**ASSIGNMENT.**

**MODULE: FOUR (4)**

POST GRADUATE DIPLOMA IN PROJECT PLANNING AND MANAGEMENT.

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**1.What are the differences between a disaster and emergency?**

Emergency and disaster management deals with the coordinated efforts of communities to organize and manage available resources in order to address urgent humanitarian needs. In order to enable better emergency and disaster management and planning, it is important to first differentiate the terms disaster and emergency. While these two are often used interchangeably, there is a significant difference that makes for better response and recovery.

A disaster is a natural or man-made (or technological) hazard resulting in an event of substantial extent causing significant physical damage or destruction, loss of life, or drastic change to the environment. A disaster can be ostensibly defined as any tragic event stemming from events such as earthquakes, floods, catastrophic accidents, fires, or explosions. It is a phenomenon that disasters can cause damage to life, property and destroy the economic, social and cultural life of people. In contemporary academia, disasters are seen as the consequence of inappropriately managed risk. These risks are the product of a combination of both hazard/s and vulnerability. Hazards that strike in areas with low vulnerability will never become disasters, as is the case in uninhabited regions. For example, the thousands of fires that ravaged the Amazon rainforest in Brazil on 30th of August 2019-the most intense blazes for almost a decade according to the visual and data Journalism team BBC.

Meanwhile an emergency is a situation that poses an immediate risk to health, life, property, or environment. Most emergencies require urgent intervention to prevent a worsening of the situation, although in some situations, mitigation may not be possible and agencies may only be able to offer palliative care for the aftermath and a disaster is a done deal, in that the damage is done, while it may leave behind countless emergencies as the damage unfolds into subordinate events which may themselves last for a long time until they are cleared up or written off

An emergency is an unforeseen incidence that can be responded to using available resources. They occur more regularly than disasters and are therefore more anticipated by a community. These may include medical crises, vehicular accidents, and neighborhood fires. As such, the availability of emergency medical services, fire departments, police departments, and other such public services ensure the proper response to such unfortunate events.

A disaster, however, is a critical event much wider in scope. It is the sudden occurrence of an unfavorable situation that causes serious disruption to the social routine. It endangers a larger social space, and while it occurs much less frequently than emergencies, the effects are graver, often causing multiple casualties and/or property damage. Such a greater impact can disrupt and incapacitate emergency responders, leading to the need for assistance outside of the locality. Resources may very well become choked.

While its effects are much greater than an emergency, a disaster is unlike a calamity in that it affects only a single community. As such, neighboring communities with ample resources and responders are able to offer support to usher the affected community towards its recovery. Disaster types include natural hazards (earthquakes, tsunamis, wildfire, disease outbreaks), accidents (nuclear power plant accidents, wide scale equipment failure), and terrorism (cyber-attacks, bombings, use of chemical weapons).

A natural disaster is a consequence when a natural hazard affects humans and/or the built environment. Human vulnerability and lack of appropriate emergency management leads to financial, environmental, or human impact. The resulting loss depends on the capacity of the population to support or resist the disaster: their resilience. This understanding is concentrated in the formulation: "disasters occur when hazards meet vulnerability". A natural hazard will hence never result in a natural disaster in areas without vulnerability.

In the framework of response and recovery, an emergency is an event that can be responded to using the resource available at hand, implying that there is no need to request external assistance. A disaster on the other hand, is characterized by impacts that overwhelm the capacities of local responders and place demands on resources which are not available locally. Hence an event is declared as a disaster when there is a need for external assistance to cope with its impact. A national government declares a state of disaster or national calamity as a way to request international humanitarian assistance and the support of international community cope with the impacts of the disaster.

**2.What are the traits a leader in an emergency setting should have?**

Many leaders are competent, but few qualify as remarkable. If you want to join the ranks of the best of the best, make sure you embody all these qualities explained below all the time. It is not easy, but the rewards can be truly phenomenal.

1. Composure – Good leaders seldom “stress out.” They remain calm and composure therefore, is calmness, being in control of our state of mind, our bearing, and even our appearance. However, composure does not just impact our own state of mind, it also gives confidence to others, especially when they need it the most.
2. Communication: It is important to be able to give instructions clearly and understandably when designating tasks. It is also important to be a good listener. During an emergency situation, you may have to process a lot of information and different suggestions from others. Instantly. Leaders can communicate effectively when speaking and writing; you may also have to “listen with your eyes.” That means to understand what other members of your teams are saying – and not saying – with words and body language. Good communication skills are essential.
3. Critical thinking: Some leaders say they have to step outside of themselves so they can objectively analyze a situation. You may be emotionally driven to one course of action, but you must have the ability to examine solutions and their possible consequences. You should be able to communicate to others worst-case/best-case scenarios and statistical probabilities of outcome.
4. Decisiveness: In the wider process of problem-solving, decision-making involves choosing between possible solutions to a problem. Decisions can be made through either an intuitive or reasoned process, or a combination of the two and avoiding hesitation which can cost lives and waste valuable time. You should be able to make the best decision quickly as more complicated decisions tend to require a more formal, structured approach, usually involving both intuition and reasoning. It is important to be wary of impulsive reactions to a situation.
5. Facilitation: The best leaders are enablers. They can process information from others, assign specific responsibilities, and collaborate with team members to accomplish a common objective.
6. Goal-oriented with organizational skills – You should be able to coordinate teams that integrate action plans quickly. Emergency Management professionals can define short-term objectives and long-term targets, then task them to the people who can meet those goals.
7. Prioritization: Emergency managers can immediately identify and list what is needed for emergency response, then prioritize them in order of importance.
8. Receptive to new or unusual ideas – Effective leaders know what procedures are tried and true, but they are also receptive to others’ ideas. It’s important to keep an open mind to all suggestions; one of them might save the day.
9. Responsibility: “The buck stops here,” said President Harry S. Truman. He kept that sign on his desk in the Oval Office as a reminder that leaders are willing to be accountable for their decisions, whether good or bad.

**3. Stress has both advantages and disadvantages. What the four major advantages of stress and four disadvantages of stress.**

According to American Psychologist Association, Stress can be a reaction to a short-lived situation, such as being stuck in traffic. Or it can last a long time if you are dealing with relationship problems, a spouse's death or other serious situations. Stress becomes dangerous when it interferes with the ability to live a normal life over an extended period. You may feel tired, unable to concentrate or irritable. Stress can also damage the physical health.

**Acute stress**. This is short-term stress that goes away quickly. You feel it when you slam on the brakes, have a fight with the partner, or ski down a steep slope. It helps you manage dangerous situations. It also occurs when you do something new or exciting. All people have acute stress at one time or another.

**Chronic stress**. This is stress that lasts for a longer period of time. You may have chronic stress if you have money problems, an unhappy marriage, or trouble at work. Any type of stress that goes on for weeks or months is chronic stress. You can become so used to chronic stress that you don't realize it is a problem. If you don't find ways to manage stress, it may lead to health problems.

**Advantages of stress;**

1. **It improves cognitive function**

Unless you’re at an amusement park and about to experience the ride of the life, you might not enjoy that panicky feeling in the pit of the stomach. On the other hand, if this feeling occurs in response to moderate stress levels, the upside is that the pressure and nervousness you feel can potentially boost the brain’s performance. This is because moderate stress strengthens the connection between neurons in the brain, improving memory and attention span, and helping you become more productive.

In one [study](http://news.berkeley.edu/2013/04/16/researchers-find-out-why-some-stress-is-good-for-you/), researchers at the University of Berkeley found that in lab rats “brief stressful events caused the stem cells in their brains to proliferate into new nerve cells” resulting in increased mental performance after two weeks. In small doses, stressors can help give us increased energy and alertness, even keeping one more focused in handling problems at hand.

If you doubt the health benefits of stress on the brain, do a self-evaluation of the performance on days when you’re experiencing a higher amount of stress at work. You may discover that you are more focused and productive than on low-stress days.

1. **It helps you dodge a cold**

The fight-or-flight response you feel when stressed is designed to protect you, whether it is from injury or another perceived threat. What is interesting about low doses of the stress hormone is that it also helps protect from infections. Moderate stress stimulates the production of a chemical called interleukins and gives the immune system a quick boost to protect against illnesses — unlike its evil twin, chronic stress, which lowers immunity and increases inflammation. So, when one experience a shock to the system and the stress level elevates, remember this benefit. If a virus or cold spreads around the school or office, the “good” stress in the life might be the only drug you need to stay healthy.

1. **It enhances child development**

It is true that elevated stress levels can have a negative impact on both mom and baby. As such, most expecting mothers do everything humanly possible to stay healthy and minimize stress and anxiety while pregnant.

Although chronic stress can negatively affect pregnancy, the good news is that moderate levels of normal stress during pregnancy will not harm a baby. A 2006 [Johns Hopkins study](http://www.jhsph.edu/news/news-releases/2006/dipietro-stress.html) followed 137 women from mid-pregnancy to their children’s second birthdays. The study found that babies born to women who experienced mild to moderate stress during pregnancy had more advanced early developmental skills by the age of 2 than babies born to unstressed mothers. Of course, this study does not suggest giving stress the red-carpet treatment while pregnant. But if you deal with periodic everyday stresses, do not panic. It may actually help the baby’s development.

**Disadvantages of stress:**

Stress doesn't only make us feel awful emotionally," says Jay Winner, MD, author of Take the Stress Out of Your Life and director of the Stress Management Program for Sansum Clinic in Santa Barbara, Calif. "It can also exacerbate just about any health condition you can think of."

Heart disease. Researchers have long suspected that the stressed-out, type A personality has a higher risk of high blood pressure and heart problems. We don't know why, exactly. Stress can directly increase heart rate and blood flow, and causes the release of cholesterol and triglycerides into the blood stream. It's also possible that stress is related to other problems -- an increased likelihood of smoking or obesity -- that indirectly increase the heart risks.

Doctors do know that sudden emotional stress can be a trigger for serious cardiac problems, including heart attacks. People who have chronic heart problems need to avoid acute stress -- and learn how to successfully manage life's unavoidable stresses -- as much as they can.

Asthma. Many studies have shown that stress can worsen asthma. Some evidence suggests that a parent's chronic stress might even increase the risk of developing asthma in their children. One study looked at how parental stress affected the asthma rates of young children who were also exposed to air pollution or whose mothers smoked during pregnancy. The kids with stressed out parents had a substantially higher risk of developing asthma.

Obesity. Excess fat in the belly seems to pose greater health risks than fat on the legs or hips -- and unfortunately, that's just where people with high stress seem to store it. "Stress causes higher levels of the hormone cortisol," says Winner, "and that seems to increase the amount of fat that's deposited in the abdomen."

Diabetes. Stress can worsen diabetes in two ways. First, it increases the likelihood of bad behaviors, such as unhealthy eating and excessive drinking. Second, stress seems to raise the glucose levels of people with type 2 diabetes directly.

Headaches. Stress is considered one of the most common triggers for headaches -- not just tension headaches, but migraines as well.

Depression and anxiety. It's probably no surprise that chronic stress is connected with higher rates of depression and anxiety. One survey of recent studies found that people who had stress related to their jobs -- like demanding work with few rewards -- had an 80% higher risk of developing depression within a few years than people with lower stress.

Gastrointestinal problems. Here's one thing that stress doesn't do -- it doesn't cause ulcers. However, it can make them worse. Stress is also a common factor in many other GI conditions, such as chronic heartburn (or gastroesophageal reflux disease, GERD) and irritable bowel syndrome (IBS), Winner says.

Alzheimer's disease. One animal study found that stress might worsen Alzheimer's disease, causing its brain lesions to form more quickly. Some researchers speculate that reducing stress has the potential to slow down the progression of the disease.

Accelerated aging. There's actually evidence that stress can affect how you age. One study compared the DNA of mothers who were under high stress -- they were caring for a chronically ill child -- with women who were not. Researchers found that a particular region of the chromosomes showed the effects of accelerated aging. Stress seemed to accelerate aging about 9 to 17 additional years.

Premature death. A study looked at the health effects of stress by studying elderly caregivers looking after their spouses -- people who are naturally under a great deal of stress. It found that caregivers had a 63% higher rate of death than people their age who were not caregivers.

**4.Explain any three theories of leadership.**

Leadership theories are schools of thought brought forward to explain how and why certain individuals become leaders. The theories emphasize the [traits](https://corporatefinanceinstitute.com/resources/careers/soft-skills/leadership-traits-list/) and behaviors that individuals can adopt to boost their own leadership abilities. Leadership theory suggests that we can take a range of perspectives, or show different preferences for how we understand leadership. These are key to recognizing why academics and authors, for example, find it difficult to agree and explain what leadership is. Attending to each of these different perspectives means that the nature of leadership continues to be investigated and discussed. There is a range of theories that suggest different approaches or leadership styles as follow:

1. ‘Great Person’ Theory This theory evolved from observations of great leaders from history, whether this be military, spiritual, intellectual or political. In some cases, this theory assumes that leaders are born, not made. However, there are implications that the ‘great people’ are great leaders as a result of learning from situations throughout their lives. In essence, this theory suggests that we can emulate and learn from the actions of great leaders.
2. Trait Theories Trait theories offer an extension to ‘great man theories’, suggesting that there is a set of traits or inner qualities that can define a leader. If we adopt these traits, then we too can be a successful leader. Some leaders will be born with effective traits; others can learn them through exposure or study. This type of theory is fundamental to many training courses that provide opportunities to investigate such traits.
3. Behavioral Theories Behavioral theories suggest that leadership is embedded in the actions of leaders. This develops the trait theories from some inherent qualities of leadership into considering what leaders do. Chapter 5 on Leadership Behaviors develops this concept further. These theories suggest that leaders can be made, i.e. leadership skills can be learnt and developed.

Fundamentally, our behaviors are driven by our values and, in leadership terms, there are some perspectives on value categories that are represented by simplified theories. For example, where is the focus of decision making? If the leader makes the decisions, then this is an Authoritative or Autocratic leadership style. If the leader involves the project team in decisions, then the leader is adopting a Participative or Democratic leadership style. When a leader has minimal involvement and leaves decisions to the project team, this is a Laissez Faire leadership style.

In some situations, a leader adopting what appears to be a Laissez Faire style can be providing a Supportive or Servant style that is proactively providing effective management of the environment. Here, the leader ensures that any negative external influences do not affect the project team and that the team can take full advantage of any positive external effects.

**5.How large do you think teams should be and why?**

According to Wittenberg, while the research on optimal **team** numbers is “not conclusive, it does tend to fall into the five to 12 range, though some say five to nine is best, and the number six has come up a few times.” But having a good **team** depends on more than optimal **size**, Wittenberg adds. Jun 14, 2006

[Jeff Bezos](http://www.forbes.com/profile/jeff-bezos/) has a rule at Amazon, or perhaps more aptly a philosophy. If a team cannot be fed by two pizzas then that team is too large. The reasoning is quite straight forward and basic. More people means more communication, more bureaucracy, more chaos, and more of pretty much everything that slows things down, hence why large organizations are oftentimes pegged as being so inefficient. When I first heard about the two pizza rule I thought it was a fascinating concept so I did more research on it and included it in [my recent book on The Future of Work](http://www.amazon.com/gp/product/1118877241/?tag=wwwwileycom-20) where I cited several pieces of research around team size that I want to share with you here. As the title of this post suggests smaller teams are indeed better (more productive and engaged) than larger and there are several reasons and proven theories why.

**Engagement**

In 2013 Gallup released a report called "The State of the American Workplace," in it they found that smaller companies had more engaged employees. In fact, 42% of employees working at companies of 10 or fewer were engaged at work versus only 30% of employees at large companies. Now in this instance these 10 person companies can easily be equivalent to 10 person teams.

**The Ringelmann Effect**

Most people are not familiar with the Ringelmann Effect which is the tendency for individual members to become less productive as the size of a group increases. This concept was named after Maximillian Ringelmann a French professor of agricultural engineering who passed away in 1931. In one of his experiments he asked volunteers to perform a very simple task, to pull on a rope. He found that when only one person is pulling on the rope they give 100% of their effort, however, as more people are added the individual effort goes down.

**Social Loafing**

This experiment was recreated in the 1970's by Alan Ingham who came up with the concept of "social loafing" which helps us understand why the individual effort decreases as the team size increases. So why does this happen? Because it becomes harder to extract the individual contributions and performance of each person. So the individual rationale is "I don't really need to pull as hard because other people are contributing and nobody will really know how hard I am pulling anyway." The same concept explains why many people do not vote, why bystanders do not take action when needed, or why some people within teams slack off.

**Relational Loss**

Even further research by UC San Diego professor Jennifer Mueller corroborates this. She introduced something called "relational loss." This concept describes individuals feels as though the amount of support they get from others decreases as the size of the team increases. This is a very common feeling inside many organizations. How can one single manager possibly be responsible for evaluating and providing support to large groups of people? It's just possible.

**The LEGO Study**

Last but certainly not least we have another study that was conducted by three professors from UCLA (Staats), Penn State (Milkman), and Chapel Hill ( [Fox](https://www.forbes.com/companies/fox/) ). In the experiments that these professors ran they utilized LEGO bricks and two teams comprised of either 2 people or 4 people. The goal was to see which team could put together a certain LEGO structure together. By now you should not be surprised to know that the team comprised of 2 people accomplished the task in 36 minutes whereas the team comprised of 4 people finished the task in 56 minutes.

Organizations should really think about what their team structures look like and I would encourage them to create and follow similar "two pizza rules." It is no coincidence that smaller organizations are oftentimes nimbler and agile while large organizations look like they are walking through sludge.

**6.Disasters have an impact towards development. Do you agree with the statement? Using relevant examples substantiate the answer.**

According to the United Nations, over the past twenty years’ disasters from natural hazards have affected 4.4 billion people, claimed 1.3 million lives and caused $2 trillion in economic losses. For the first time, disaster losses globally have topped $100bn for three consecutive years (2010–2012), far outstripping humanitarian aid.1 According to Ban Ki Moon, „Economic losses from disasters are out of control. ‟

Disasters have a devastating impact on development. Families lose homes, livelihoods and loved ones, communities lose businesses, jobs and services, children and particularly girls miss school and are at risk of early marriage – the list of impacts goes on. Disasters can cancel progress on poverty reduction. This was certainly the experience in the Philippines, struck in 2009 by tropical storm Ondoy and typhoon Pepeng. Rizal, one of the provinces hit hardest, saw the poverty incidence almost double, from 5.5 per cent in 2006 to 9.5 per cent in 2009. Six years later, recovery was still far off, with 7.6 per cent of families still below the poverty line.

Typhoon Haiyan, which hit one of the poorest areas of the Philippines, is likely to have a similar impact. The drive for economic growth can expose countries to more risk – cities can be engines of growth, but unplanned urbanization exposes many people to risk. Flood destruction in parts of Asia and Central America has been significantly exacerbated by major development – new hotels, roads, and dams – in fragile ecological systems. In this way, disasters can reveal the boundaries and limits to development.

The development challenge posed by disaster risks is starting to be recognized, with increasing reference to disasters across policy arenas, such as the Busan partnership on aid effectiveness, the Rio20 outcome document, the G20 agenda in 2012, an IPCC Special Report, the latest World Bank report on Managing Risk for Development and the recent UNFCCC decision to establish an international mechanism on loss and damage. Whilst all countries suffer disasters, they have the greatest impact on poor countries. For example, 86 per cent of deaths from flooding occur in low or low-middle income countries, compared with ten per cent in upper middle and four per cent in high income countries.

And whilst absolute financial losses are higher in developed countries, they take a deeper toll in developing countries – the East Japan earthquake in 2011 was one of the most expensive disasters in history, costing around $200bn, equivalent to three per cent of Japan‟s GDP; the 2010 earthquake in Haiti is estimated to have cost $14bn, equivalent to 160 per cent of Haiti‟s GDP. The concept of „leaving no one behind‟ is a powerful one, and requires a focus on equality and specific investments for marginalized people. Disaster risk is not shared equally between rich and poor. People are vulnerable because they are politically, socially or economically excluded, with little access to resources, influence, information or decision making. Poverty and inequality often push people to live on the margins, in places that are risky, such as alongside rivers, floodplains, marginal land and hillsides.

This perpetuates a vicious cycle of disaster, debt and destitution. We must stop calling events like these [Typhoon Haiyan/Yolanda] as natural disasters. Disasters are never natural. They are the intersection of factors other than physical. They are the accumulation of the constant breach of economic, social and environmental thresholds. Yeb Sano, Philippines‟ UNFCCC negotiator, 2013 Recommendations for the post-2015 development framework Women often face higher risks personally and also have to shoulder the burden of managing them on behalf of their families – eating last and least in times of food crisis, caring for injured and sick members of the family. Women do not always get the same access to early warning information as men, due to their caring role and lower levels of literacy. Other vulnerable people include the young, old, people with disabilities, and those marginalized by ethnicity or caste. Their systematic marginalization means they are often less able to participate in and influence disaster prevention or management of key processes, yet they often have major capacities and skills to support risk reduction. Indeed, where supported, women’s groups have demonstrated their effectiveness in reducing household and community risks and vulnerability. The incidence of disasters from natural hazards is increasing in every region of the world; reported weather-related disasters have tripled in 30 years.

The numbers of people exposed to floods and tropical cyclones have doubled and tripled respectively since 1970.8 In the Sahel region of West Africa, a food crisis used to strike once a decade; but there have been three major food crises in the last 10 years, so people have had little time to get back on their feet, let alone develop buffers, before the next one hits. One very important driver of disaster risk is climate change. The latest IPCC report is clear that the climate is changing, with serious consequences.

Another driver of disaster risk is population growth and migration. In particular, cities concentrate risk through high population density, inadequate urban planning, and poor infrastructure. Problems are particularly acute in slums, where around one billion people currently live, and this number is projected to double by 2030. International focus is often on major disasters that hit the headlines. But the reality is that – for poor

**7.Communication is an important attribute of leaders in project management. Citing relevant explain the view of the statement above examples**

1. Communication promotes [motivation](https://www.managementstudyguide.com/importance_of_motivation.htm) by informing and clarifying the employees about the task to be done, the manner they are performing the task, and how to improve their performance if it is not up to the mark.
2. Communication is a source of information to the organizational members for decision-making process as it helps identifying and assessing alternative course of actions.
3. Communication also plays a crucial role in altering individual’s attitudes, that’s to say, a well-informed individual will have better attitude than a less-informed individual. Organizational magazines, journals, meetings and various other forms of oral and written communication help in molding employee’s attitudes.
4. Communication also helps in socializing. In today’s life the only presence of another individual fosters communication. It is also said that one cannot survive without communication.
5. As discussed earlier, communication also assists in controlling process. It helps controlling organizational member’s behavior in various ways. There are various levels of hierarchy and certain principles and guidelines that employees must follow in an organization. They must comply with organizational policies, perform their job role efficiently and communicate any work problem and grievance to their superiors. Thus, communication helps in controlling function of management.

An effective and efficient communication system requires managerial proficiency in delivering and receiving messages. A manager must discover various [barriers to communication](https://www.managementstudyguide.com/communication_barriers.htm), analyze the reasons for their occurrence and take preventive steps to avoid those barriers. Thus, the primary responsibility of a manager is to develop and maintain an effective communication system in the organization.

**8.Discuss the techniques that leaders use to reduce or alleviate stress in places of project**

management

Palmer (2000), writing for the Centre for Stress Management and City University in London, notes that the impact of stress is seen in the areas of behavior, affect (emotion), sensations, imagery, cognitions, interpersonal functioning, and in our physiology.

Project Manager is no doubt one of the most stressful jobs out there as the he/she is directly responsible and accountable for the success or failure of a project. Some Project Managers believed that they can handle and cope with the high level of stress but there are some who are ignoring or refuse to recognize that they are under stress. The experience of stress is not only impacting the cognitive and behavioral performance, it can also have a negative impact on the personal health, wellbeing, and family life. You might not able to change the amount of stress you have on a daily basis, but you can change how you deal with it. It is important to manage the stress before it becomes more and more difficult to handle and manage.

Many techniques can help to manage stress. There is no-one-size-fits-all technique and no technique will be able to eliminate stress totally. Each person must decide what will work best for him or her. A few techniques should be explored to determine which works best and once they have found some strategies that work, commitment to practicing them is the key for managing stress.

There are five interpersonal skills and/or attitudes that help reduce stress taken from “Tangible Tips for Handling the Endless Stress in Project Management” by Steven Flannes, Ph.D., Principal, Flannes & Associates below to be really helpful in managing stress in Project Management:

1. **Detach or dissociate:** Consider the team meeting where you are extremely frustrated by seeing wasted time or the personal posturing from a team member. To use detachment or dissociation, allow the self to mentally “check out” of the meeting as much as is appropriate, letting the mind wander to a more pleasant image. Obviously, these approaches are used selectively and discretely.
2. **Monitor “what if?” thinking:** In the middle of a stressful event, it is natural to engage in “what if thinking,” asking ourselves “What if we would only have done this in the past, then we might not be in this crisis right now?” As is evident, this form of “what if” thinking involves a focus that is not present oriented. An alternative to this form of thinking is to focus very much in the present, such as posing this question to these lf: “It’s Thursday at 3:17 PM, I have just received bad news about the project. What can I do in the next hour to take a small step towards improving the situation?”
3. **Develop potent conflict resolution skills:** We add stress to our work lives by either under reacting to the stressful situation (avoiding or denying it) or over reacting to the stressful situation (coming on too strong). Both approaches increase our stress. A menu of conflict resolution skills (which will help reduce stress) is found in Flannes and Levin (2005).
4. **Know when enough is enough, and stay away from debating:** A natural but often unproductive approach to resolve a stressful situation is to debate another person about the wisdom of the point of view. This does not mean you should not assert the belief, but you should know when to stop, often when the message has been heard. At this point in the dialogue, if we continue try to be seen as “right,” we are actually increasing our stress. It’s better to stop earlier than later; it can be a matter of diminishing returns to continue to be seen as “right.”
5. **Look for a paradoxical component in the situation:** In the midst of a situation that is legitimately stressful, we may find ourselves taking ourselves, or the situation, too seriously. Cognitive behavioral psychologists would say that we are engaging in “catastrophizing” behavior, in which we take a singular, negative event, cognitively “run with it,” and then find ourselves believing, for example, that the entire project is probably doomed because of this one serious problem. An antidote to this is to find a paradoxical cognition that you can hold onto, something that will put the stress and worries in perspective.

Project teams are bound to encounter stress when managing projects. The key to managing it lies in sufficient planning, knowing when to say no, and in each member taking good care of their health. When companies find ways for teams to connect, have fun and laugh together, it can also help alleviate stress. Stress management in the project world is about functioning at our highest levels on cognitive tasks and in interpersonal transactions. It is not just about “feeling better.” Our focus in reducing stress, and therefore in functioning at our highest levels, should be directed towards what we as individuals contribute to make our work life stressful, and what we can do to make it less stressful. The focus should not be on what “others” do to us to make us stressed. That focus is short term, limited in potency, and an abrogation of our responsibility to take care of ourselves. Our unique personal attributes predispose us to certain risks for the experience of stress. In addressing these attributes, our goal is not to change who we are, but to make sure we actively develop strategies for minimizing or moderating those aspects of the attributes that increase our risk for stress. We can also think about managing project stress from the perspective of what distinct stress management approaches are suitable for any personal style. These coping strategies consist of interpersonal skills and attitudes

**9.Discuss any five effective leadership principles that should be adopted in project management.**

Without project leadership there is no direction in project management. Leadership is the decisive factor for improving the chances for projects to succeed. Consequently, effective project management needs to have a solid foundation based in project leadership. Without leadership, chances are that a project will be “just another project.” Explain below are some of the Principles:

**Principle 1: Build Vision**

Sharing a common vision and goals and having the same understanding about tracking the progress towards this vision is one of the key factors in the success of a project and team. A project vision sets the overall picture of the project. Project objectives qualify this vision, make it specific. Both project vision and project objectives are crucial for project success. Together they set the direction and tone of the project journey. They complement each other. The vision inspires the journey. It defines the purpose of the project.

The key to building vision is that people need to be able to relate to the vision in their daily activities. Give them the chance to identify themselves with the vision. Involve them in building this vision and participate in making it real. This helps build rapport and the necessary buy-in from those people to realize the project. Make them fans of the vision. Let it constitute their motivation and passion. Let them rave about it.

A project vision without project objectives may give you an idea of the direction, but you may never get close enough to the destination to produce tangible results at a certain time. On the other hand, project objectives without a vision may describe the desired end result and time frame, but they cannot inspire the necessary enthusiasm in the team to drive the project to success. They do not form an underlying meaning for the work.

As a project leader you must make sure that both project vision and project objectives are in place. Project leaders do not start a project without a project vision and objectives. If you want to be or become a project leader, you either build vision and project objectives or make sure that both are in place, are crystal clear, and are mutually understood by every single person actively involved in the project. This is the meaning of the first leadership principle. Start with a unified vision and know where you stand before and during the project. Know the environment, know the potential, and identify the limits and overcome them. Build and involve the team and nurture effective collaboration across the board.

**Principle 2: Nurture Collaboration**

A performing team yields synergy effects; the impossible becomes possible. This is why active team collaboration is crucial.Project success is not about individual accomplishments. The project team delivers the project. As such, the team is the heart and soul of the project. Corollary, project success is, or at least should always be, the success of the team. Effective project leaders understand the value and huge potential of teamwork. This is why they actively nurture collaboration. They serve as role models and are part of the team. They thus actively participate and contribute to teamwork.

Collaboration is necessary for the team to achieve the vision and project objectives. By the same token, the project vision must include the concept of collaboration; it needs to be part of the vision as well as the project objectives. Collaboration is a means to achieve the objectives and thus to come closer to achieving the vision. It is a central element of every project. This is why vision and collaboration go hand in hand. You cannot move or achieve project results without collaboration. On the other hand, collaboration without a common cause leads nowhere.

Understand that the project is about the team. Project leadership becomes team leadership. It implies that if you want to be an effective project leader you have to be a good team player, too. Nurturing collaboration can be hard at times. It takes a lot of effort and can be quite time consuming. The payoffs, however, are worth every minute invested. Having mutually understood and supported rules of engagement, characterized by open communication and effective collaboration, makes project life much easier. Once you have helped create an atmosphere of trust, team spirit, and fun, team synergy effects emerge. Magical things can happen, productivity increases, and the quality of the team’s deliverables is higher. Nurturing collaboration prepares the ground for performance on the individual and team level. As a project leader you want to cultivate this soil of performance.

**Principle 3: Promote Performance**

Planning is good and important. At the end of the day you and the team have to perform. It is the responsibility of the leader to create an environment that promotes performance, on both the individual and team levels. Building vision and nurturing collaboration are prerequisites for project success. Alas, they are useless if you cannot move the team to the performance stage. This is why a leader want to create an environment that helps promote performance. And look for behaviors that reflect the purpose and values, skill development, and team work, and reward those behaviors” (Blanchard, K. H., et al (2001). High Five! The Magic of Working Together. New York: HarperCollins. p. 190). Make sure that this celebration coincides with the successful project delivery.

Lasting performance can be achieved. It takes practice, training, endurance, and a results-driven attitude toward project challenges to develop and sustain it. Yet, performance and project success do not fall from heaven. You have to prepare and work for them, learning from mistakes and failures. There cannot be performance without training or learning. This leads us to the fourth leadership principle: cultivating learning.

**Principle 4: Cultivate Learning**

As humans we all make mistakes. Effective leaders encourage their teams to explore new avenues and to make mistakes and learn from them. An effective leader builds in sufficient time for the team to learn, create, and innovate. A Project leader serves as partner and coach for learning and information sharing. He/she facilitate learning but not as the sole source of information. Instead, create a learning environment in the team. Set the expectation that everyone in the team join and support in cultivating learning for the purpose of the project.

Learning is not a one-time activity, say, in the form of formal training prior or at the beginning of the project. It is ongoing and should become daily routine in the team. Establish regular sessions with the team where you review past performance, share information about planned accomplishments, address and resolve impediments together. Invite external reviews. Outside views offer different perspectives; fresh and unspoiled perspectives. If they aim to help the team identify formerly unknown risks and issues and overcome them, external project reviews can be a great learning opportunity.

When the team make mistakes, learn from them. Correct the shortcomings, improve the performance, and continue to work toward accomplishing the project vision. Cultivate learning from the beginning of the project. It significantly increases the speed at which the team can perform and sustain performance throughout and thus secure delivery.

Create room for the team members to be creative, to try something new, share their ideas, and learn from each other. Plan in sufficient time for the team to think outside the box, beyond the known path traveled, and to find new avenues to reach the goals of the projects. Empower the team to perform, make mistakes, learn, and innovate. This helps reduce uncertainty as information flows more freely. Team members are not afraid of making mistakes. They see mistakes as learning opportunities and they help each other solve problems. Corollary, if you want performance to yield the desired results you have to cultivate learning. There cannot be lasting performance without learning, and there cannot be results without performance.

**Principle 5: Ensure Results**

Delivering results is both a prerequisite and an outcome of effective project leadership. Project delivery is a team effort, not an individual effort. The effective project leader builds and guides the team to deliver results by incorporating the first four leadership principles.

Ensuring results is not solely about end results. Neither is project success and project leadership. This principle calls on leader that in all our activities we keep the project vision in mind and produce results that benefit the purpose of the project. Project success is not defined by a single product or service delivered at the completion of a project. It is the accumulation of the many results yielded from each and every leadership principle. Vision, collaboration, performance, and learning are just as important. They culminate in results. When you talk about project success, the path to project results matters too. Corollary, an effective project leader always looks beyond the delivery of results.

Ensuring results offer excellent learning opportunities, which in turn help boost collaboration, improve performance, give rise to innovation, and thus move us closer to realizing the project vision. Ongoing project results serve as a reflection of project leadership and how well the five leadership principles practiced. They reveal the true quality of team collaboration, team performance, and team learning. It is a form of quality assurance of effective project leadership for project success.

No single principle is the most important. It is the combination of all five leadership principles that helps secure project success. Building vision is the principle to start with, but you cannot achieve results if you do not embrace all five principles together as one system. Leadership is not merely the sum of applying the five principles. It is understanding and living the dynamics within each principle as well as all five principles as a unit.

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