Gaming, Simulation and Decision Making in Project Portfolio Management

by

Saeed Shalbafan

School of Built Environment Faculty of Design, Architecture and Building University of Technology Sydney

A dissertation submitted in fulfilment of the requirements for a degree of Doctor of Philosophy

2018

# **Professional Proofreading**

I certify that this thesis has had the benefit of professional proofreading and formatting by Dr. Bronte Somerset and Richard Parker.

The thesis was proofread and formatted in accordance with the Australian Standards for Editing Practice, and the University of Technology Sydney's (UTS) specific requirements for thesis presentation and submission.

Signature of Student: Production Note: Signature removed prior to publication.

Date: 23/04/2018

## Certificate of Original Authorship

I, Saeed Shalbafan declare that this thesis is submitted in fulfilment of the requirements for the award of Doctor of Philosophy (PhD) in Project Portfolio Management, in the school of Built Environment at the University of Technology Sydney.

This thesis is wholly my own work unless otherwise referenced or acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis. This document has not been submitted for qualifications at any other academic institution.

## This research has been supported by an Australian Government Research Training Program Scholarship.

Signature of Student: Production Note: Signature removed prior to publication.

Date: 23/04/2018

Certificate of completion: Research Integrity for Students

184

BUTS	1111	alle alle alle alle alle alle alle alle
	Gradu	ate Research School
	Resear	ch Integrity for Students
	Certi	ficate of Completion
		This is to certify that
		Saved Shalbafan
	has	successfully completed
	Module 2:	Plagiarism and Misconduct
	Module 3:	Risk Assessment
	Module 4:	Risk Management and Health & Safety
	Module 5:	Project Management
		Production Note:
		Signature removed prior to publication.
		Professor Lori Lockyer, Dean, Graduate Research School

University of Technology Sydney

Date: 02/03/2017

### Licence Agreement

#### **Cognitive Edge Pte Ltd Pilot Licence Agreement**

BETWEEN	Saced Shalbafan (the Licensee)
OF	University of Technology, Sydney
AND	Cognitive Edge Pte Ltd. (the Licensor)
OF	Regus One Raffles Place, 1, Raffles Place, Tower 1, Level 24, One Raffles Place, Singapore 048616
RELATING TO	SenseMaker® Collector v3.x, Desginer v1.0a (alpha), Explorer v2.5b (the Software)
COMMENCEMENT DATE	15 12 2013 (DD MM YYYY)

The Licensor is willing to grant a licence to the Licensee to use the Software for a pilot project, and to sub-license the Software to the end user identified in Schedule A, subject to the terms of this Agreement.

NOW, in consideration of the Licensee abiding by licence terms,

IT IS AGREED as follows:

#### 1. Definitions

- (a) 'Designated Site' means the place(s) where the Software may be used, as described in Schedule A.
- (b) "Designated Users' means the directors and employees of the Licensee and the End User."
- (c) 'End User' means the Licensee's customer identified in Schedule A.
- (d) 'EULA' means the End User Licence Agreement made between the Licensee and the End User, strictly in the form set out in Schedule B, which is a sub-licence of the Software.
- (e) 'Licence Fees' means the fees payable by the Licensee to the Licensor for use of the Software in accordance with this Agreement, as set out in Schedule A.
- (f) Pilot Period' means the period for which the Software is licensed to the Licensee, as detailed in Schedule A.
- (g) 'Software' means the software and associated documentation described and listed in Schedule A, excluding source code.

#### 2. Licence

- (a) The Licensor grants to the Licensee a non-exclusive and non-transferable licence to use the Software at the Designated Site by the Designated Users for the Pilot Period and to grant the EULA to the End User.
- (b) In granting the EULA to the End User, the Licensee is not permitted to make any changes to it without the written agreement of the Licensor.
- (c) The Licensor may grant further licences to the Licensee for the Software by the parties executing a new Schedule A and/or by issuing a licence key to permit the continued use of the Software by the Licensee. In either case, the Licensee's use of the Software shall be subject to the terms of this Agreement.
- (d) Subject to the Licensor's right to withdraw the Software at any time upon the expiry of 10 (ten) days' written notice, the Software shall be licensed to the Licensee for the Pilot Period only. Once the Pilot Period expires, the Licensee shall return the Software to the Licensor or destroy it in accordance with Clause 3 (h), unless the parties have entered into a new licence agreement pursuant to Clause 2 (c).

#### 3. Licensee's Obligations

- (a) The Licensee shall pay the Licence Fees to the Licensor in accordance with Schedule A.
- (b) The Licensee shall be responsible for collecting any licence fees from the End User, and shall pay the Licensor the

percentage of those licence fees due from the End User which is set out in Schedule A (if applicable). The Licensee shall take the credit risk in relation to those licence fees, and shall be liable to pay the Licensor its percentage, regardless of whether it is paid the licence fees by the End User.

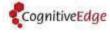
- (c) The Software remains the property of the Licensor at all times and the Licensee shall have no rights to it other than those in this Agreement.
- (d) The Licensee shall, at its own expense, take all steps which are necessary to enforce the obligations of the End User under the EULA, as may be directed by the Licensor.
- (e) In using the Software, the Licensee may create signifiers in order to contextualise and add meaning to information collected using the Software (signifiers) being labels attached to a geometric shape, such as a triangle). The Licensee shall own any intellectual property rights which may exist in relation to signifiers created by the Licensee. The Licensee hereby grants to the Licensor a non-exclusive, worldwide licence to use the signifiers created by the Licensee in any manner it sees fit, including the right to grant sub-licences of the signifiers to third parties.
- (f) Subject to the right to grant a EULA to the End User, the Licensee shall not transfer, sell, assign or sub-license the Software.
- (g) The Licensee may not reproduce, reverse engineer, decompile or modify the Software.
- (h) If, by the expiry of the Pilot Period, the Licensee has not entered into a new licence agreement which entitles the Licensee to continue to use the Software, the Licensee will destroy the original Software and all copies of the Software in whatever form in its possession and the Licensee shall certify in writing that this has been done.

#### 4. Confidentiality

The Licensee shall keep the Software confidential and shall not disclose it to any third party, except to an End User subject to a EULA

The obligations of confidentiality in this Clause 4 do not apply to information that:

- (a) is in the public domain, or becomes in the public domain, unless the Licensee caused the information to be in the public domain in breach of the confidentiality obligations under this Agreement;
- (b) is known to the Licensee before it is disclosed by the Licensor under this Agreement, or
- (c) must be disclosed under any law or in accordance with any court, tribunal or government decision or order.



Page 1 of 7

### Acknowledgement

This thesis undoubtedly transformed my view of research, work, and life. I would like to sincerely thank all the people who helped me throughout this transition. I gratefully appreciate the inestimable support from my supervisors Professor Shankar Sankaran, Dr. Julien Pollack, Dr. Elyssebeth Leigh and Dr. Leila Moslemi Naeni. Shankar has been a great supporter during hardship, and his patience over the slow process of research has been an invaluable help to me. Elyssebeth and Julien taught me how to think differently about life, work and writing in academic contexts. They even changed my paradigm of thinking from a quantitative engineer to a qualitative researcher. Leila was quick and passionate to provide constructive comments on a final revision of the thesis.

I am grateful to my family, specially my wife Dr. Naisana Seyedasli, and my father Khosrow Shalbafan, for their encouragement and compassion during difficult days, as they have provided me through moral and emotional support in my life. I am also grateful to my extended family members, children, great neighbours and friends who have supported me along the way. I have special thanks to all friends who attended the pilot sessions of Hooshmand-1 as I was designing the simulation and provided their honest feedback. I extend endless thanks to my research participants who contributed to the results of this research.

I am sincerely grateful for the continual support I received from the Faculty of Design, Architecture and Building (DAB) faculty, for UTS for helping with and funding the work and conference papers, and for their guidance during different stages of research. Special thanks to Dr. Heather Macdonald for her support during my stage 1 research acceptance and who provided facilities for data collection in DAB. Finally, I would like to offer my sincere thanks to Elyssebeth for her mentorship during the design of the experiment and writing, and great support with helping to facilitate the simulations. And last, but by no means least, also to everyone in my colleagues in the Aquenta-Jacobs company and Sydney Metro Delivery Office. It was great sharing my experience and feeling your support and attention during last seven years.

Although this research could not reach to maturity without these supports, I accept full responsibility of the research thesis.

vi

# Table of Contents

Professional Proofreading	
Certificate of Original Authorship	III
CERTIFICATE OF COMPLETION: RESEARCH INTEGRITY FOR STUDENTS	IV
LICENCE AGREEMENT	V
Acknowledgement	VI
TABLE OF CONTENTS	VII
LIST OF FIGURES AND TABLES	X
GLOSSARY OF TERMS	XII
ABSTRACT	VIII
PUBLICATIONS AND FEEDBACK	
CHAPTER 1: INTRODUCTION	
1.1 PROJECT PORTFOLIO MANAGEMENT	
1.2 UNCERTAINTY, AND DECISION MAKING IN PPM	
1.3 MAKING SENSE OF COMPLEXITY	
1.4 SIMULATION AS A RESEARCH INSTRUMENT	
1.5 Research questions	
1.6 Multiple Methodology Research	
1.7 Study aims	
1.8 My Background	
1.9 Research contribution	
1.10 Thesis outline	10
CHAPTER 2: LITERATURE REVIEW	12
2.1 Project Portfolio Management (PPM)	13
2.2 COMPLEXITY OF PROJECT PORTFOLIO PROCESSES	19
2.3 ORGANISATIONS AND PROJECT PORTFOLIO MANAGEMENT	22
2.4 DECISION MAKING APPROACHES AND PPM	26
2.4.1 Quantitative decision making	26
2.4.2 Uncertainty, impacts on decision makers	31
2.5 MECHANISM TO MANAGE UNCERTAINTY AT PROJECT PORTFOLIO LEVEL	34
2.5.1 Group Decision Making (GDM)	34
2.5.2 Team cognition and decision-makers' judgment	
2.6 Sensemaking of Complex Situations	40
2.7 SIMULATION AND COMPLEXITY	45
2.8 SITUATION AWARENESS AND COMPLEXITY	46
2.9 Cynefin framework a new approach to sensemaking	49
2.10 APPLICATION OF CYNEFIN FRAMEWORK TO DECISION MAKING	53
2.11 SenseMaker (SM)	55
Research question 1—How do decision makers change their decision criteria for selec	tion and
prioritisation in a project portfolio when conditions are uncertain?	59
Research question 2—How do real-time events influence decision-making processes f	or project
portfolios management?	
Research question 3—How do decision makers adapt to changes brought about by re	al-time
events and why?	60
CHAPTER 3: SIMULATION	61
3.1 SIMULATION CONCEPT AND CONTEXTS	61
3.1.1 Role-Play Simulation	-
3.1.2 Games, Simulations and Challenges	

3.1.3 Design of Simulation	68
3.1.4 Prototyping and design validation	71
3.2 APPLICATIONS OF SIMULATIONS TO MANAGEMENT SCIENCE	72
3.2.1 Policy making	72
3.2.2 Project, program and portfolio management	73
3.2.3 Training, education and research	74
3.2.4 Advantages of simulation to research	
3.2.5 Limitations of simulation to research	76
3.3 Multi-methodology background	77
3.3.1 Simulation Hooshmand-1	
3.3.2 Principles of simulation design	
3.3.3 Application of Action Learning to Development of Hooshmand-1	84
3.3.4 Sensemaking framework and data analysis	
3.3.5 SenseMaker, an application of software	
3.3.6 Development of sensemaking framework with SenseMaker	94
CHAPTER 4: METHODOLOGY	101
4.1 Research strategies	101
4.1.1 Ontology and Epistemology	103
4.2 PROCESS OF SELECTING PARTICIPANTS	
4.3 DATA COLLECTION	105
4.3.1 Classification of data	106
4.4 DATA ANALYSIS	110
4.4.1 Participants' analysis - stage 1	111
4.4.2 The researcher's analysis – stage-2	113
4.5 CREDIBILITY OF QUALITATIVE RESEARCH	115
4.6 Ethical Considerations	116
4.6 Ethical Considerations         4.7       Mitigation of research bias	
4.7 MITIGATION OF RESEARCH BIAS	117
4.7 MITIGATION OF RESEARCH BIAS	117 . <b> 118</b>
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> </ul>	117 . <b> 118</b> 123
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> <li>5.1.1 Column 1 - Feeling of participants after decision making in simulation Context1</li> </ul>	117 . <b> 118</b> 123 <i>130</i>
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> </ul>	117 . <b> 118</b> 123 <i>130</i>
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> <li>5.1.1 Column 1 - Feeling of participants after decision making in simulation Context1</li> <li>5.1.2 Column 2 - Participants' perceptions of major challenges in Context 1</li> </ul>	117 <b>118</b> 123 <i>130</i> <i>133</i>
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> <li>5.1.1 Column 1 - Feeling of participants after decision making in simulation Context1</li> <li>5.1.2 Column 2 - Participants' perceptions of major challenges in Context 1</li> <li>5.1.3 Column 3 - Participants' perceptions of simulation Context 1 as similar to their prior experience</li> </ul>	117 <b>118</b> 123 130 133 134
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> <li>5.1.1 Column 1 - Feeling of participants after decision making in simulation Context1</li> <li>5.1.2 Column 2 - Participants' perceptions of major challenges in Context 1</li> <li>5.1.3 Column 3 - Participants' perceptions of simulation Context 1 as similar to their prior</li> </ul>	117 <b>118</b> 123 130 133 134 135
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> <li>5.1.1 Column 1 - Feeling of participants after decision making in simulation Context1</li> <li>5.1.2 Column 2 - Participants' perceptions of major challenges in Context 1</li> <li>5.1.3 Column 3 - Participants' perceptions of simulation Context 1 as similar to their prior experience</li> <li>5.1.4 Column 4 - Influence of simulation roles on decision-making patterns</li> </ul>	117 118 123 130 133 134 135 136
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> <li>5.1.1 Column 1 - Feeling of participants after decision making in simulation Context1</li> <li>5.1.2 Column 2 - Participants' perceptions of major challenges in Context 1</li> <li>5.1.3 Column 3 - Participants' perceptions of simulation Context 1 as similar to their prior experience</li> <li>5.1.4 Column 4 - Influence of simulation roles on decision-making patterns</li> <li>5.2 PATTERNS - 2<sup>ND</sup> SCENARIO OF SIMULATION</li> </ul>	117 118 123 130 133 134 135 136 148
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> <li>5.1.1 Column 1 - Feeling of participants after decision making in simulation Context1</li> <li>5.1.2 Column 2 - Participants' perceptions of major challenges in Context 1</li> <li>5.1.3 Column 3 - Participants' perceptions of simulation Context 1 as similar to their prior experience</li> <li>5.1.4 Column 4 - Influence of simulation roles on decision-making patterns</li> <li>5.2 PATTERNS - 2<sup>ND</sup> SCENARIO OF SIMULATION</li> <li>5.2.1 Column 1 - Feeling of participants during decision making in Context2</li> <li>5.2.2 Column 2 - Participants' perceptions of major challenges in simulation Context2</li> </ul>	117 118 123 130 133 134 135 136 148
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> <li>5.1.1 Column 1 - Feeling of participants after decision making in simulation Context1</li> <li>5.1.2 Column 2 - Participants' perceptions of major challenges in Context 1</li> <li>5.1.3 Column 3 - Participants' perceptions of simulation Context 1 as similar to their prior experience</li> <li>5.1.4 Column 4 - Influence of simulation roles on decision-making patterns</li> <li>5.2 PATTERNS - 2<sup>ND</sup> SCENARIO OF SIMULATION</li> <li>5.2.1 Column 1 - Feeling of participants during decision making in Context2</li> </ul>	117 118 123 130 133 134 135 136 148 151
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> <li>5.1.1 Column 1 - Feeling of participants after decision making in simulation Context1</li> <li>5.1.2 Column 2 - Participants' perceptions of major challenges in Context 1</li> <li>5.1.3 Column 3 - Participants' perceptions of simulation Context 1 as similar to their prior experience</li> <li>5.1.4 Column 4 - Influence of simulation roles on decision-making patterns</li> <li>5.2 PATTERNS - 2<sup>ND</sup> SCENARIO OF SIMULATION</li> <li>5.2.1 Column 1 - Feeling of participants during decision making in Context2</li> <li>5.2.2 Column 2 - Participants' perceptions of major challenges in simulation Context2</li> </ul>	117 118 123 130 133 134 135 136 148 151 152
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> <li>5.1.1 Column 1 - Feeling of participants after decision making in simulation Context1</li> <li>5.1.2 Column 2 - Participants' perceptions of major challenges in Context 1</li> <li>5.1.3 Column 3 - Participants' perceptions of simulation Context 1 as similar to their prior experience</li> <li>5.1.4 Column 4 - Influence of simulation roles on decision-making patterns</li> <li>5.2 PATTERNS - 2<sup>ND</sup> SCENARIO OF SIMULATION</li> <li>5.2.1 Column 1 - Feeling of participants during decision making in Context2</li> <li>5.2.2 Column 2 - Participants' perceptions of major challenges in simulation Context2</li> <li>5.2.3 Column 3 - Participants' perceptions of real-time event – organisation change – in simulation Context 2</li> </ul>	117 118 123 130 133 134 135 136 148 151 152
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> <li>5.1.1 Column 1 - Feeling of participants after decision making in simulation Context1</li> <li>5.1.2 Column 2 - Participants' perceptions of major challenges in Context 1</li> <li>5.1.3 Column 3 - Participants' perceptions of simulation Context 1 as similar to their prior experience</li> <li>5.1.4 Column 4 - Influence of simulation roles on decision-making patterns</li> <li>5.2 PATTERNS - 2<sup>ND</sup> SCENARIO OF SIMULATION</li> <li>5.2.1 Column 1 - Feeling of participants during decision making in Context2</li> <li>5.2.2 Column 2 - Participants' perceptions of major challenges in simulation Context2</li> <li>5.2.3 Column 3 - Participants' perceptions of real-time event – organisation change – in simulation Context 2</li> <li>5.2.4 Column 4 - Influence of simulation roles on decision-making patterns</li> </ul>	117 118 123 130 133 134 135 136 148 151 152 153
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li></ul>	117 118 123 130 133 134 135 136 148 151 152 153 154
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> <li>5.1.1 Column 1 - Feeling of participants after decision making in simulation Context1</li> <li>5.1.2 Column 2 - Participants' perceptions of major challenges in Context 1</li> <li>5.1.3 Column 3 - Participants' perceptions of simulation Context 1 as similar to their prior experience</li> <li>5.1.4 Column 4 - Influence of simulation roles on decision-making patterns</li> <li>5.2 PATTERNS - 2<sup>ND</sup> SCENARIO OF SIMULATION</li> <li>5.2.1 Column 1 - Feeling of participants during decision making in Context2</li> <li>5.2.2 Column 2 - Participants' perceptions of major challenges in simulation Context2</li> <li>5.2.3 Column 3 – Participants' perceptions of real-time event – organisation change – in simulation Context 2</li> <li>5.2.4 Column 4 - Influence of simulation roles on decision-making patterns</li> <li>5.2.5 Column 5 - Participants' perceptions of real-time event – cancellation of project - in simulation Context 2</li> </ul>	117 118 123 130 133 134 135 136 136 148 151 152 153 154 154
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li> <li>5.1 PATTERNS – 1<sup>ST</sup> SCENARIO OF THE SIMULATION HOOSHMAND-1</li> <li>5.1.1 Column 1 - Feeling of participants after decision making in simulation Context1</li> <li>5.1.2 Column 2 - Participants' perceptions of major challenges in Context 1</li> <li>5.1.3 Column 3 - Participants' perceptions of simulation Context 1 as similar to their prior experience</li></ul>	117 118 123 130 133 134 135 136 148 151 152 153 154 154 155
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li> <li>CHAPTER 5: DATA ANALYSIS</li></ul>	117 118 123 130 133 134 135 136 148 151 152 153 154 155 159
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li></ul>	117 118 123 130 133 134 135 136 136 136 151 152 153 154 155 159 163 168
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li></ul>	117 118 123 130 133 134 135 136 148 151 152 153 154 155 159 168 168 169
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li></ul>	117 118 123 130 133 134 135 136 136 136 151 152 153 154 155 159 163 169 169 169
<ul> <li>4.7 MITIGATION OF RESEARCH BIAS</li></ul>	117 118 123 130 133 134 135 136 136 151 152 153 154 155 159 163 168 169 169 179

5.5.1 Finding1 - Research Question 1	
5.5.2 Findings - Research question 2	
5.5.3 Finding 7– Research question 3	202
CHAPTER 6: DISCUSSIONS	206
6.1 REAL-TIME EVENTS: TWO MODEL THEORY TO EXPLAIN BLACK SWAN THEORY (BST)	209
6.2 GROUPTHINK VERSUS ABILENE PARADOX IN DECISION MAKING	212
6.3 TEAM VERSUS INDIVIDUAL COGNITION	219
6.4 Reflection on methods	222
6.4.1 Current multiple methodology	
6.4.2 Improvements to multiple methodology	225
6.5 REFLECTION ON MY LEARNING FROM THIS RESEARCH	226
6.5.1 Knowledge of Project Portfolio Management	
6.5.2 Critical Skills Development for leading decision making in complexity	227
6.5.3 Research and Analysis Tools	227
CHAPTER 7: CONCLUSION AND IMPLICATIONS	
7.1 RESPONSES TO RESEARCH QUESTIONS	
7.1.1 Research question—How do decision makers change their decision criteria for sel	
and prioritisation in a project portfolio when conditions are uncertain?	
7.1.2 Research question 2—How do real-time events influence decision-making process	-
project portfolio management?	
7.1.3 Research question 3—How do decision makers adapt to changes brought about k	
time events and why?	
7.2 CONCLUSION ON DATA ANALYSIS AND FINDINGS	
7.3 CONCLUSION ON DISCUSSION	
7.4 CONTRIBUTIONS FROM THIS RESEARCH	
7.4.1 Contribution to theory	
7.4.2 Contribution to practice 7.4.3 Contribution to methodology	
7.4.3 Contribution to methodology 7.5 LIMITATIONS OF RESEARCH	
7.5 LIVITATIONS OF RESEARCH 7.6 RECOMMENDATIONS FOR FURTHER RESEARCH	
7.6 RECOMMENDATIONS FOR FORTHER RESEARCH	
REFERENCES	
Appendix 2.1 SenseMaker tools	
APPENDIX 2.1 SENSEMAKER 100ES	
APPENDIX 4.1 SENSEMAKER, THE DESIGNER GUIDELINES	
Appendix 4.2 Sensemaking Framework	
Appendix 4.3 Simulation Protocol	-
Appendix 5.1 Cross Checks between Multiple Choices Queries and Triads	
Appendix 5.2 Themes and micronarrative analysis	
APPENDIX 5.3 TRANSCRIPTIONS OF AUDIO RECORDED FILES	
Workshop 1 – Transcription	
Workshop 2 – Transcriptions	
Workshop 3 – Transcription	
Workshop 4 – Transcription	

# List of Figures and Tables

Figure 1- project portfolio overall framework, (Shalbafan et al., 2015)	21
Figure 2 - The E - Diamond model (Yuming et al., 2007)	
Figure 3 – Extended framework for PPM and uncertainty (Martinsuo et al., 2014, p. 13)	
Figure 4 - The SECI model as outlined by (Hosseini, 2010, p. 264)	48
Figure 5 - Cynefin Framework - Kurtz & Snowden (2003, amended with recent publications)	
Figure 6 - A sample Triad for study of safety and complexity (Sardon & Wong, 2010, P. 5)	
Figure 7 – Simulation, challenges and games relationships (Sa. Silva et al., 2011, P. 66)	
Figure 8 – The cycle of Action Learning adapted for design of research methods	
Figure 9 – Overall Process of the research methodology development	
Figure 10 – The relationship between roles in AirPower2100	86
Figure 11 – AirPower2100 playing board	
Figure 12 – Typical Simulation Process	88
Figure 13- a sample Triad	111
Figure 14 – The research method's process chart (Shalbafan et al., 2017)	
Figure 15 – Patterns for participants' opinions on preferred decision criteria in their group	
Figure 16 – Pattern for key impact factors on individual decisions	
Figure 17 – Pattern for participants' perception on sources of uncertainty – Context 1	
Figure 18 – Pattern for participants' perception on nature of the group decisions – Context 1	
Figure 19 – Paired comparison of negative feelings and positive feelings for Triad 1	
Figure 20 – Pattern shows impact factors on individual decisions in Context2	
Figure 21 – Patterns for participants' opinions on preferred decision criteria in their group – Cont	
Figure 22 – Individual perception on their group adaptation to changes	
Figure 23 – Pattern of perceptions for aiding factors to overcome real-time events	
Figure 24 – Pattern for participants' perception on sources of uncertainty – Context 2	
Figure 25 – Pattern for participants' perception on nature of the group decisions – Context 2	
Figure 26 – Comparison of positive vs. negative feelings and their impacts on decision-making pat	
Figure 27 – Focus of team vs individuals in Context1 and Context2	
Figure 28 – Transition of domains from simple to chaos	
Figure 29 – Transition domains from complicated to complex	
Figure 30 – Transition domains between complicated and complex	
Figure 31 – Transition domains from chaos to dis-order	
Figure 32 – Shift domains from dis-order to complicated	
Figure 33 – Shift domains between Complicated and Complex	
Figure 34 – Shift from Chaos to Complicated domain	
Figure 35 – Movements of domains among chaos, complex and complicated	
Figure 36 – Transition domains from chaos to simple	
Figure 37 – Shift domains from Complicated to Complex	
Figure 38 – Transition domains from Simple to Complex	165
Figure 39 – Changing domains between Complicated and Complex	
Figure 40 – Shift domains from Chaos to Complex	
Figure 41 – Shift domains from Chaos to Complex	166
Figure 42 – Changing between Chaos and Complex/Complex and Complicated domains	
Figure 43 – Shift of domains from Chaos to Complicated	
Figure 44 – Shift of domains from Chaos to Complex	168
Figure 45 – Shift of domains from Complicated to Complex	
Figure 46 – The model for selecting decision criteria in uncertainty	
Figure 47 – The debriefing analyses	191
Figure 48 – The debriefings analyses	193
Figure 49– Impact factors on detection of sources of uncertainty	
Figure 50 – The debriefings analyses (consistent with others)	
Figure 51 – The debriefings analyses	
Figure 52 – Impact factors for influence of turning points on final group decision	
Figure 53 – The debriefings analyses – final group decisions impact factors	197

Figure 54 – Impact factors on participants' perceptions of sources of uncertainty	198
Figure 55 – Supporting evidence from debriefing sessions	199
Figure 56 – Influence of real-time events	200
Figure 57 – Supporting evidence from debriefing sessions	201
Figure 58 – Influence of real-time events and turning points on decision-making process	
Figure 59 – Influence of real-time events and turning points in decision-making process	203
Figure 60 – Influence of real-time events and turning points on decision-making process	204
Figure 61 – Theoretical Analysis of Groupthink for results of Hooshmand-1	213
Figure 62 – The nature of final group decisions from individuals' perspectives	
Figure 63 – Summary of Action Learning cycles to develop Simulation Hooshmand-1	
Figure 64 – Process of simulation Hooshmand - 1	
Table 1 – A Summary of the portfolio selection models in literature adapted from (Ghapanchi (793)	
Table 2 – Comparison of Order and Un-order (adapted from (Snowden, 2005, p 52))	52
Table 3 – The summary of relevant tools for Cynefin to understand complexity	
Table 4– Summary of sources of uncertainty for PPM in practice	
Table 5 – Terminologies of SenseMaker	
Table 6 – Relationship between attributes of simulation and research questions	
Table 7 – Summary of pattern analyses for Simulation Context 1 with multiple-choice filters	
Table 8 – Summary Findings – Scenario 2	
Table 9 – A Leader's Framework for Decision Making (Snowden & Boone, 2007, p. 73)	157
Table 10 – List of participants selected for three clusters	
Table 11 – Narratives for participants claim changing decision making because of real-time ev	
Table 12 – participants' findings for multiple-choice queries	
Table 13 – participants' findings for Triads (Continued)	
Table 14 – participants' findings for Triads & the Dyad	
Table 15 – Narratives for participants claim outliers	
Table 16 – participants' findings for multiple-choice queries	
Table 17 – participants' findings for Triads 6 to 9	
Table 18 – participants' outcomes for Triads 10 to 13	
Table 19 – Summary of findings and their relationships to the research questions	
Table 20 – Two Model Theory, (ActionScience, 2017, p. 2)	
Table 21 – Adapted from (Durso et al., 2007, p. 246)	
Table 22 – Summary of findings and impact factors	
Table 23 – Summary of research contributions to theory, practice and methodology	

# Glossary of Terms

Terms	Description
Project Portfolio Management	<i>Portfolio management</i> ensures that an organization can leverage its <i>project</i> selection and execution success. Project portfolio management refers to the centralized management of one or more <i>project</i> portfolios to achieve strategic objectives.
Action Learning	Action Learning is a process that involves a small group working on real problems, taking action, and learning as individuals, as a team, and as an organization. It helps organizations develop creative, flexible and successful strategies to pressing problems (wial.org/action-learning).
Simulation	Simulation is 'the abstraction of reality for a purpose' (Leigh 2013, p. 200).
Simulation Protocol	A document that explains the steps of a role-play simulation in order to standardise the process of facilitation.
Team Cognition	team cognition emerges from the interplay of the individual cognition of each team member and team process behaviors. (www.researchgate.net)
Cynefin	The Cynefin framework helps leaders determine the prevail- ing operative context so that they can make appropriate choices.
SenseMaker	Software to monitor a change of paradigms in a complex environment.
Widget	The widget is an embedded function in the software that helps a user to choose suitable combinations for using SenseMaker.
Signifier	Signifiers are signs or symbols that help research subjects to identify the pattern, the paradigm and the change in their perceptions during an experiment.
Dyad	A dyad is a two-dimension signifier that assesses the subjects' perception.
Triad	A triad is a three-dimension signifier and assesses the status of six questions at the same time.
MCQ	Multiple-Choice Queries are the usual method to assess subjects' opinions. SenseMaker uses MCQ to assist researchers with the categorisation of patterns in signifiers.
NVivo	A software which is used for qualitative analysis of research data.
Hooshmand-1	Hooshmand means intelligent in Persian. It is a role play simulation which I designed for data collection in this thesis.
Real-time events	Real-time events are intentional changes in the simulation Hooshmand- 1 to observe the reaction of participants and their influence on participants' perceptions.
Turning points	Turning points are the key momentums of decision making experiment from a participants' perspective.

### Abstract

The motivation for this research was due to my observation of project management practitioners in leading organisations and, in particular, noticing their poor judgement on key project portfolio decisions when faced with unexpected events. An initial review of the literature revealed that the impact of real time events on Project Portfolio Management has not been addressed adequately. The research problem was then formed as "What is the impact of real-time events on managers during decision-making processes for Project Portfolio Management (PPM)?" Two key themes were selected for investigation after an extensive analysis of relevant literature. These themes are: 1- PPM and its associated decision-making processes; and, 2 - the process of sensemaking while dealing with complex problems.

These two themes also aligned with my interest in investigating decision-making processes for project portfolio managers and the effect unexpected events had on them. Evolution of the research resulted in adaptation of a phenomenological focus on researching participants' perceptions during decision making on how decisions were made in the context being investigated. The final design of a tailored multiple-methods approach created for this investigation, resulted in a series of decision-making scenarios for use in a relatively controlled environment for data generation while, at the same time, testing the effect of unexpected events. Five simulation designs were then piloted using a series of action learning cycles, with the help of a simulation expert, to design the final research instrument.

The research instrument that emerged as a simulation, now called Hooshmand-1, developed because rapidly changing conditions made it impossible to conduct the research in the workplace where the initial observations had occurred. The research questions were further developed to address findings in the literature review, and a detailed questionnaire was developed to gather research participants' self-reflective observations on factors influencing their decision making, under both complicated and complex conditions. As the simulation

xiii

evolved into its final form, an opportunity emerged to use 'SenseMaker' © software to structure and analyse the data collected from participants in Hooshmand-1. This enabled a richer and more varied data collection method and enhanced the result of data analysis.

The observations which prompted this research included puzzlement about the role of emotions in decision making, especially during times of uncertainty. Creating a realistic environment within which to generate decision-making situations, made possible an exploration of research questions designed to elicit participants' thoughts and responses to abrupt changes and unanticipated events. It also enabled collection of a range of data to shed light on emotions influencing individuals' capacity for judgment when facing sudden change during decision-making events. The research provides evidence about similarities and differences among participants' perceptions regarding the impact of unexpected events on their group decision-making processes, and their individual judgment about decisions made during research conditions, which replicated a PPM context.

This research contributes to knowledge about decision making in PPM contexts. It applies new research methodologies to extend our understanding of the possible impact of unexpected and unanticipated events on individual responses. Helping project portfolio managers to improve their awareness of innovative tools and approaches to coping with uncertainty is an important outcome of the research. Additional contributions relate to emerging insight into practical applications of the theoretical concepts called 'Groupthink' and 'Abilene Paradox' as well as the use of simulation for learning more about management in complicated and complex conditions.

Thus, this research contributes to: theories of PPM and decision making in practice by guiding organizations and practitioners to improve their PPM practices; and, to methodology, by combining legitimate simulation with data collection and analysis software, SenseMaker, which was developed to investigate complex situations.

## Publications and feedback

Refereed Conference Papers

- 1. SHALBAFAN, S., LEIGH, E., POLLACK, J. & SANKARAN, S. 2015. Using simulation to create a time-bound, space-constrained context for studying decision-making in project portfolio management using the Cynefin framework. Apros Egos 2015. Sydney.
- 2. SHALBAFAN, S., LEIGH, E., POLLACK, J. & SANKARAN, S. 2016. Using simulation to study decisionmaking in project portfolio management. Second Danish Project Management Research Conference. Denmark.
- 3. SHALBAFAN, S., LEIGH, E., POLLACK, J. & SANKARAN, S. Application of Cyenfin framework to facilitate decision-making in complex conditions in project portfolio management IRNOP 2017 Boston. Boston University.
- 4. SHALBAFAN, S. & LEIGH, E. 2017. Design thinking: Project Portfolio Management and Simulation a creative mix for research, ISAGA 2017. Netherlands: ISAGA.

Guest lecturer / Facilitator

1- Decision making and project finance – Postgraduate Course- UTS - DAB - 2016

2- Decision making and project finance – Postgraduate Course- UTS – DAB – 2017

Designers of Simulation for Educating postgraduate students

Hooshmand-2; Decision Making in PPM, MBA, UMEA, Sweden, 2016/2017
 Hooshmand-3; Decision Making in project finance, Project Finance, DAB, UTS, Sydney, 2016 / 2017

Event Organiser / Manager

1- Sense Maker Community of practice workshop, 2014, NSW, UTS

"Wise people rain into thirsty minds that cause changes in the future", The Great Orod, Iranian Philosopher (Orod, 2017)