and Technology (NTNU) and BI Norwegian Business School (BI). Project Management Basic (PMB) has existed as a Statoil programme since the late 1990's. These three programmes were incorporated into PA when it was established. Project Executive (PE) and Project Leadership Experience (PLE) were founded as part of PA. The latest change in PA was the establishment of Project Professional (PP) in 2010. Later, Leadership in Projects (LiP) has replaced PLE.

2 Mandate

We are a group of six students from the class Project Forum (Prosjektforum) at the University of Oslo (UiO). We represent five different fields of studies within the social sciences: economics, political science, media and communications, work and organizational psychology, and sociology. This project started as collaboration between Project Forum and Statoil and the original mandate was handed out to the student group in January 2011. The student group has been working with the PA team from January until May. The final report is for internal use in Statoil.

Original Mandate

“To what extent does Statoil Project Academy have a unified approach towards leadership in their education?”

There are many “schools” within leadership and leadership development. As there are several different contributors involved in PA, a potential threat is varied content in the education on leadership. It is desirable to establish a more unified approach to the field of leadership in the programmes and lectures.

We want a student group from Project Forum to familiarise themselves with the different approaches to the field of leadership represented within PA and evaluate these in accordance to Statoil’s leadership principles. We want the student group to give us specific recommendations on possible changes that should be done within PA.

Probable informants will be programme managers, external contributors (universities and consultants) and the company’s own resources within leadership development.

Probable methodology will be individual interviews, group interviews and relevant literature about leadership.

Revised Mandate

“To what extent is the leadership development in Statoil Project Academy consistent?”

The original mandate stated that a unified approach towards leadership is most suitable to Statoil. We decided not to emphasise the word *unified* after discussions

within the student group and with Thommesen. We interpret that the intention from PA is to evaluate whether PA is consistent, using the following criteria:

- **The Statoil Way:** Are the programmes aligned with the Statoil Way?
- **Context:** Do the programmes create transfer of learning from theoretical lessons to the participants daily work context?
- **Contributors:** Who contributes, and how do they contribute to the programmes?
- **Progression:** Is there a natural relation between the programmes?

We will give specific recommendations based on these criteria.

The mandate was presented for PA 24.02.2011 and approved by Thommesen.

3 Research questions

This report is the result of our evaluation of PA. Based on Kirkpatrick (1998), three reasons to evaluate PA are to: 1) justify its existence by showing how it contributes to Statoil's objectives and goals, 2) decide whether to continue or discontinue programmes, and 3) gain information on how to improve programmes.

Statoil did not set any criteria for the evaluation. We defined the criteria in the revised mandate. They were based on preliminary interviews with the four programme managers and document readings. The criteria were further developed throughout the process and serve as our research questions. As mentioned the four criteria are: the Statoil Way, context, contributors, and progression. They are further elaborated below. The discussions in chapter 6 serve as our answers.

The Statoil Way

The Statoil Way is informants' own term. We interpret it as the Statoil management system. It refers to the set of values, principles, policies, processes, and requirements that support the organisation in fulfilling the tasks required to achieve its objectives. It is documented in governing documentation, which includes the Statoil Book, common function requirements (FR) and requirements specific to the business areas. We focus on the four values: open, courageous, caring and hands-on, and the people partnership and leadership in Statoil principles. Another focus is whether the programmes reflect recent changes within Statoil, especially related to the objectives: driving globalisation, simplifying the organisation and securing renewal.

The Statoil Way can be analysed as both tacit and explicit knowledge. Tacit knowledge is the knowledge you actually use when you do things, but you cannot necessarily articulate it. It can be explained as a personal cognitive map that helps you navigate through routines, practices and processes that you take for granted. Explicit knowledge, on the other hand, is the formalized accessible knowledge that can be consciously thought, communicated and shared. Acting in compliance with values is usually tacit knowledge, whereas following an operating model is explicit knowledge. Both explicit and tacit knowledge can be taught by socialization, internalization and articulation (Clegg, Kornberger, & Pitsis, 2008). Our question is

whether the programmes are aligned with Statoil's management system - the Statoil Way.

Context

The working context was discussed in our first meeting with Thommesen. This issue encompasses three important sub areas. First, we want to investigate whether the programmes create transfer of learning. The content and processes need to be relevant to the participants' daily work context. We will also discuss the achievement of double loop learning as it enhances transfer of learning by rethinking the task given and considering whether it is beneficial. It implies changing the frame of reference that normally guides behaviour. It is relevant in terms of developing change agents as double loop learning represents an ability to reflect on practices and to understand when fundamental change is required (Argyris & Schön, 1978). Second, ensuring relevant content and processes is only possible if suitable people attend the respective programmes. The last sub area is evaluation.

We have chosen to follow Kirkpatrick's (1998) popular framework, "Four Levels of Evaluation". This is a framework several informants have mentioned. The desired result of the programmes in PA is improved behaviour with positive results to follow. Each level in this framework is important and impacts the next level. When moving from one level to the next, the evaluation process becomes more difficult and time-consuming. However, each level also provides more valuable information. Level one is the participants' initial reaction to the programmes. This level is important because the future of a programme usually depends on positive reactions from its participants. Level two refers to the learning outcome and can be defined as the extent to which the participants change attitudes, improve knowledge, and/or increase skills as a result of attending the programme. Level three is related to behaviour change. This can only take place if the three areas of level two are fulfilled. To determine whether behaviour change at level three has occurred, one has to evaluate on level one and two. Level four is improved results or return of investment (ROI). It refers to whether the final results occurred because of the programmes. One can only change the final results if there is a change in behaviour.

Contributors

In the original mandate, a possible challenge of having various contributors was emphasised. Various contributors, both internal and external, might lead to quite different content and processes within PA. Internal contributors refer to all Statoil employees contributing to PA, whereas the external contributors refer to academic institutions and consultants outside of Statoil.

External contributions might be in conflict with the Statoil Way. Thommesen stated that the programmes in PA should be Statoil specific programmes in order to develop the organisation, rather than general programmes contributing solely to individual development. Statoil should also control and set the premises for external contribution due to corporate policies, such as risk management and alignment.

Internal contributors, Statoil employees, might also influence the programmes with their own opinions and understandings of the Statoil Way. We will therefore consider the internal contributions and their impact on the programmes. Finally, we will consider the coherence between the different contributions and whether it is perceived as consistent.

Progression

Progression refers to whether there is a natural relation between the different programmes within PA. Furthermore, progression refers to complementarity and continuity without unnecessary overlaps. Achieving a natural progression would ensure a red thread within PA. To study this criterion, we have looked into the different programmes for a meaningful pattern.

Within the two last programmes, LiP and PE, it was necessary to add a level of progression. It became evident that these two programmes must be seen in relation to the other leadership development programmes in Statoil (see appendix B). We call this Statoil progression, whereas the former is PA progression.

Progression was introduced as an issue by one of the programme managers in preliminary interviews. During the presentation, it was mentioned that the different programmes should complement each other.

4 Methodology

A qualitative approach was suggested in the original mandate and we chose to follow this suggestion. Qualitative research focuses on specific situations and people, and place emphasis on words rather than numbers. To reduce biases and strengthen the validity of our evaluation, we chose to use a variety of sources and methods. This method is called triangulation and allows a broader understanding of the issues investigated (Maxwell, 2005). Our research includes revision of documents, interviews, and observation.

Documents

At an early stage of the process, written material was handed out. Amongst these were the Statoil Book, various governing documents, Power Point presentations about the programmes and course descriptions on Entry (Statoil’s own internal website). Based on these documents we were able to obtain an insight into the Statoil Way, TPD Projects (TPD PRO) and PA. From these documents, we have developed the revised mandate and interview guide.

Sample of informants

Our key informant, Thommesen, listed a selection of people relevant to the project. Informants were selected from the list. Additional informants were selected based on interviews and participation in a range of PA activities. This type of sampling is called a purposeful selection, or criterion-based selection. It refers to a strategy in which particular persons are selected deliberately in order to provide information that cannot be acquired other ways (Maxwell, 2005). Weiss (1995) states that it is helpful having a key informant to facilitate the choice of informants.

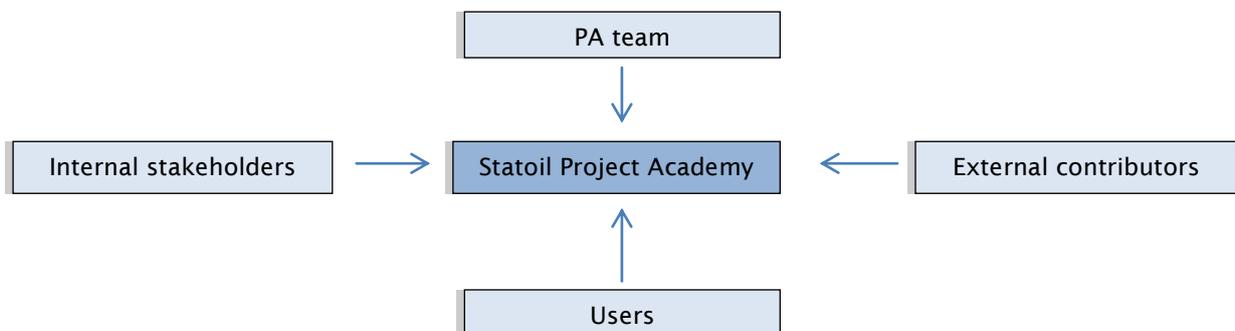


Figure 2: Illustration of informant groups and their relation to PA

The sample consists of four groups of informants categorised by their relation to PA, represented in Figure 2. The first group is the PA team, the four programme managers. The second group is the internal stakeholders: People Leadership Development (PLD) in Global Business Services (GBS), the steering committee, and corporate representatives. This group has a stake in PA, influencing PA in different ways. The external contributors BI, NTNU, University of California, Berkeley (UCB) and Right Management (RM) are the third group. “Users” represent participants, project managers and resource owners, who attend or direct others to the programmes. The total number of informants is twenty-two.

Purposeful selection challenges the validity of our report, as the sample might not be representative. However, the research depends on informants with some sort of relation to PA. Other threats to validity are key informant bias, researcher bias and reactivity. Our research is based on one key informant and the other informants are purposely selected. Therefore, the informants’ views might not be representative of the population, known as key informant bias (Maxwell, 2005). Researcher bias refers to the subjectivity of the researchers. We have preconceptions and theoretical backgrounds that influence our interpretation and understanding of the data collected. An example is that we might interpret the Statoil Way differently than Statoil employees. Maxwell (2005) argues that it is impossible to avoid the subjectivity of the researchers. Reactivity is the influence the researcher has on the setting or individuals under scrutiny. With the presence of researcher bias, reactivity is impossible to eliminate but important to consider (Maxwell, 2005).

Interviews

A semi-structured interview guide was developed based on preliminary conversations with the four programme managers (see appendix C). The guide was adjusted to the various informant groups. A semi-structured interview guide can be described as a tree with branches, where the trunk represents the main questions and the branches represent the sub areas (Rubin & Rubin, 1995). The qualitative interview allows the informant to set the pace. Departures from the interview guide are not seen as a problem (Silverman, 2010).

The interview guide consists of four main categories from the mandate. The interviews lasted 60 to 90 minutes and the interviews were tape-recorded.

Observation

Observations provide information that cannot be obtained from interviews. Observation represents a direct and powerful way of learning about people's behaviour and the context in which it occurs. While interviews describe what the informants said, observations can contribute with tacit understandings and aspects the informants are unable to state directly during the interview. Together, interviews and observation can provide a more complete and accurate account than either method could alone (Maxwell, 2005).

During our research, we had regular meetings at Vækerø. We interacted with Statoil employees, observed the LiP kick-off and the first day of module two at PP. We also participated at the entire PMB programme. Observation provides a broader understanding of the Statoil context.

Analysis

The first step of our analysis was to categorise the statements based on SWOT and the six different programmes. SWOT is a qualitative analytical tool placing statements within the categories Strength, Weaknesses, Opportunities and Threats. The first two categories are present time observations, whereas the last two are future oriented. The results from a SWOT analysis can assist the organisation in accomplishing its objectives by deciding which obstacles that must be mitigated or handled (Deresky & Christopher, 2008). We analysed all the interviews by a SWOT analysis, which resulted in our main findings, discussions, and recommendations for PA and Statoil.

Ethics

We ensured informed consent by informing the interviewees about the purpose of the study and how the interviews were to be used. All informants are anonymous, and the tapes and notes produced during the interviews are always kept confidential. The Norwegian Social Science Data Services (NSD) has approved this project.

5 Empirical findings

This chapter presents the empirical findings from our research (interviews, documents and observations) and is organised in sub chapters representing each of the programmes. Every programme will be introduced with its formal programme description (retrieved from Statoil Entry), before the findings are presented in the same order as our criteria in chapter three. Finally, we will summarise our findings under each programme and offer a short discussion.

5.1 Project Fundamentals

Project Fundamentals (PF) consists of five programmes: PMB, PME, PMA, Field Development and Field Development International. The latter two are not included in this report. They were not included in the original mandate since their focus is not on project management.

PF introduces project management as a craft. The participants gain skills and competencies within project management methods, processes and tool, business acumen, leadership and Statoil specific standards. The courses target people already involved in projects, such as project team members and project managers. Tone Ørke is the programme manager of all PF courses.

5.2 Project Management Basic

This is the programme description directly copied from Entry, Statoil's local webpage.

"PMB is an introduction to project management and projects as a work form. It focuses on project management as a generic task and is based on the PMI [Project Management Institute] standards and the Statoil Book...The program aims to provide an introduction to project management, including competence and skills within key elements of business development, project economy and company methodology...The program is a 3 days classroom course, and one day of pre-work will be required by the participants...The 30 participants are divided into 5 virtual project teams, and the program uses various learning methods as lecturers, interactive knowledge training, simulations and group work together with plenary

discussions and presentations. Reflections and collaborations are strengthened by use of business cases... [The target group] is personnel who are about to manage small projects and project team members, as well as personnel seeking general project management competence. The course has an open enrolment; however the Project Academy reserves the right to ensure an optimal mix of disciplines for the five groups” (Statoil Entry, 2011). There are no external contributors teaching at PMB. The following sections represent our empirical findings about PMB.

The Statoil Way

PMB is aligned with the Statoil Way according to our own participation at PMB. The lessons covered all important governing documents, values, processes, ethics, and so on. The learning material had Statoil logos, even though Specifique AS produced it, indicating that Statoil sets the premises for the delivery. In addition, we were told PMB would go through fundamental changes to be more evenly aligned with Statoil 2011 (simplification, globalisation, renewal).

Context

Participants stated they were satisfied with the programme as it represented an enjoyable way to learn project management. They concluded that the programme provided a general understanding of the entire work process. Participation had essentially created a multi-disciplinary network. An informant claimed PMB delivered significant insight into the whole project process and addressed the challenges people face from other decision gates.

Our observation was that the group of participants was diverse; representing people with varying levels of experience and from the different levels of the organisation. One participant had his/her first day in Statoil at PMB, whereas others had been with the company for more than 10 years. Several participants said they should have attended PMB several years ago. Some said that the programme did not provide new skills and knowledge, as they were too experienced.

Contributors

PMB solely has internal Statoil lecturers. We observed that the internal contributors were aligned with the objectives of the programme and the Statoil Way. However, the quality of the lectures varied.

The learning material provided by Specificque AS was of good quality and served its purpose.

Progression

Our observation concluded that the programme did provide employees with a good theoretical and practical foundation within project management.

Main Findings and Discussion

PMB gives an opportunity for networking and communication across the organisation. We observed that some participants were experienced and skilled project workers, who should instead attend PME or PMA. The mixed group of participants on PMB has both advantages and disadvantages; it creates diversity, but also questions the relevance of the content and processes for experienced participants.

5.3 Project Management Essential

This is the programme description directly copied from Entry, Statoil's local webpage.

"PME gives insight into the project management profession. The course is suited for key personnel in all Statoil projects with some years of project experience...The course aims to enhance project managers' ability to plan, follow-up and execute small to medium-size projects in Statoil...The course consists of three 2-days plenary sessions, and one 1-day plenary session. Between the plenary sessions, the participants will work with four individual web-based sessions and a project assignment in groups of 3 persons. Following the last plenary session there is a web-based home exam. The foundation is general project management theory and Statoil's governing documents. The course is based upon the terminology and principles outlined in the PMI Project Management Body of Knowledge. The course requires active participation and is based on structured dialogues as well as traditional lectures. These principles are put into action through simulations and

industry specific cases that are used in the plenary sessions and reflected in virtual modules. The workload is estimated to between 250 and 350 work hours, including plenary sessions. The course gives 15 [European Credit Transfer System] ECTS...PME is designed for candidates with 5-10 years of work experience and who are or will be managing small to medium sized projects...Minimum three years of higher education required - 180 ECTS, minimum 4 years work experience” (Statoil Entry, 2011). NTNU and BI are the external contributors. The following sections represent our empirical findings about PME.

The Statoil Way

External contributors claimed they know the Statoil Book, Statoil governing documents and the Statoil Way. The external contributors also admitted they constantly adjust the programme and that the course is up to date and aligned with Statoil 2011.

Others said the programme should be more aligned with the Statoil Way. The Statoil logo is found in very few documents from this programme, which supports the statement of lack of alignment. Course overview, time schedules, and most lecture slides only have the NTNU and BI logos. From our observation, few Statoil employees know much about the content and processes of this programme.

Context

The programme uses several different learning methods like presentations, group work, and project assignment to ensure transfer of learning. Previous participants have referenced the project assignment as useful for later work. However, some claimed the theoretical lectures were not useful.

Informants said theory and practice is well connected throughout different lectures. PME is founded on PMI theory (Project Management Institute, 2008) and best practice, which is aligned with the Statoil Way of working. This connects theoretical lectures with participants’ way of working.

Presently, the PME programme is evaluated on level one and two (Kirkpatrick, 1998). Informants questioned the notion if whether or not the programme holds a long-term effect on participants’ behaviour. Informants stated there should be an evaluation of behaviour change as well.

Contributors

External contributors and Statoil employees have contradicting views. External contributors believe the relationship between Statoil, NTNU and BI is good with Statoil setting the premises for the programmes and being clear about their expectations. However, Statoil employees believe the external contributors dominate the relationship.

Our observation is that NTNU and BI has extensive knowledge about the programme, whereas no interviewees within Statoil know what is being taught. An external contributor told us that Statoil rotate their programme managers and internal contributors so much that they do not know the details of the programme.

Progression

Contributors said they believe PME builds on PMB. However, they also said they have limited knowledge of PMB or the other programmes in PA and therefore do not know if there is an actual progression between the different programmes.

Main Findings and Discussion

See section 5.4.

5.4 Project Management Advanced

This is the programme description directly copied from Entry, Statoil's local webpage.

"PMA gives expert competence in the project management profession for medium to complex projects, mainly larger facility and modification projects. The material and lectures are related to Statoil's Value chain and governing documents...The objective of the course is to provide project managers for medium to large size project with in-depth knowledge of international project management, changing project execution strategies and factors contributing to enhancing project value...The course consists of three 3-days plenary sessions. Between the plenary sessions, the participants will work with individual web-based sessions and a project assignment in groups of 3 persons. After the last plenary session there is a web-based home exam. The course contains a blend of Statoil procedures and governing documents and general project management; such as international projects, project execution strategies, HSE [Health, Safety and Environment] awareness, procurement processes, and other

factors contributing to enhancing value. The course requires active participation and is based on structured dialogues combined with conventional lectures. Discussions are used to appreciate the importance of organisational and communication execution skills, and to utilize the participants project management experience in the training. The workload is estimated to between 350 and 450 work hours, including the plenary sessions. The course gives 15 ECTS...PM Advanced is designed for candidates with more than 10 years of work experience, project managers/potential project managers that are going to manage medium sized to more complex Statoil projects...Minimum three years of higher education required - 180 ECTS, minimum 10 years work experience” (Statoil Entry, 2011). NTNU and BI are the external contributors. The following sections represent our empirical findings about PMA.

The Statoil Way

As with PME, there is a discrepancy in views between external contributors and Statoil employees related to the Statoil Way. External contributors know Statoil governing documents well and say the programme is aligned with Statoil 2011. However, some Statoil employees said it should be more aligned with the Statoil Way. As with PME, the Statoil logo is in very few documents and our observations are that Statoil employees have limited knowledge about the content and processes of PMA.

Context

As with PME, the course is based on various learning methods, which strengthens the transfer of learning. In addition to PME, PMA incorporates more action-based learning. Theory and practice is connected in lectures.

PMA evaluates on level one and two (Kirkpatrick, 2006). The participants’ initial reactions are very good and the participants do well on project assignments and exams. Informants told us this is an indication of good evaluation on level one and two. However, as with PME, informants told us there is no evidence of long-term effects because of the lack of evaluation on level three. One previous participant told us the lectures of PMA were more relevant than PME. Another previous participant felt s/he did not acquire any new knowledge, as s/he was already experienced in the field of project management.

Contributors

Like the two previous paragraphs, findings from PME and PMA are similar. External contributors said the relationship between NTNU, BI and Statoil is good, whereas Statoil employees believe the external contributors control the relationship.

Progression

External contributors said they collaborate well across PME and PMA and feel there is a natural relation between the two programmes. However, some Statoil employees said they believe there is unnecessary overlap.

Main Findings and Discussion of PF: PMB, PME and PMA

Information about the Statoil Way is linked to the objectives of Statoil 2011, drive globalisation, simplify the organisation and secure renewal. Informants claimed globalisation was undermined in PF, but our own observation of PMB was the opposite. We experienced a focus outside of the Norwegian continental shelf, with case studies concerning international communication challenges related to a project placed in Venezuela. Simplification was said to be an issue in PF. Informants said administrative work is comprehensive and the schedule too tight. Renewal seemed to be a focus within all the PF programmes as the external contributors claimed that the programmes are evaluated continuously and adjusted accordingly.

There are a lot of positive aspects to PME and PMA. One aspect is that by including academic institutions like NTNU and BI, Statoil assures that theories and other learning material is relevant and up to date. Thommesen also emphasised this positive aspect. Another positive aspect is that learning methods are planned and varied. The use of various learning methods contributes to the participants' transfer of learning. Especially, as participants mentioned, project assignments force them to take an active part in the learning process, which assures double loop learning.

External contributors seemed to be more persistent than internal contributors in all PF programmes. Our findings indicate that the constant changes of internal Statoil contributors negatively influence the administrative work. Consequently, gaps are created, information lost and the programme portfolio lacks a red thread. As an informant said: "there should be a red thread within PF to minimise duplication and to improve progression between programmes".

Internal informants indicated that BI and NTNU are controlling the PME and PMA. The external contributors have more knowledge about the content and processes of the programmes. This knowledge can be one of the reasons external contributors have more control of the programme, as knowledge is a source of power (Clegg, et al., 2008).

Thommesen stated that the programmes in PA should be Statoil specific programmes contributing to the development of the organisation, rather than general programmes contributing solely to individual development. People within Statoil believe PME and PMA to be least aligned with the Statoil Way. We believe this is partly due to the asymmetric relationship between the two parties. Another reason can be that the programmes were not originally designed as Statoil programmes. For recommendations on this issue, see section 6.4.

5.5 Project Professional

This is the programme description directly copied from Entry, Statoil's local webpage.

“PP seeks to align project functional management in a cross functional context with a business value approach, to meet the project objectives...The program shall train projects functional managers to understand and manage functional and cross functional challenges and opportunities through the project development process...The program comprises three 4-day resident modules over a 6 month period. In addition, an inter-module work and post program project assignment are estimated to 6 days. The program is run twice a year with 30 participants per cohort...The Program gives 15 ECTS through a Project Assignment. [Target personnel is] Project functional managers/aspiring functional managers, discipline leaders, lead discipline advisors...Open enrolments, however the Project Academy reserves the right to ensure the cohort reflects the major functional areas” (Statoil Entry, 2011). The external contributor is BI, and the programme manager is Tor Inge Johansen. The following sections represent our empirical findings about PP.

The Statoil Way

External contributors said they know the Statoil Book, Statoil governing documents and the Statoil Way. One informant said PP provides an opportunity for time-constrained employees to reflect upon the Statoil Way. Our observation was that theoretical lessons were not Statoil specific, but that casework was related to a Statoil context.

Context

The project assignments are directly linked to project requirements, and the participants' final reports have been used by Statoil, an informant told us. The participants we observed seemed to find the casework interesting and useful.

Several informants claimed that PP should contain more case studies and less theoretical lectures. Assignments should be introduced earlier in the programme and continue between the modules in order to ensure quality of the reports and enhance learning outcomes, an informant said.

We were told PP is planning an extensive evaluation this year.

Contributors

One informant claimed that Statoil know what they want from BI, and ensure the programme is relevant and dynamic according to their needs. External parties make constant adjustments to align the programme with Statoil, informants said. PP uses BI less than planned, an informant stated. Some informants commented that PP might be too dependent on the current programme manager.

Progression

Since the focus in PP is functional management it does not overlap with the other PA programmes. Informants said PP could be more aligned with PMA and PME as they have some common contributors.

Main Findings and Discussion

See chapter 6.

5.6 Leadership in Projects

This is the programme description directly copied from Entry, Statoil's local webpage.

“LiP aims at developing a shared leadership mindset and increasing the leadership behaviour within projects based on corporate values and business targets. [The programme aims at] developing a Leadership Mindset, adding new skills needed to master project dynamics and especially the team dynamics within project teams, broaden their leadership behaviour repertoire and develop a capacity for agile leadership both nationally and globally, develop a Global Mindset and cultural awareness and being able to drive cultural change within own organization...The program consists of ten days; one kick off day and three 3-days resident sessions over a period of four to five months followed by a one year mentor program....LiP focuses on expanding the participants’ collective capacity to engage effectively in leadership roles and processes by addressing three distinct topics in a project context: Management and leadership with an extended focus in leadership, team, team dynamics, and team development, and, global mindset and culture [The target group is] proven managers/leaders in the project domain with leadership potential and ambitions...Participants are nominated by their Business Area as a part of the People@Statoil process with an emphasis on their potential for further development” (Statoil Entry, 2011). RM has been the external contributor in PA since 1983. The programme manager is Siv Høye.

LiP runs for the first time this semester, and it is too soon to give a thorough evaluation of the programme. The change from PLE to LiP was suggested at corporate level based on Statoil 2011. Also, last year’s students at Project Forum recommended strategies for improvements. The following sections represent our empirical findings about LiP.

The Statoil Way

According to an informant, the Statoil Book is used on every meeting, starting with HSE. Informants claimed that the leadership principles should be emphasised in LiP, as this should be explicit knowledge to employees. We observed that LiP was aligned with the Statoil Way. There was a special focus on operationalising Statoil’s values.

Context

Our informants could not tell us to what extent the content of the programme is transferable to the local work contexts. Some stated they were discussing how to

improve the evaluation of LiP, and on what level this evaluation should be in order to ensure that the programme has contextual relevance. An informant suggested more mentor training as mentoring could otherwise be ineffective. The informant also said mentoring can be personally exciting and challenging.

Although the nomination process is not PA's responsibility, it is important to mention as informants claimed the process must be improved since people have been nominated without being motivated. Informants claimed participants lack the experience and maturity that is necessary for participating in LiP.

Contributors

An informant said RM knows the Statoil Book and also stated that Statoil knows how to inform them about their values. Additionally, a Statoil employee stated: "RM has a better insight in Statoil than I have". However, according to the latter informant, RM only contributes because Statoil does not have internal resources to do the job. Another informant stated that the organisation wants more academic contributors with curiosity and knowledge, rather than external contributors like RM who is driven by own economical interests.

It was stated that PLE was too dependent on a previous programme manager, making diffusion of knowledge difficult. This problem is less relevant with LiP, as Høye is new in the leading position, involving the PLD team.

Progression

LiP is an independent programme and it complements the other programmes in PA by being different and focusing on the individual, an informant claimed. On a Statoil progression level, an informant from PLD stated that the programme overlaps with the Business Leadership Experience (BLE) and Leadership for Performance (LfP) programmes. The informant suggested these programmes should be more aligned and adjusted according to the Statoil leadership pipeline.

Main Findings and Discussion

See chapter 6.

5.7 Project Executive (PE)

This is the programme description directly copied from Entry, Statoil's local webpage.

“PE aims at transforming highly experienced project managers into project executives...The aim is transform highly experienced project managers into project executives capable of delivering extraordinary project results driven by Statoil leadership principles...The program consists of four week-long resident modules at international locations over a period of 10 months. In addition, the program includes inter-module group work, individual coaching and a post-program assignment. Topics [include] building courage and authenticity in leadership, global strategy and business value of capital project, project development strategy and project execution excellence, decisions in complex/uncertain environment, building effective global teams, managing stakeholders with conflicting or unclear expectations, maintaining CSR [Corporate Social Responsibility] standards in challenging local contexts, understanding local, national and global contexts. [The target group is] senior personnel in project development - project managers and - directors; asset owners. Admission requirements: personnel with potential to reach L3/L2 positions with a high P@S performance score. Nomination by Business Area as part of the People@Statoil process” (Statoil Entry, 2011). The external contributor is UCB, and the programme manager is Thommesen. The following sections represent our empirical findings about PE.

The Statoil Way

Feedback on the Statoil Way was mostly directed towards the partnership with UCB. An informant said the external contributor knows Statoil's values and their terms of change leadership according to Statoil 2011. Some Statoil employees claimed that UCB has a more authoritative leadership style that could challenge the democratic perspective on leadership in Statoil. However, external contributors and other Statoil informants emphasised a need for the organisation to be more direct in order to meet global leadership challenges and therefore do not consider the inconsistency in leadership styles as an issue.

Some sceptics questioned the integration of American leadership values because of the inconsistency with the Statoil Way. Values emphasised in Statoil such as caring

and team oriented work was said to be inconsistent with UCB's leadership values. Some also questioned the need for American values when the Statoil culture and way of performing has previously been a success.

Context

Previous participants of PE said the programme provides good network building opportunities and they feel privileged. Participants appreciate the interdisciplinary process and the international focus, as well as the input on personal behaviour. Informants mentioned the Leader as a Teacher part of the programme as especially productive.

Several informants criticised the amount of participants at PE and were sceptic to how many executives Statoil needs. They said, if too many participate in the programme PE might converge with other leadership programmes in Statoil. Another argument is that participants end up in their old jobs not using their new knowledge. Informants revealed frustration in terms of not having opportunities to practice knowledge learned from PE.

As with LiP, the nomination process is outside PA's control, but also here worth mentioning. Some informants were satisfied with the nomination process. They told us that the nomination for participation in PE was revised last year, and that it runs strictly through the Capability and Deployment – people@statoil process. This process is transparent, and informants emphasised that it increases the efficiency of PE as more suitable employees attend the programme. They also emphasised that the transparent nomination process also increases the legitimacy of Statoil's investment in PE.

Contributors

The reason for UCB's involvement in PE is based on their level of expertise on international leadership and their involvement in Statoil as a company, informants said. They explained UCB's involvement in Statoil as unique, and one mentioned it as a "marriage" strengthening the efficiency and relevance of the programme for the participants.

Critics questioned UCB's monopoly on influence and the duration of the collaboration with Statoil's PE programme. The informants pointed to UCB's own interest in testing

American values on Statoil, and the lack of action-based learning in their contribution. Several informants claimed PE is too dependent on one person. Informants expressed concerns about the dependency on one person instead of the academic institution UCB.

Progression

Since PE is the only executive programme in Statoil, some questioned the purpose of PE being in PA as a project leadership programme. They described PE as a relevant leadership programme not only in terms of project leadership, but all Statoil leadership.

Main Findings and Discussion

PE is described as the most prestigious leadership programme in Statoil and many informants had only positive impressions of the programme. UCB's competence, Homa Bahrami's in particular, was mentioned as quality contributions, aligned with Statoil 2011.

The Leader as a Teacher part of PE contributes to diffusion of knowledge to others in the organisation. The initiative also enhances the opportunity to transform experience and knowledge from the education into the participants' own repertoire and mindset. It is a form of double loop learning as described earlier.

One finding is discrepancy regarding the usefulness of the programme in an ROI perspective. The main argument is that UCB is too expensive, rather than lacking competence.

The amount of people participating in the programme was criticised by some informants. The American liberal market context, with a highly fluid labour market, leads to less investment in each employee and company-specific education as the person with new knowledge might leave the organisation (Hall & Soskice, 2001). Statoil, on the other hand, has low turnover and developing employees could therefore be a good investment. The large amount of people attending PE might therefore serve as an advantage, considering Statoil's focus on the importance of globalisation and a global mindset. However, it is important to implement the global mindset to others in the organisation, as too much focus on leadership or executives can pacify non-leaders (Sørhaug, 2004). Global mindset is also on the agenda in PA

as a whole, as well as the responsible mindset concept from UCB, we were told. A global and responsible mindset in more programmes will probably reduce the threat of pacification.

6 Discussion and recommendations

"We are committed to building leaders from within our own organisation," (The Statoil Book, 2011, p. 19).

This chapter is a discussion about our findings regarding the whole PA. It is organised in sub chapters representing the four criteria introduced earlier. Each sub chapter starts with a short discussion of issues we found related to our research question. After discussing, we recommend solutions that can contribute to a more consistent PA.

6.1 The Statoil Way

"We have a management system which defines how we work and describes how we lead and perform activities" (The Statoil Book, 2011, p. 7).

Are the programmes aligned with the Statoil Way of doing it? Our findings indicate that all contributors, both internal and external, know Statoil's governing documentation well. From our observations we saw that PMB, PP and LiP are aligned with the Statoil Way as lectures and group assignments were based on Statoil documents and relevant cases. On the other hand, some Statoil employees we interviewed said some courses, especially PME and PMA, are not aligned with the Statoil Way. As we did not observe these programmes we do not know if this scepticism is accurate, but the missing Statoil logos from PME and PMA course material could be an indication of the same.

Through interviews, observations, participation, and working at Vækerø, we learned that Statoil is a value-based organisation. The values are not only empty symbols, as in many other organisations. Rather, Statoil employees seem to know and live by them. The values are used to create a shared platform that all employees can refer to (Sars, 2009), and are at the core of the management system. As one project manager expressed: "the four values define the culture of the organisation". Many leaders we interviewed said they find the values useful in their own roles as leaders and have a clear understanding of how to implement them. However, they believe employees at lower levels in the organisation know the values, but do not necessarily

act consciously according to them. This finding indicates that working in compliance with the values is explicit knowledge for leaders, whereas for other employees it is tacit knowledge (Clegg, et al., 2008).

Participants at LiP said the lecture where the values were operationalised was important, but that the knowledge should have been made explicit at earlier programmes in PA. Values are a resource for leadership when compensating for unstable contexts by providing leaders a frame of reference (Sørhaug, 2004). Teaching the Statoil values in all PA programmes would make them more explicit and hands-on to all Statoil employees.

Recommendation 1: Strengthen focus on employees as change agents

Another finding that was not programme specific is regarding Statoil employees' as change agents. One of the people partnership principles is to "recognise that change is vital to our business" (the Statoil Book, p. 16) and one of the leadership principles is to "communicate the need for change and ensure involvement in the process" (the Statoil Book, p. 18). It was emphasised at the LiP Kick-off, at the Town Hall Meeting and in interviews, that if Statoil wants to achieve its goals and strategy stated in Statoil 2011 (*renewability, simplicity and globalisation*), the organisation should develop more effective change capacity. One way is by creating change agents, individuals who facilitate and support change processes (Wood, Zeffane, Fromholtz, & Fitzgerald, 2006). Several of our informants emphasised that PA represents an opportunity to leverage change and create change agents as PA educates around 200 professionals and leaders each year. Based on these findings, our first recommendation is a strengthened focus on employees as change agents throughout the whole PA.

6.2 Context

"At Statoil, the way we deliver is as important as what we deliver" (The Statoil Book, 2011, p. 2).

One of our evaluation criteria was whether the participants of the different programmes were able to use the learning outcome of the courses within their local work context. Most interviewees were positive to this issue. From interviews,

observations and document readings we found that the programmes use several learning methods to ensure transfer of learning. Informants also said there is a solid link between theory and practice.

However, ensuring relevant content and processes is only possible if suitable people attend the various programmes. Our findings show that this is not always the case. At some programmes participants are too experienced, and at others they lack experience. One reason might be the lack of information about PA (see recommendation 8).

Some informants mentioned that they believe the transfer of training to local use is too low and that the learning outcome might therefore be low in a long-term perspective. Events that occur after the actual programme are just as important as the events occurring before and during a programme (Salas & Cannon-Bowers, 2001). We therefore have two recommendations, to implement Leader as a Teacher on all programme levels and to evaluate behaviour change as well as reactions and learning outcome.

Recommendation 2: Implement Leader as a Teacher

In order to secure transfer of learning the PE programme has implemented a strategy called Leader as a Teacher. When finishing their course, the leaders bring back the knowledge to their teams by teaching them three key areas from the course. This initiative has been strongly commended by participants and external contributors as it has two great advantages. The first advantage, as one participant pointed out, is that by summarising and then teach others there is a better chance of remembering later because of double loop learning. In this way, they secure their own transfer of learning. The second advantage, as an external contributor pointed out, is that it creates diffusion of knowledge throughout the organisation and thereby creating a common platform. It is also a step towards creating or maintaining a learning organisation. This idea, as the same informant told us, is based on the organisational transformation Jack Welch, former CEO of General Electric (GE), brought to his organisation (Slater, 1999), where the key to winning is a leader's ability to raise the collective intelligence of his or her team and to keep the team members aligned and energized (Tichy, 2002).

Being a learning organisation is a focus in Statoil. This is stated in the Statoil Book, "Our leaders play an active role in teaching and learning" (p. 19). Also, Helge Lund said at the Town Hall Meeting March 30th 2011 that he met the present CEO of GE. The CEO asked him a lot of questions for a full hour because of his interest in learning. The lesson Helge Lund drew from this meeting, he stated, was the importance of constantly practicing learning when you are a part of a learning organisation. He also stated that it was only by being a learning organisation you could create a winning culture. This is in line with Tichy stating, "Winning organizations are explicitly designed to be Teaching Organizations...Throughout the organization, "teachers" and the "students" at all levels teach and learn from each other, and their interactions create a Virtuous Learning Cycle that keeps generating more learning, more teaching and the creation of new knowledge" (2002, p. 4).

We recommend implementing Leader as a Teacher in all PA programmes. This ensures transfer of learning for the individual and diffuses knowledge through the organisation. In a long-term perspective this can also ensure alignment and help maintain Statoil's goal of being a learning organisation.

Recommendation 3: Implement evaluation of behaviour change

All programmes have evaluations on level one and most programmes have evaluations on level two, through exams and project assignments. However, there has only been one evaluation of improved behaviour, level three, in PA. This was done at PMB (see section 5.2). Without the third level it is only possible to evaluate the individual outcomes, not the organisational outcomes. At this time, all we can say about behaviour change in Statoil is based on a few interviews. Some people believe that the different programmes result in behaviour change, whereas others are more sceptical, especially in a long-term perspective. Several informants, both internal and external, have therefore stated the need for evaluation on the third level. This is important as it is only by drawing lessons learned from past evaluations that the design and delivery of training will continue to progress (Salas & Cannon-Bowers, 2001).

We recommend implementing evaluations on level three for all programmes. In a 2006 article "Seven Keys to Unlock the Four Levels of Evaluation" Kirkpatrick gives directions on how to implement this type of evaluation (Kirkpatrick, 2006). First of all,

time is needed for behaviour change to take place. We would recommend waiting at least six months. Also you need to decide whom to survey: participants, their leaders, their subordinates, or all. A suggestion is to incorporate this as a part of the People@Statoil dialogue and the Even Stronger Values Survey. One could also, depending on time and resources, survey former participants of the programmes. A survey evaluation was carried out by the PMB team, and resulted in major changes in the programmes being planned at the moment. The need for change after the survey was completed shows the importance of evaluations on level three.

The ultimate goal is to evaluate the programmes on level four. Does the organisation benefit from this programme? Informants have been sceptical about the ROI of PA, and especially PE. On the other hand, a resource owner said that the projects in Statoil are of such magnitude that just one more right decision by a project manager as a result of PE might save the company millions, or even billions, of Norwegian Kroner. This is why PA, and especially PE, was established – namely to prevent bad decision-making as was done during the Snøhvit project. At present, we will not recommend evaluations on level four. It demands extensive time and resources, and as one of the external contributors with knowledge in this area stated, usually no results are found, due to the difficulties and limitations in measuring financial impact as a result of training. Also, there are at this date few published studies related to ROI (Cascio & Aguinis, 2011).

6.3 Contributors

“We believe that maintaining a strong relationship with high-quality suppliers will help give us a sustainable competitive edge,” (The Statoil Book, 2011, p. 68).

The issue of having different contributors raises important questions. Are the various contributions aligned with the Statoil Way? Is Statoil setting the premises for the cooperation? Is the external contribution beneficial in an ROI perspective?

All programmes are dependent on academic institutions and consultants. When we started our research, alignment was the most apparent issue. Programme managers were concerned about alignment, and some even stated it would be more beneficial to Statoil not to rely on any external contributors. The issue was also apparent in a

document given to us by Thommesen, which focused on aligning all contributors within PA. Theories on strategic alignment support this perspective as alignment is supposed to increase performance and improve competitive advantage (Henderson & Venkatraman, 1992).

After finishing our research, strengthened alignment does not seem to be the most important issue to most informants. Based on theory, bringing new and diverse views is rather considered an asset. Following (Shin, 2003), increased alignment does not necessarily limit the organisation's ability to react to changes. Alignment could influence social and cultural diversity in companies (The Chalfont Project, 2011). Alignment increases efficiency, but too rigid alignment can prohibit innovation as it decreases diversity and therefore decreases creativity (Paulus, 2000). Some degree of alignment with the Statoil Way by the external contributors is necessary. At the same time the external contributors have the ability to give new insight and perspectives to Statoil employees. Organisational diversity is not necessarily a disadvantage to overcome, but could also be a key resource facilitating creativity and learning (Herriot & Pemberton, 1995). Statoil is aware of this advantage, as this was one of the reasons academic institutions were asked to contribute.

From interviews, the problem with external contributors rather seemed to be an issue of control. Who serves as contributors in PA is a political matter in terms of power and control. Administrating a successful organisation does to a great extent involve handling and controlling risk (Child, 1972). A contributor not serving Statoil in the desired way is a risk as their contributions might not be in compliance with Statoil's requirements. Several informants said Statoil is not setting the premises and agenda of the programmes, and therefore not controlling the relation between Statoil and external contributors. Rather, the external contributors are in control. This issue is evident in PME, PMA and PE.

Recommendation 4: Establish a pool of internal contributors

Regarding the control issue, an interesting finding is that the external contributors have more knowledge about the content of each programme than the internal contributors. The external contributors dominate the relationship with Statoil because the same people and institutions have contributed to PA for a long period of time, whereas internal contributors rotate more often.

A pool of internal high quality Statoil contributors in PA, who are able to commit to the respective programme for a longer period of time, will enable stability, consistency and quality. Statoil's own participation will be more solid increasing the balance between the internal and external contributors' influence. A pool of internal contributors will also ensure alignment in the programmes.

Recommendation 5: Ensure competition between external contributors

Several informants are sceptic to external involvement in an ROI perspective. Especially the cost of UCB's involvement in PE has been criticised. On the other hand, UCB might have other functions than educating employees. In a business perspective, the relationship can have positive effects, such as a signal of having the ability and will to improve project leadership and execution.

A reason for the external contributor's long-term involvement might be that Statoil is satisfied with the partners. Another reason is that it is more convenient than finding new partners.

On the basis of our research, we recommend assessing whether it would benefit the organisation to open up for potentially new contributors who can compete with today's external contributors and ensure renewal. This suggestion is rooted in our own experience at PMB, where we learned that projects should have at least two equally qualified contributors who compete to become a Statoil partner. We acknowledge that this is not always attainable or desired. However, we suggest an assessment of the issue.

If the process is transparent and based on competition, the involvement of the various external contributors would be further legitimised to the rest of the organisation.

6.4 Progression

"We have a common career model for leaders and professionals which guides us in developing the expertise required to meet our business needs. It provides a clear direction for your career planning, and highlights the broad range of career opportunities which we as a group offer" (The Statoil Book, 2011, p. 21).

Informants raised two important issues regarding progression. Few informants saw a red thread within PA, and some questioned the need for two leadership academies within Statoil.

There is a challenge creating a natural relation between the different programmes within PA, as PA was not originally designed as one academy. Only one informant, an external contributor, said programmes are integrated with a clear structure, different target groups, a good mix between internal and external contributors and a complementary focus on topics. The other informants have limited knowledge about all programmes in PA, and lack an overview of the different courses and their relationships. This lack of knowledge is a threat to progression. We have four recommendations to reduce this threat, both on the PA level and the Statoil level: combine PME and PMA to reduce overlap, implement regular professional meetings among all main contributors and improve PA Entry site to enhance complementarity and continuity, and evaluate PA's relation to the other leadership programmes in Statoil to ensure progression within Statoil's overall leadership development plan.

Recommendation 6: Combine PME and PMA

Several informants have suggested an overlap between the PME and PMA programmes. This overlap creates a problem to time-constrained Statoil employees. Contributors and previous participants of all programmes stated that one of the main challenges they face regarding PA is finding time to attend an entire programme portfolio. Attending two programmes with similar content is unnecessary and can lead to frustration amongst time-constrained employees.

One solution to the problem of overlap, as has been suggested by informants, is to combine the two programmes. This can also be a solution to several issues raised earlier. The combination will simplify the administrative work of the PF programme manager, enhance alignment with the Statoil Way, and it can reassure that Statoil is the dominating part in the relationship with external contributors. However, combining PME and PMA would be time and resource consuming. If one chooses to keep the two programmes separate it is important to redefine them to reduce unnecessary overlap.

Recommendation 7: Establish regular professional meetings

Geographical dispersion is an issue in PA. The challenges stem from the physical separation of people as it is often more difficult to implement and maintain common goals when persons are spatially distributed (Hertel, Konradt, & Orlikowski, 2004). Also, as one programme manager said, information is lost between the different locations. Therefore, building and maintaining a natural relation between the programmes is difficult.

It is apparent that communication needs to be improved within PA. A regular professional meeting is one solution to the problems of geographical dispersion and communication. It represents an arena where people involved in all PA programmes can discuss and share experiences and information and will give the various contributors an overview of the content and process of the whole PA. Several informants from different groups suggested having such a meeting. This is also in accordance with the lesson on communication from the PMB programme, where we learned about the importance of face-to-face communication within Statoil.

Recommendation 8: Improve PA Entry Site

Finding information about the programmes and their relation to each other on Entry is an almost impossible task. This disorder seems to mirror the lack of consistency in progression within PA, and further reduces contributors and programme managers knowledge about other programmes. This is also a problem for potential participants and nominators, as they do not know which course they or others should attend.

Along with recommendation 6, we suggest to improve the PA Entry Site to strengthen the continuity and complementarity within PA. It should include more elaborated information about each programme, as well as a visual overview of the programmes' relation to each other. This makes information more available to potential users of PA like participants, contributors and programme managers. This should also be connected to learn@statoil, to simplify the nomination and self-subscription process.

This suggestion requires technical expertise and communication skills when making the texts and images more accessible for Statoil employees.

7 Conclusion

The purpose of this report was to answer the question: to what extent is the leadership development in Statoil Project Academy consistent?

Statoil spends extensive time and resources on their leadership development programmes. It is therefore important to evaluate and improve these programmes to ensure effective use of time and people. To evaluate the consistency of the academy, we wanted to answer four related questions. Are the programmes aligned with the Statoil Way? Do the programmes create transfer of learning from theoretical lessons to the participants daily work context? How do the different parties contribute to the programmes? Is there a natural relation between the programmes?

Our evaluation is that the PA is to a great extent consistent in regards to our four criteria: the Statoil Way, context, contributors, and progression. However, some adjustments should be made. By strengthening the focus on change agents PA would be more consistent with the Statoil Way, especially the new changes of Statoil 2011. Ensuring transfer of learning, through Leader as a Teacher and evaluations, would increase the consistency in learning outcome for all participants. Continuity of Statoil employees would strengthen their position in the relation with external contributors. It would also create further alignment with the Statoil Way. Communication across PA would secure progression between all programmes and a consistent red thread across PA. Combined, our nine recommendations enhance the consistency within PA in regards to the four areas of study.

For the academy to comply with the mission to “*develop a community of project executives, leaders, managers and professionals that consistently delivers extraordinary short and long-term project results in both national and international settings*”, Statoil needs to develop the PA one step further. Our recommendations are a step on the way towards a more consistent leaderships development needed in the global and competitive environment of Statoil 2011.

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Appendix A: Original mandate

Har Statoils prosjektakademi en enhetlig tilnærming til ledelse og lederopplæring?

Samarbeid mellom Prosjektforum og Statoil vår 2011

Statoil

Statoil er et internasjonalt energiselskap med virksomhet i 40 land. Basert på mer enn 35 års erfaring fra olje- og gassproduksjon på norsk sokkel, anvender vi teknologi og nyskapende forretningsløsninger for å møte verdens energibehov på en ansvarlig måte. Vi har hovedkontor i Norge, 20.000 ansatte over hele verden og er børsnotert i New York og Oslo.

Litt fakta om selskapet:

- Egenproduksjon beregnet til 1,96 millioner fat oljeekvivalenter per dag i 2009
- Børsverdi på om lag 450 milliarder norske kroner
- Cirka 22 milliarder fat oljeekvivalenter i påviste ressurser (5,4 milliarder fat som bokførte reserver)
- Operatør for 39 olje- og gassfelt i drift
- Ansvarlig for 40 store prosjekter i Norge og internasjonalt med en verdi på ca 200 milliarder kroner
- En av verdens største nettoselger av råolje
- Nest største eksportør av gass til Europa
- Verdens største operatør på havdyp over 100 meter
- Verdensledende i bruk av undervannsteknologi
- Verdensledende på fangst og lagring av CO₂

Lederskap i Statoil

Statoil satser mye på å utvikle egne ledere. Det er et grunnleggende mål for selskapet at alle ledere skal utvikles blant egne ansatte fremfor å hentes fra andre selskaper. Dette stiller store krav til god utvelgelse, utvikling, og oppfølging av ledere. Den viktigste læringen skjer gjennom utfordrende oppgaver som gir noe å strekke seg etter, kombinert med åpen og ærlig tilbakemelding på leveranser og atferd. I tillegg tilbyr Statoil en rekke lederutviklingsprogrammer.

Prosjektakademiet representerer en stor del av disse lederutviklingsprogrammene. Her er det samlet programmer som retter seg særlig inn mot prosjektledelse på alle nivåer. Hvert år utdannes det cirka 500 Statoil-medarbeidere i ulike former for ledelse gjennom følgende seks lederprogrammer:

- Project Management Basic
- Project Management Essential
- Project Management Advanced
- Project Leadership Experience
- Project Professional
- Project Executive

Disse programmene drives av egne ressurser i Statoil i samarbeid med ulike konsultantselskap og universiteter (nasjonalt og internasjonalt).

Mandat for prosjektgruppen ved Prosjektforum

I hvor stor grad har Prosjektakademiet i Statoil en enhetlig tilnærming til *Ledelse* i sin undervisning?

Det er mange ”skoler” innen ledelse og lederutvikling. Siden det er flere aktører involvert i programmene til Prosjektakademiet er det også en fare for at det er ulikt innhold i vår undervisning om *Ledelse*. Det er ønskelig at det etableres en mer enhetlig tilnærming til ledelsesfeltet i programmene og undervisningen.

Vi ønsker at en studentgruppe fra Prosjektforum skal gjøre seg kjent med de ulike tilnærmingene til ledelsesfaget som er representert i Prosjektakademiet og vurdere disse opp mot Statoils overordnede ledelsesprinsipper. Vi ønsker at studentgruppen skal komme med klare anbefalinger om eventuelle endringer som bør gjøres i opplegget til Prosjektakademiet.

Sannsynlige informanter vil være programledere, eksterne samarbeidspartnere (universiteter og konsultantselskaper) og selskapets faglige ansvarlige innen lederutvikling.

Sannsynlig metodikk vil være individuelle intervjuer, gruppeintervjuer og relevant faglitteratur innen ledelse.

Praktisk tilrettelegging

Studentgruppen vil tilhøre Prosjektakademiet i Statoil. Studentgruppen vil få tilgang til kontorfasiliteter i Statoils lokaler på Vækerø. Studentgruppen vil til enhver tid ha en kontaktperson fra Statoil.

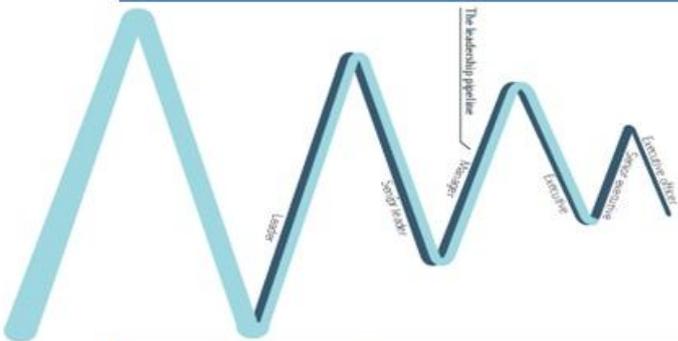
Planlagt oppstart: 15. januar.

Appendix B: Leadership Pipeline Model

What
we deliver

Solutions across the Leadership Pipeline

Individual support Leadership Coaching Transition Support Mentoring Feedback Training	Team support Team Alignment Leadership Team Development Team Development Accelerating Performance Workshop Feedback Training	LTD also provide advisory and consulting services on all issues related to leadership and team development.
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Leadership Development Program Portfolio

Internal Development Programs Project Executive (PE) Business Leadership Experience (BLE) Leadership in Projects (LIP) Leading for Performance (LFP) Become A Leader (BAL)	External Partners IMD Berkeley BI NHH UIS Right CLC
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Appendix C: Interview guide

Intervjuguide

Innledning

Bakgrunn, utdanning, fartstid, i Statoil, hvilke kurs i Prosjektakademiet

1. Fortell litt om din bakgrunn
2. Fortell litt om ditt forhold til Prosjektakademiet

Forslag til spørsmål:

Hvilke av ledelseskursene i Statoils Prosjektakademi har du deltatt på?

Progresjon

Rød tråd, struktur og oppbygning, funksjonalitet og komplementaritet

1. Fortell litt om hvordan du opplever forholdet mellom programmene i Prosjektakademiet

Forslag til spørsmål:

Er det et helhetlig utdanningstilbud eller enkeltstående kurs?

(Hvorfor ønsker du å sende ansatte på kurs?)

Hvordan er Prosjektakademiet bygget opp?

Kontekst og handlingsrom

Effekten av kurs. Fleksibilitet. Kultur.

1. Fortell litt om hvordan det du (evnt andre) har vært igjennom på kurset/ene brukes i hverdagen

Forslag til spørsmål:

Hvordan tilpasses kursinnholdet til din hverdag?

Hva slags effekt har kursene?

Hva slags kortvarig effekt har kursene?

Hva slags langvarig effekt har kursene?

P: Hvor fritt står du til å endre og tilpasse programmet?

P: Hvordan tilpasses programmet til de spesifikke kursdeltakerne?

Ledelsesprinsippene

Statoils overordnede ledelsesprinsipper

1. Fortell litt om hvilke verdier som kommer til syne i Prosjektakademiet.

Forslag til spørsmål:

Hva er ledelsesprinsippene i Statoil?

I hvilken grad opplever du at programmene er i tråd med disse?

Hvordan opplever du Statoils ledelsesprinsipper i det daglige?

Hva lærte du om ledelse?

Kan du si hvordan disse prinsippene implementeres i Statoil?

P: Forholder du deg til noen ledelsesteorier? Eventuelt hvilke(n)?

LED: Fortell litt mer om Statoils ledelsesprinsipper

Bidragstyttere, interne og eksterne

Eksterne vs interne, forskjellig fokus?

1. Fortell litt om hvordan de eksterne bidrar i undervisningen?

Oppfølgingsspørsmål:

Hvordan henger de eksterne og Statoils bidrag sammen?

Ekst og P: Hva tilføyer (ekstern bidragstyper) programmet?

Evt: Hva slags pakke kommer de eksterne inn med?

Ekst: Hvilke føringer legger Statoil for deres bidrag? Hvordan tilpasser dere undervisningen til Statoil?

P: -Hvilke føringer legger dere for eksterne bidrag?