Cape Peninsula
University of Technology

THE IMPACT OF LEADERSHIP STYLES ON PROJECT SUCCESS WITHIN THE CUSTOMER SERVICE DIVISION OF A SOUTH AFRICAN MOBILE TELECOMMUNCIATION COMPANY

by

TAMMY EVE LATEGAN

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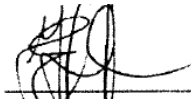
Supervisor: Stanley Fore
Co-supervisor:

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DECLARATION

I, Tammy Eve Lategan declare that the contents of this dissertation represent my own unaided work, and that the dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

_____   19 MARCH 2013
Signed   **Date**

ABSTRACT

Challenges within the customer service industry make leadership styles a key factor in the success of customer service project delivery. This research dissertation provides a comprehensive overview of information and knowledge within a corporate environment with an underlying theme of defining leadership styles within the customer service projects environment to ensure successful project delivery.

This research aims to investigate the perception of leadership styles required and the factors that contribute to successful project delivery effectiveness within a telecommunication customer service environment. The literature around leadership styles and its key themes are studied. A conceptual research model is formulated and is followed a quantitative research process and analysis.

The results of the study identified that while employees had a neutral perception to leadership styles within their organisation; respondents strongly agreed that different leadership styles are important to themselves and the organisation as a whole.

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DEDICATION

Leadership encompasses everything that is necessary to encourage one another, to create a culture of integrity and honesty, to be able to influence people positively and to focus on one's vision and goals. Therefore today I would like to dedicate this dissertation to my late grandparents, my parents and god-parents. You have raised me to become a leader in my own right irrespective of whether it was in my household, church or work. And today I would like to thank you for being my role model and leader.

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GLOSSARY

Terms/Acronyms/Abbreviations	Definition/Explanation
Beneficial stakeholders	Delegates who are able to add value and assist the project by utilising their skills in certain areas of a project
CPUT	Cape Peninsula University of Technology
Critical stakeholders	Delegates with specific skills who are required to be involved in a project
Customer service division	Customer service department
Deliverables	The outputs of tasks within a project
Executive head of departments	The head of department
HR	Human resources
Operational teams	Members of teams who are physically involved in the managing of the project once the project is implemented successfully
Operational managers	Operational managers oversees members of operational teams
Organization	A company/institution
Project team	The team who implements a project
Research instruments	The mechanism used to conduct the research
Respondents	Delegates who responded to the research instrument
Steercoms	Members of various divisions who participated, involved and affected by a project

CHAPTER ONE
INTRODUCTION AND BACKGROUND OF THE STUDY

1.1   Introduction

There are many challenges that today's organisation face in order to justify their existence. Some of these challenges include staying competitive; growing shareholder value, and sustainability. These organisations participate and implement a magnitude of initiatives to achieve their objective, whatever those objectives might be. In order to achieve these objectives, organizations are often faced with the challenge of finding the right skills and leadership to deliver the desired results. For example, in today's mobile telecommunications company, South Africa provides modern and efficient facilities to urban areas, including cellular and internet services. 20 years ago, the telecommunications network in South Africa introduced the world of cellular communications and today the cellular industry continues to grow from strength, to strength providing improved technology every day. Currently, there are five cellular providers that form part of this competitive industry.

According to (Adair, 2005:12) leadership is defined as the ability to make decisions, having energy, having a sense of duty; confidence; and pride in command; however Daft (2007:4) defines leadership as an influential relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes. Burke (2007:28) believes that without dynamic leadership, the project teams responsible for delivery of organisation objectives would be like a rudderless boat. A rudderless boat defined as: moving without direction. Summers (2009:126) states that the aim of leadership should be to ensure that there is improvement of human beings as well as equipment, to improve quality standards, to ensure that there is a substantial amount of delivery; and to bring pride of workmanship to human beings. Yudelowitz, Koch and Field (2002:2) postulate that leadership is a quality, a culture, a role, a mind-set and a set of actions. Leadership encompasses everything that is necessary to induce a constructive change.

1.2 Problem statement

There is a perception that the mobile telecommunication industry is at the fore front of modern technology. In the mobile telecommunications industry it is often the case that organizational objectives are misinterpreted by different levels of the organizations hierarchies. This creates different opinions of the type of leadership styles which should be exercised to ensure successful project delivery.

1.3 Background of the research problem

This study presupposes that leaders have leadership competencies that consist of a set of styles, skills, behaviours, influences and attitudes that are necessary for an effective organization. Burke (2007:330) recognizes five leadership styles: Consultative Autocratic, Consultative, Democratic, and Laissez-faire. Lussier and Achua (2009:176) view the characteristics of a leader in terms of leadership models namely identifying the type of models versus leadership styles. (See Table 1) Roberto (2005:23) asserts that some leaders find it quite challenging to deal with confrontation, as it shifts them from their comfort zones.

Type of Models	Leadership Style
Contingency leadership model	Task and Relationship
Leadership continuum model	Boss-centred and sub ordinate-centred
Pathway leadership model	Directive, supportive, participative, and achievement orientated
Normative leadership model	Deciding, consult individually, consult group, facilitate and delegate.

Table 1: Type of models- Lussier & Achua (2009:176)

There are two different types of leadership according to Bass and Riggio (2006:3) namely transactional and transformational leadership. The first type of leadership: Transactional leadership is defined as a leadership which leads by exchange, whereby business leaders offer rewards or deny rewards for delivery outputs or a lack thereof. Transactional leaders are selfish in terms of influence and power that they have over others. The second type of leadership: Transformational leadership is defined as a leadership where it aids their followers to grow, develop and become empowered by aligning the goals and objectives of individuals, the group and the larger organization in the quest for an effective organization.

Northouse (2009:172) postulates that transformational leadership is the process where a person engages with others and creates a level of morality and motivation in both the leader and its followers, and monitors the work of activities. Morse, Buss and Kinghom (2007:330) also mentions that there are certain characteristics of transformational leaders that make operations forceful, focused, tenacious and seasoned.

1.4 Research question

What impact does leadership styles have on project success within the customer service division of a South African mobile telecommunications company?

Sub questions:

- Do the different styles of leadership in the telecommunications company's Projects Team within the Customer care division impact project success?
- What is the relationship between effective people engagement and project success and what impact does it have on project deliverables?
- How does managerial and leadership traits impact the mobile telecommunications company's Projects team in the Customer care division?

1.5 Objectives of the research

The purpose of this study is to determine what impact specific leadership styles have on the success of a project within a South African mobile telecommunication company.

Primary objectives:

- To determine critical leadership styles which are necessary in order to deliver successful projects;
- To ascertain the mobile company's projects teams internal customers' perceptions of effective people engagement within a project's environment in order to achieve project success; and
- To determine how managerial and leadership traits impact the delivery of successful projects.

Secondary objective:

- To differentiate between other leadership forms and styles, which relate to project management.

1.6   Research assumptions

The research was undertaken under the assumption that, the specific mobile telecommunications company's customer care organizational hierarchies would be objective when completing the structured questionnaire and would have been an internal customer to the customer care's project's team for numerous project deliveries. An assumption was made that in some occurrences within the organizations life span, certain levels of the organizational functioned on different objectives which caused misalignment when delivering projects.

1.7   Research design and methodology

Due to the nature of the study; journals, books on leadership styles, skills and attributes, management skills, project management, successful and failed projects, and views on what skill project managers need in order to execute a successful project delivery were consulted. A questionnaire was constructed which was applied on a small group of employees. These employees were acknowledged as the mobile telecommunications internal customers of the customer care project team. Quantitative methodology and qualitative methodology is defined as an objective and subject approach respectively. Objectivity was required due to the nature of the study. Objectivity was required to ascertain the different opinions of the selected employees within the organizations hierarchy levels, and to recognize the different leadership styles required when achieving successful project delivery. Based on that, quantitative methodology was obtained.

1.7.1 Research population, sample and sampling methods

The population for this research was limited to project managers (referred to as the telecommunications companies project managers within the customer care division) , project teams (referred to as the telecommunications companies project teams who the project managers work with within the organizational hierarchies) , business analysts (referred to as the   telecommunications companies business analyst within the organization hierarchies who drafts business requirements for the project manager within the customer care division), executive heads of department (referred to as the telecommunications companies head of organizational hierarchies division), operational managers (referred to as the telecommunications companies customer care operational managers within the call centre environment who is an internal customer for the customer care projects team) and operational customers (referred to as the telecommunications companies customer care managers outside of the call centre environment who is an internal customer for the customer care projects team)

within the telecommunications industry in the Western Cape and Gauteng regions with a sample size of 201 employees out of 300 employees within the Customer Care division. The sampling technique was determined by the no. of employees impacted by the outcome of Customer Care division's project deliverables. Out of the 201 employees: 12% of the population were project managers, 22% were project teams, 17% were business analysts, 5% were executive head of departments, 12% were Operational Managers and 32% were Operational Customers.

A questionnaire was used to obtain results for the study. An interview was conducted before the questionnaire was obtained by selected employees. The interview conducted was to understand the nature of the employee's role within the organization as well as explaining the context of the questions in the questionnaire. The questionnaire conducted was a practical and quantifiable in which to obtain information and understand the perception of project delivery within the organization. Conducting a questionnaire limits the reliability and validity for the employees responding to the questionnaire. In order to alleviate ambiguity, a questionnaire proved to be the best method in order to provide concrete feedback on the impact of effective leadership styles for successful project execution. The adverse side of conducting a questionnaire is that respondents may tend to mis-interpret the question or not responding in the full context of the question posed.

1.7.2 Data collection

A questionnaire was used to obtain results for the study. The questionnaire was structured with a mono method with a cross-sectional time horizon in order to gain a broader understanding on how different styles of leadership would impact project success, how effective people engagement would influence project deliverables and how leadership traits impact the customer care division to obtain successful project delivery.

In order to negate ambiguity a questionnaire proved to be the best method to provide concrete feedback on the impact of effective leadership styles for successful project execution. Various project team members, project managers, business analysts, operational customers, operational managers and executive head of departments who have diverse experiences with the projects environment within the mobile telecommunications industry were selected to respond to the mentioned questionnaire. The philosophies obtained from the questionnaire were positivism and realism, as this study constitutes constant project deliveries within the mobile telecommunications industry. The approached used was deductive from the strategy of a questionnaire

where respondents had different opinions from their diverse experiences within the telecommunications customer care project division.

1.7.3 Ethical considerations

Respondents were informed that their consent to partake in the survey was required; they were also assured that their privacy would be respected and protected; and that their contributions would be treated as confidential. The questionnaire was conducted in a responsible manner whilst incorporating values of honesty, clarity, comprehensiveness, accountability and openness to public scrutiny. The researcher also informed respondents that information gathered will not be misused; that their withdrawal from the research process would be possible at any time.

Ethical issues were also considered. The researcher committed herself to ensure that participant's dignity, privacy and confidence were respected, and that any collected data, particularly anything that may identify a respondent, was handled correctly. In addition, anonymity and confidentiality were guaranteed to all respondents by excluding the respondent's personal details. The objective of the study was explained.

1.8 Delineation of the study

The research study involved a total of 201 employees within the telecommunications industry in the customer care division in the Western Cape and Gauteng regions in South Africa. Other divisions within the industry (Engineering, Billing, IT) were not included. The customer care division within the telecommunications industry was selected, as it is one of the few divisions that have multi interactions with various organizational hierarchy levels. The broader view of the general perception of this study's findings is that the customer care division is a broader group focus, as opposed to a focused group. This creates more objectivity in terms of the research in order to ascertain the impact that leadership styles have on successful project delivery within the customer care division,

1.9 Significance of the study

Due to the emerging economy within the telecommunications industry, where innovative products and services are introduced daily in order to create sustainability in the competitive industry of telecoms, it is important to ensure that the industry meets its organizational objectives continuously. One way in which this can be attained is delivering successful projects to achieve organization objectives. It is important to

understand how to achieve this and what impacts successful project delivery will have in the telecommunications industry.

A project manager and a project team are significant role players when delivering a project. This is achieved by meeting the needs of their customers. This is extremely important to note, considering the human component. In today's world humans have different opinions, different skills sets, different interpretations and different personalities.

As a project manager and a project team, one should become more adaptable to engaging with a diverse group of human beings by exercising specific leadership styles in order to achieve successful project delivery.

1.10 Expected outcomes, results and contribution of the research

A new process should be considered at an HR level, which distinguishes whether the customer service project team's skills are placed correctly within the organization. One of the most important roles of a project manager is being able to work with a diverse group of individuals. Different leadership styles for different projects and environments is vital and should be considered when creating a new process at HR level in order to ensure that there is consistent improvement in the success rate of implemented projects within the customer service environment. With the ever changing industries and competitive edge, it is of extreme important to be fit for the future and ensuring that we have the correct skill sets and leadership attributes and styles in order to maximise project success.

1.11 Summary

The research study provides an overview of specific leadership styles, which are required for successful project delivery and what impact this will have. The research enables one to determine the perceptions of different leadership styles and forms within a project environment in order to formulate the role of leadership. The research also ascertains the effectiveness of people engagement and determines leadership styles, which would impact the delivery of successful projects.

This is focused on sustainable leadership types, styles, skills levels and the impact that effective leadership has in order to identify what is required to secure effective project outcomes. Leadership models are also highlighted to identify the right person in the right job as a means to ensure successful project delivery.

1.12   Structure of research study

The study comprises five chapters, which are outlines below:

The first chapter provides a background of the study; problem statement; research questions; as well as objectives of the research. Chapter one provides a brief discussion of the research methodology that was adopted in this study, and finally it outlines the significance of the study, delineation of the study, as well as expected outcomes and contributions of the research.

Chapter two provides a literature review on issues pertaining to the current study.

Chapter three details the research methodology, which was adopted for this study. This chapter discusses theoretical aspects of the research methodology, research design, study population and sampling technique, methods of data collection and the means by which data was analysed.

Chapter four presents and discusses the findings of the empirical study.

Chapter five provides a summary of the findings. It also provides conclusions of the study, and suggests recommendations for implementation, and finally, provides recommendations for further research.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Project management is defined as an application of knowledge, skills, and techniques to project activities in order to meet the needs of project requirements, according to Heagney (2011:25). Leadership, in these applications, is required to enhance successful project deliverables. With various leadership styles and methodologies this can be achieved. Kerzner (2013) states four elements, which are essential when exercising good project management leadership methodologies, namely effective communication, effective co-operation, effective team work and trust.

Effective communication can be implemented within the project team, amongst internal customers, and the wider organization. Effective co-operation is required within the wider organization in order to align to its objectives. Effective team work is obtained within the internal projects team, and the element of trust is exercised throughout the life cycle of a project.

Rad and Leven (2002:56) stipulate that project managers should be competent in most or all of the details of the technical area of the project to ensure that those who manage projects have appropriate skills to achieve success for the project or enterprise. In order to understand the technical areas of a project, people engagement is of vital importance. When delivering successful projects, Kerzner (2013) stipulates that stakeholder engagement is essential when you physically meet with the key stakeholders and determine their needs and expectations. The objectives of physical engagement sessions should have the following objectives:

- Understand the expectations of the customer;
- Understand the needs of the customer;
- Value the needs of the customer; and
- Identify any stakeholder's problems.

According to Taylor (2006: 11), project managers can no longer depend on positions, their initiative or enthusiasm to accomplish project goals successfully. Most projects are managed from a matrix organization; project managers have no functional control over project team members. However, strong interpersonal styles and skills are required to negotiate, motivate and lead the team through the life of the project.

2.2 Reasons for project failure

When a project is initiated there are three factors to take into consideration: time, cost and quality. Time is defined as the timeline for which the outputs need to be met; cost is defined as the amount of budget allocated to the particular project, which needs to be adhered to, considering the scope of work; and quality is defined as the standard of the outputs. In reality, project managers find it challenging to ensure that all three factors are met simultaneously. Hence, projects or certain project deliverables often fail owing to one of the three factors not being met according to the organization's objectives.

Sometimes organizations are too concerned with achieving their ultimate objectives that they overlook severe consequences where budgets are over-run; they have limited resources and time constraints, which all lead to a negative effect on quality.

Tracy (2007:129) states that there are four main concerns within project management that cause projects to fail, which are described below:

- Not enough time set aside for certain tasks to be completed;
- The assumption that there will be no obstacles in the way of completing a project successfully. Projects fail owing to no extra time and resources forecasted;
- Project managers tend to rush projects to safeguard the limitation around money, time and quality. This often leads to errors, which lead to poor quality; and
- Project managers take on too many responsibilities or place too much responsibility on their team members.

Presently, the demand for project work is much greater with the limited supply of skilled resources within organizations. In today's economy, people are faced with many financial difficulties, whilst they have to employ more skilled resources to reduce project failure.

There are many reasons why projects fail within various business units. Campbell (2007:26) gives his reasons why projects fail:

- Poor project management discipline, no well-defined project plan, using the correct tools and methodologies;
- Lack of executive level support;
- No linkage to the business strategy; and
- Project members are selected for the wrong reasons.

The lack of executive level support can be viewed as not being aligned with the organization's objectives, which leads to misinterpretation of deliverables, which which result inno linkage in the business strategy. When selecting project members to compose a project team, it is essential to select a project team according to the expert knowledge of the output. Employee motivation within an organization and being fully aware of an organization's vision and mission plays a vital role in achieving great success. According to Maxwell (2004: 242-246), the right attitude is required to achieve success:

- Knowing your purpose;
- Growing to your potential; and
- Sowing seeds that benefit others.

The description given by Maxwell on the right attitudes is linked to a specific leadership style, which is required to manage the attitude of knowing your purpose as a project manager and project team, growing the potential of expert skilled key stakeholders, and sowing seeds, which relate to people engagements and ensuring that they benefit. Within any organization, one of the challenges is obtaining a balance amongst various skilled resources, which are at their disposal. Choosing relevant skilled employees for any project is critical. Project managers use various mechanisms within the workplace, depending on the diversity within their teams.

Although leadership has also been the subject of much research in project management literature, its role in contributing to project success or failure continues to aggravate debate, as stated by Nixon, Harrington and Parker (2012:205).

Within the project lifecycle a close out phase is identified. During the close out phase of a project, the project managers, as well as the project team, identify areas of improvement in order to achieve better results in the future. Generally the result from the close out phase is communicated to respective customers who are impacted. Matta and Ashkenas (2005:18) state that project managers can create an on-going process of learning and discovery, challenging the people close to the action to produce results

and unleashing the organization's collective knowledge and creativity in pursuit of discovery and achievement.

2.3 Differentiation between managers and leaders

One of the challenges that organizations face daily is trying to distinguish the difference between leaders versus a manager's attributes. Too often people lose focus of the vision and mission of an organization, and whether the organization fundamentally has the correct resources to manage the mission through to project delivery.

As stated by Taylor (2004:101), management skills without leadership skills are likely to lead to poor results or failure of a project. Van Zyl (2010:28) differentiates between a leader and a manager in terms of their characteristics (Table 2).

MANAGER	LEADER
Focuses on the implementation of the vision.	Focuses on the vision on the organization.
Orientated to adapting to change, not taking the initiative.	Orientated towards driving change, and anticipating environmental changes.
Concerned more with techniques; sometimes with maintaining order and the status quo. Adapting to the culture.	Concerned with dynamics of a situation, on how to leverage or shape; concerned with setting or changing the culture.
Concerned with being empowered.	Empowering people.
Sees a more limited web in terms of relationships in terms of immediately adjacent areas.	Sees relationships as opportunities for growth; personal goals are in alignment with organizational goals.
Tends to avoid risk for self-protection; and hence growth is more limited.	Understands personal strengths and weaknesses, and is willing to learn from mistakes and grow.

Table 2: Differentiation between managers and leaders – Van Zyl, E (2009)

Table 2 above shows that there are huge variances between a manager and a leader. As a manager, the focus is on implementation compared to a leader, where the organisation's vision is the main focus. A manager will adapt change as opposed to a leader who will drive change. As a manager you are concerned with being empowered versus a leader who will empower people. As a manager, one would set limitations as opposed to a leader who finds opportunities for growth. A manager tends to avoid risk, in contrast to a leader who is willing to learn from mistakes.

2.4 Leadership definitions

Leadership comprises of various components, skills, styles and attributes. Although there are various leadership styles, it needs certain qualities in order to be effective. Rossiter (2004:7) state that leaders should be innovative, have respect for others, be courteous, sensitive, and go beyond their ability in order for any organization to be highly effective. Elloy (2008:803) also states that the goal of a leader in a project environment is to improve performance of team members by developing the team's own capabilities of displaying leadership and goal settings.

Various skills and styles of work are dependent on the type of project that is managed, as well as the diverse personalities within a team in order to achieve maximum outputs.

Yudelowitz et al. (2002:26) agree and state that leadership is a skill that is different from other skills, which is more necessary in some situations than in others. Bussiswe M. Maseko & Cecile N. Gerwel Proches (2013) emphasises that there are certain leadership styles and characteristics identified as being critical for successful project delivery. Heldeman et al. (2005:8) also indicate that project managers should have certain skills that are required to ensure an effective organization: communication skills, planning skills, budgeting skills, conflict management skills, negotiation skills, leadership skills and motivating skills.

The people management component is vitally important for project managers. Without a motivated team, and an empathetic and caring project manager, how can project delivery be a success? Clarke (2009: 192) states that leadership skills are not identified as part of project management, but are regarded as a soft skill. Westland (2006:48) states that project delivery within the stipulated time, given costs and maintaining a certain quality of work, level of customer satisfaction achieved, as well as the level of staff satisfaction achieved, creates a successful project.

Goldman, Maritz, Nienaber, Priiland and Williams (2010:79) agree that projects fail due to a lack of unity, no direction, no vision, lack of visibility, lack of task orientation, and inappropriate communication. As a leader in any organization, one's job is to get results through others. In other words make them shine and they will make you shine (Mannings 2004:100).

Heldeman, Baca and Jansen (2005:6) believe that project management is a set of tools and techniques that are brought together to create an effective organization. This is also dependent on the type of projects that are coordinated in order to use the correct set of tools and techniques.

Tools can be defined by the utensils that will be be used to deliver certain project deliverables. An example of this is what mechanisms will be used to implement a new system. Techniques can be defined as the "how". An example of this is how many resources are required to achieve the deliverables. In today's world project managers usually set up scoping sessions with the organization in order to identify the correct tools and techniques, which will be required to obtain successful project delivery.

Flanagan and Finger (2003:38) describe how leaders can be empowered by pointing out how to release the leader within.

This is shown in Table 3 below.

1.	Make a commitment to work hard
2.	Show confidence
3.	Display integrity
4.	Demonstrate extraordinary persistence
5.	Be responsive
6.	Bring out the best in others
7.	Demonstrate a high degree of energy
8.	Back your judgment
9.	Develop humility
10.	Get your timing right
11.	Develop a winning attitude

Table 3: How to release the leader within you (Flanangan & Finger, 2003)

The above table illustrates different suggestions to a project manager in order to achieve a specific leadership style in order to achieve an organizations' objective. The suggestions as per above table, demonstrates the impact that a specific leadership style could have, on successful project delivery, how relevant the people component is to obtain successful leadership, and above all, ascertains what leadership is.

Yudelowitz *et al.* (2002:2) state that leadership is what takes us and other people into a better world. Leadership insists that things must be done differently, which drives the force that pulls individuals, groups, and organizations in different directions. Maxwell (2004:180) agrees and asserts that empowering leadership is sometimes the only real advantage that one organization has over another in our competitive society.

2.5 Leadership attributes

All human beings have certain attributes which make them unique. Acquiring and motivating personnel is one attribute that is required when employing any project manager in any organization, state Meredith et al. (1995:20). These factors include having:

High quality technical skills;

Political sensitivity;

Strong foundation;

Strong goal orientation; and

High self esteem

High quality technical skills are factored as a leadership attribute for the following reasons. Firstly, project delivery varies from a micro, meso and macro project management level within any organization. Secondly, in order to be successful in project delivery, being an expert in the technical aspects of the requirements is highly recommendable, however it is not essential. But it is essential to understand the quality of skills required to deliver a project in order for project managers to select their project team effectively.

Political sensitivity plays a major role when engaging with employees within an organization. South Africa is a diversified country, which constitutes different races, cultures and religions. In any organization awareness of diversity should be created when engaging with employees. It is often found that owing to different cultures, it is important to take cognisance of political differences.

A strong foundation and goal orientation are important leadership attributes. Firstly, a strong foundation is required to understand different cultures, religions, and personalities of the human race. Secondly, as a leadership trait, it is relevant to understand the context of the environment within an organization, as well as the skills, which are required to achieve an organization's objectives. Thirdly, being goal orientated is essential to be aligned with the organization's needs, and a factual mind-set in order to achieve successful delivery of what is required.

Being physiologically comfortable with the self is relevant when exercising leadership. It is important to be comfortable with your own belief systems in order to maintain high self-esteem.

2.6 Stages and levels of leadership

Yudelowitz *et al.* (2002: 79) state that there is a wheel of learner leadership, which involves four stages (Figure 1), namely:

Self-awareness;

Learning;

Judging; and

Acting.

There are two aspects of self-awareness, namely humility and confidence. As a leader you do not have to be an expert in all spheres of an organization or in your personal life. There is a time to ask questions when there is uncertainty. Learning is a continuous process. Reflection on self and the job at hand is prevalent when one wants to improve unceasingly. Judging plays a key stage in leadership, as this allows a leader to take cognisance of his/her surroundings and acting, which could be defined as mobilising, consulting and influencing others, respectively.
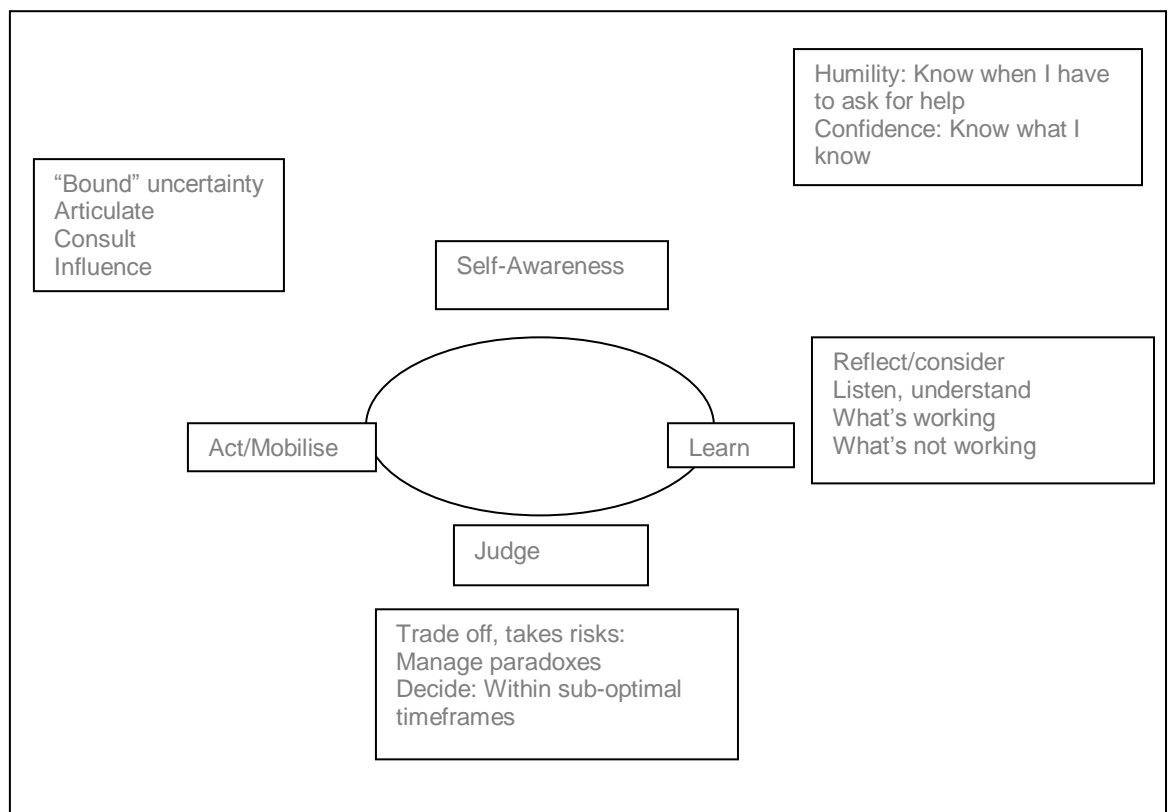
Figure 1: The wheel of leadership (Yudelowitz *et al*; 2002:79)

Manager skills are defined as particular abilities, which are required by people in predominantly managerial positions. Robbins & DeCenzo (2004) refer to a skill as the capacity to display a process and pattern of behaviour that is functionally related to attaining a performance goal as illustrated below (Figure 2):

Top				
Middle	Technical	Interpersonal	Conceptual	Political
Supervisory				
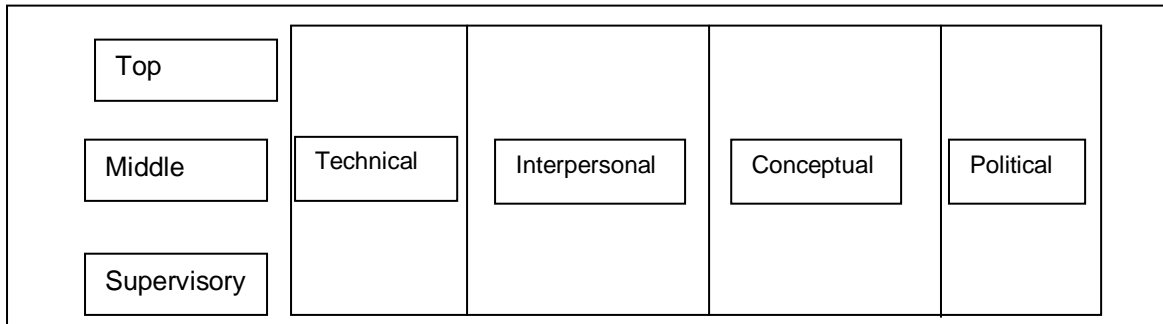
Figure 2: Level on management, Robbins and De Cenzo (2004)

Figure 2 above illustrates the different organizational hierarchy levels and what skills/functions each one performs. This illustrates that there are different levels of leadership, which each has different skill sets. As a project manager this figure is relevant to determine leadership techniques based on the level of leadership within an organization.

2.7 Leadership styles and skills

Frigenti and Comninos (2002:25) assert that the ability to persuade should be auctioned rather than commanded as a skill within project management. With diversity in human personalities, project managers need to approach project team members objectively by utilising certain approaches whilst engaging. Boddy and Buchanan (1992:44) state that projects often need staff who are competent in an operational area and who possess skills and an attitude that are relevant to the project. Boddy et al. (1992:52) also state that to be successful, project managers should be able to use a wide range of methods, especially drawing on political and interpersonal skills (communicating, negotiating, team building and creating ownership).

Cagle (2005: 30) believes that there is a need for five skill sets to accomplish project leadership tasks of today's projects: Basic Skill Set, Advanced Skill Set, Expert Skill Set, Specialty Skill Set and Principal Skill Set.

A basic skill set could be defined as a basic understanding of the foundation of leadership, being able to define what leadership is, and what the attributes are thereof. An advanced skill set could be distinguished as practicing leadership from attributes that are prescribed to an individual. An expert skills set is being able to accomplish all levels of attributes in one's daily life. Speciality skill set could be defined as the "outside world" identifying leadership attributes displayed, and the principal skill set could be identified as introducing these attributes to others, where one could empower others.

Staw and Ross (2005:72) also comment that social pressures, where culturally one associates persistence-"staying on course", "sticking to your guns" and "weathering the storm", with strong leadership.

The world, society and organizations are ever-changing. Briner, Hastings and Geddes (1996:9) believe that projects are a dynamic means of change; hence project leaders require the skills and knowledge of a whole range of people- sometimes on a permanent basis, and sometimes on an occasional basis.

Boddy et al. (1992:15) also state that each project is unique; however, uniqueness does not mean that there are no guidelines, as projects have identifiable features, which imply different approaches. A certain skill that is required from a project manager is to determine the threshold between the determination to get things done, and over commitment.

Staw et al. (2005:77) pose the following questions which project managers should ask them:

a. Do I have trouble defining what would constitute failure for a specific project or decision?
b. Would failure of this project radically change the way I think of myself as a manager?
c. Do I have trouble hearing other people's concerns about the project?
d. Do I generally calculate how various events will affect the project before I think about how they'll affect other areas of the organization or the company as a whole?
e. Do I sometimes feel that if this project ends, there will be no tomorrow?

If yes to more than one question out of the five, the project manager is probably overcommitted to the project.

Briner et al. (1996:17) articulate project leaders should be able to look in six different directions, which Table 4 below details.

The role of the project leader		
Looking upwards: Managing your sponsor in order to achieve organizational commitment.	**Looking backwards:** Monitoring progress with appropriate control systems, to ensure that the project meets its target and that the team learns from its mistakes.	**Looking forwards:** Planning in order to ensure that the team sets realistic targets, and obtains appropriate resource is to achieve those targets.
Looking downwards: Managing the team in order to maximize their performance both as individuals and collectively. Managing the visible and invisible, across disciplines, departments, countries and cultures.	**Looking outwards:** Managing the client, end user and external stakeholders (including suppliers and subcontractors) to ensure that the project meets their expectations.	**Looking inwards:** Managing yourself, by reviewing your performance to ensure that your team leadership is a positive contribution to a project.

Table 4: The role of the project leader – Briner et al (1996:17)

The table above illustrates the diverse leadership role that a project leader or manager needs to play within an organization while delivering successful outputs. There are six roles, which project leaders need to adhere to. The researcher believes that the first role is: looking upwards; this can be defined as managing upwards in order to meet the objectives of an organization. It is important to align with these objectives in order to obtain successful project delivery. The second role is looking outwards by; identifying a key internal and external stakeholder who has the expert knowledge to accomplish project success. The third role is to look backwards it terms of identifying what went wrong in the past in order to learn from mistakes, and to find effective and efficient ways to create successful delivery. The fourth role is looking forward. This role is significant in terms of planning the way forward. The fifth role is looking inwards and ensuring that positive contributions are made to the project team from a project leader or manager perspective. Lastly, the sixth role is looking downwards in order to maximise performance by monitoring and tracking. These roles demonstrate a specific leadership style, which may be used in order to positively impact the success of project delivery within an organization.

Briner *et al*. (1996:18-19) assert that a project leader is seen as an integrator who orchestrates, energizes, and co-ordinates people and processes. Being an integrator, involves pulling together all the activities of the project and watching out for any links that are missing or broken. Table 5 below outlines the integrator role which describes the three focus areas:
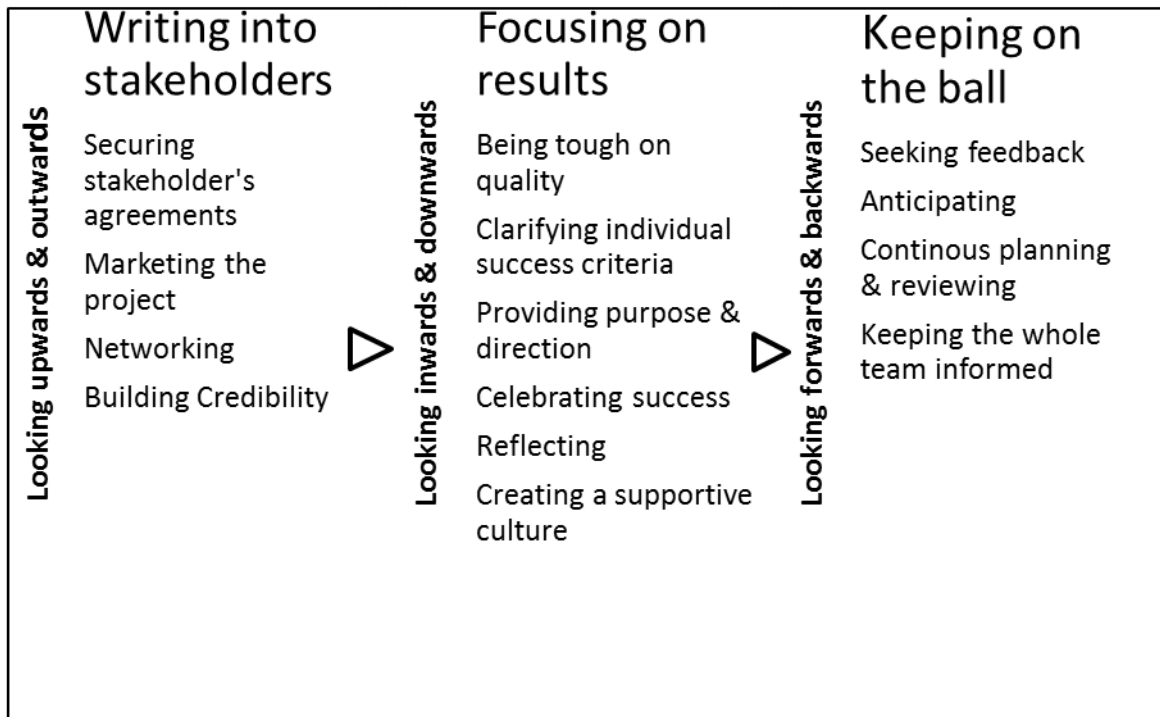
Table 5: The integrator role- Briner et al (1996:18-19)

According to Muller, Geraldi and Turner (2012:87-88), there are three Intellectual Dimensions, five Managerial Dimensions and six Emotional Dimensions, which every project manager should have as part of their skills. See Table 6 below which illustrates the different dimensions:

Intellectual Dimensions	Managerial Dimensions	Emotional Dimensions
Critical Analysis and Judgment	Resource Management	Self-Awareness
Vision and Imagination	Engaging Communication	Emotional Resilience
Strategic Perspective	Empowering	Intuitiveness
	Developing	Interpersonal Sensitivity
	Achieving	Influence
		Motivation

Table 6: Three intellectual dimensions- Muller, Geraldi and Turner (2012:87-88)

Intellectual Dimensions can be defined as looking at the "bigger picture". It is important to establish the strategic objectives of an organization; to understand the vision and mission of an organization and encompass the understanding as a leader. The managerial dimension is rolling out the position as a leader: by empowering, developing employees, achieving a trust relationship, achieving successful project

delivery, engaging with all stakeholders and defining the relevance when choosing a project team. As a leadership skill it is relevant to be content with one's self in order to display leadership values, which include: motivation of team members, positive influence over employees, being able to have emotional resilience, especially during restricted timelines, and being intuitive to team members' emotional state.

Chan and Chan (April, 2005) postulate there are two types of leadership styles, namely Transformational and Transactional leadership. Table 7 indicates the differences between the two types of leadership.

Transformational Leadership	Transactional Leadership
Idealized Influences	Contingent Rewards
Inspirational Motivation	Management by Exception
Intellectual Stimulation	Laissez Faire
Individualized Consideration	

Table 7: Differences between transformational and transactional leadership- Chan and Chan (April, 2005)

Within transformational leadership, idealized influences are described as leadership where there is respect to follow from the reaction of a transformational leader. Inspirational motivation and intellectual simulation define a leader who "gives back". Transformational leadership also takes into consideration the needs and skills of team members. This leadership style is completely dissimilar to transactional leadership where contingent rewards are to work harder in accordance with mutually agreed performance. Management by exceptions is when there is intervention only when work is done or performance levels are below the agreed timelines. The definition of Laissez Faire is defined as avoiding responsibilities and making key decisions, according to Chan and Chan (April, 2005).

Marken.GA (1999) states there are not one suitable style of leadership. Deciding on the type of leadership is based on the following components:

- Individual Personality
- Situation
- Organizational flavour

There are various styles that one can associate with leadership. However, as leader this varies depending on certain components. As an individual you are identified as unique, with a unique personality. Some individuals might be seen as laid back, others

are go-getters, introverts and extroverts. When displaying a particular leadership style, one needs to identify each team member's personalities. In order to achieve this, effective engagement plays a significant role, and understanding how their skills and talents would benefit the organization. However, at times an organization is in a demanding market place where change is constant. This changes the type of leadership style, because as a leader, one needs to adapt to the situation where perhaps quick and fast actions need to be delivered. Organizational flavour plays an integral role in determining the type of leadership style that is used. The organization flavour is seen as the total make-up of the organization, which would have an impact on successful delivery of organizational objectives. As a leader one needs to understand and identify these three components in order to obtain a suitable style of leadership within the workplace, according to Marken (1999).

2.7.1 Influence/power as a leadership skill

Leadership is about influence, and influence comes through power, and power is the ability to influence. Maxwell (2004:242) cited in McElroy Charles (1998) states that power is usually recognized as an excellent short-term anti-depressant. There are many people who thrive in achieving power over others by influencing them positively or negatively.

Khalid.O Al-Yahya (2011) defines power and influence as part of five aspects namely; Age, Experience, Rank, Group Size and Education.

Age, experience and education within an organization play an integral role in the influence within an organization and respective team. For example, when graduate students commence their careers at a particular organization, they have the academic knowledge to fulfil their role; however, no experience has been gained as yet. The academic knowledge brought forth might be able to assist the organization to change existing processes and procedures within the organization to become more efficient and effective. Once change has taken place, where processes and procedures work effectively, graduate students will obtain a level of power within the organization and relevant team. One can obtain the complete opposite scenario where an employee who is older, and who has gained more experience over the years, will gain its level of power by integrating new processes and procedures as a result of learning from past experiences and failures. Organization hierarchies are prevalent as they illustrate different levels of power and influence within the organization and team. Group size of

an organization and team distinguishes the level of influence in order to achieve certain objectives.

Boddy *et al.* (1992:38) mention that people who handle a major change need a clear picture of what the main activities will be, and the skills that should be used. This skill needs to be influence by a leader in order to achieve successful deliverables.

The relation to leadership, the word power is often seen as a certain personal characteristic. Bourne and Walker (2004: 226) also state that personal power within project management is known for managing change within the industry.

Project Managers have the influence over various creativity components, which are required for any project's team (Amabile, 2005:112), as shown in Figure 3 below.

Creative- Thinking skills determine how flexibly and imaginatively people approach problems

Expertise is, in a word, knowledge-technical, procedural and intellectual.

Not all **motivation** is created equal. An inner passion to solve the problem at hand leads to solutions for more creative than external rewards such as money. This component- called intrinsic motivation- is the one that can be most immediately influenced by the work environment.

Figure 3: Various creativity components- Amabile (2005:112)

As seen in Figure 3, it is essential to note that a project manager's creativity is required. Creativity is defined as being diverse within a project management cycle. As the saying goes, you need to think on your feet. If one delves into being an expert, it could relate to a wide range of scenarios. Firstly, as a project manager one should be an expert of the organization's vision, mission and objectives in order to drive successful project delivery. Secondly, a project manager needs expertise in the policies and procedures of the organization. Thirdly, a project manager needs to

become an expert in technical skills, and, fourthly, a project manager needs to be an expert in understanding customer expectations in order to meet their needs.

Creative and thinking skills become prevalent during certain phases within a project lifecycle. This skill is utilized at its peak when there is scope creep, people management and constraints such as budgets. As a project manager, one should stay motivated and motivate team members in order to ensure successful project delivery. Incentivising team members is an example of motivating team members.

Leaders show their determination in many ways, namely by motivating people. However, leaders are made or broken by the quality of their decision voices (Garvin and Roberto 2005:160).

A key feature of the job is influencing other people by using a range of process and political skills- skills that are not usually keen in project management. Daft (2007:363) mentions five different types of power that leaders have, and these are shown in Table 8 below.

Types	Description
Legitimate, coercive and reward power	Positional leaders who have an extensive influence over the organization's policies and procedures.
Expert power and referent power	Individual's personal characteristics.

Table 8: Types of power- Daft (2007:363)

The types of power as in table above have been broken up into two descriptions for the five types of power displayed. Legitimate, coercive and reward power which illustrates internal organizational power versus expert and referent power which is aligned to the personal empowerment.

Morris and Pinto (2007:90) disagree with Daft (2007:363) and state that there are in fact seven types of power that a leader can have (See Table 9).

Types	Description
Positional power	Defined as having influence on an individual that is occupied within an organization.
Personal power	Defined as the personal qualities of an individual.
Resource power	An individual's influence over critical resources needed for a particular project.
Dependency power	An individual or team acquired when others depend on them and their outputs that they can provide.
Centrality power	Defined as an individual that is linked to the primary activities of the organization.
Non-substitutability power	The perception that the individual possesses a skill that cannot be replicated by someone else, namely have certain talents, and lastly, coping with uncertainty, where power that is derived from the ability to effectively cope with environmental uncertainty.

Table 9: Type of powers- Morris & Pinto (2007:90)

As per Table 9 above, there is a breakdown of seven types of power that a leader can have, which include: positional power, personal power, resource power, dependency power, centrality power and non-substitutability power. Positional power is related to the power within an organization. Personal power is part of a leader's individuality. Resource power is having power over critical resources/stakeholders within the project. Dependency power is when as a leader one is able to depend on critical stakeholders to ensure successful project delivery within a given timeframe. Centrality power is having power centrally within an organization and non-substitutability power where one can identify expert skills, which cannot be substituted for particular project delivery. These types of powers, which a leader holds are seen as a type of leadership style, which could impact successful project delivery. In order to obtain this power, effective engagement within the organization and within project teams are essential in order to be successful.

Boddy et al. (1992:66) mention that project managers require interpersonal skills to influence others to act in a particular way, and these skills include:

a. Communication skills;
b. Negotiation skills;
c. Team building skills; and
d. Involvement of staff and users.

Interpersonal skills are essential, as it is proven to have an impact on the project team, as well as an organization. Communication skills are defined as the way that engagement takes place within a team or organization. Engagement types may vary from face to face, telephonic, and electronic. Negotiation skills are defined as a method in which one can influence stakeholders. Team building skills are related purely to the relevant project team in order to understand each team member's personalities and skills in order to determine how each team member would add value to a project. Involvement of staff and users can be linked back to communication and engagement by empowering project team members to be involved more vigorously in achieving project success. Potential gains can be maximised by negotiation skills, which are mentioned by Tasha, Celani, Anthony, Bell, and Chris (2013). Potential gains can be referred to as achievements within an organization and within the project team. Many organizations and project teams find themselves in comfort zones, where over the years they have followed certain processes and procedures in a certain way, resulting in resistance to change.

Boddy et al. (1992:96) also describe negotiation skills, which project managers should use in order to influence others to act in a particular way:

a. Preparation;
b. Label of behavior;
c. Test and summarize;
d. Do not dilute a good argument;
e. Use questions to persuade;
f. Use questions to control; and
g. Plan your questions.

2.7.2 Skills and styles to achieve change management

Boddy et al (1992:53) asserts that certain skills are neglected when managing change within project management, as shown in Table 10 below.

Project Managers tend, by nature, to focus on the task or the technology rather than the people aspect.
Project Managers tend to get into the detail of the projects instead of the vague areas.
Project Managers may have been chosen because of their dynamic style and capabilities, and not the influencing skill that is needed.
Interpersonal skills sometimes seem difficult to learn and apply, and it is difficult to measure the value of time spent.
Project Managers may be unenthusiastic to consult when the project is still unclear.
Project Managers may be reluctant to consult in an aggressive environment.
Project Managers may have a desire to avoid confrontation.
Project Managers may raise expectations unrealistically, with no history of consultation.

Table 10: Certain skills being neglected when managing change- Boddy et al (1992:53)

Due to the nature of organisations today, where competition and emerging markets are increasing continuously, being task-orientated is becoming more prevalent. It is evident in Table 10, which indicates the "don'ts" when managing change. In order for organizations to grow with today's economy, it is important to adapt to change, as change is constant. Many employees who have been at an organization for years are prone to work in their set ways, leaving no room for change. Preparation for change is not informal. For human beings, transformation needs to occur within themselves, and always taking the needs and objectives of the organization into consideration. As seen in the table above, communication and engagement (consulting) play a key role in achieving this.

2.7.3 Specific communication styles for leadership

Communication is essential for everyday living and, more importantly, when managing a team. Burke (2011:237) states that the projects build method should consider how information, instructions and progress are communicated between the nominated stakeholders as this is pivotal. This is agreed upon by Summers (2009:189) who asserts that Communication is a vital part of motivating employees. No leader can handle conflict or negotiate successfully without being a good communicator. Effective communication seeks to both exchange information and provide understanding. Anantatmula, Vittal S (2008) explains that close communication is considered critical to the success of fast tracked projects.

Boddy et al. (1992:82) stipulates that the common barriers to effective communication include the following:

Noise: interference with the communication process;

Selective and biased perceptions: differences in background and experience;

Language and tone: the intended meaning of the word can easily be misunderstood by those from different backgrounds; and

Lack of feedback: receiving a continuous flow of feedback is essential to effective communication- and a lack of it will lead to failure.

2.7.4 Decision making styles for successful leaders

Doede (1998:155) describes decision-making as a process, which comprises successive phases, which begin the moment that information that indicates a problem becomes available and lasts until the chosen solution is implemented. One of the most important skills that a project manager should have is good decision making skills. According to Garvin and Roberto (2005:164) there are two approaches to decision making, which are shown in Table 11 below.

	Advocacy	Inquiry
Concept of decision making	A contest	Collaborative problem solving
Purpose of discussion	Persuasion and lobbying	Testing and evaluation
Participants role	Spokespeople	Critical thinkers
Patterns of behavior	Strive to persuade others Defend your position Downplay weaknesses	Present balanced arguments Remain open to alternatives Accept constructive critism
Minority views	Discouraged or dismissed	Cultivated and valued
Outcome	Winners and losers	Collective ownership

Table 11: Two approaches to decision making- Garvin and Roberto (2005:164)

Burke (2009:331) agrees and stipulates that even though the project manager makes the final decision, how the manager sells the decision to the team, is also important. Taylor (2006: 50) however states that successful negotiators have three key skills: Communication, Listening, and Judgment as well as three personal qualities: Honesty, Flexibility and Credibility.

According to Riaz, M Naveea (2014) there is a specific conceptual framework that is used in order to achieve accurate decision making. It is indicated in figure 4 below:
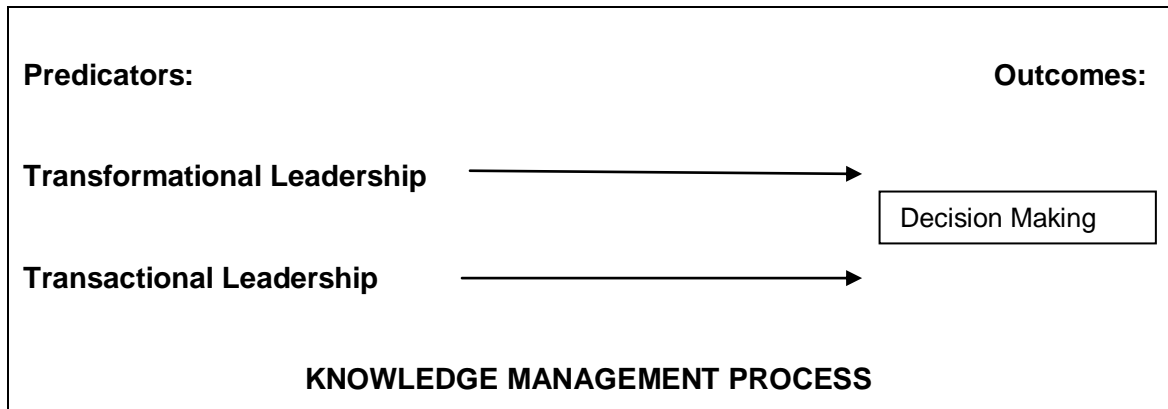
Predicators: **Outcomes:**

Transformational Leadership ⟶

                                                    Decision Making

Transactional Leadership ⟶

KNOWLEDGE MANAGEMENT PROCESS

Figure 4: Conceptual framework for accurate decision making- Riaz, M Naveea (2014)

In Figure 4 the conceptual framework for accurate decision making is based on the type of leadership style that is required. This leadership style is based on various aspects: the type of project, the type of organization, and the type of team. Due to the difference in leadership styles, the decision making process will vary. Within each leadership style it is important to distinguish between the attributes of that particular leadership style in order to make the right decisions in order to impact positively on the success of project delivery. Decision making, however, should be broken up according to the type of project, the type of organization and the type of team.

2.7.5 Leadership skills for project types

Briner et al (1996:36) indicate that there are three types of projects with different characteristics that are required from the project manager which are shown in Table 12 below.

Type	Characteristics
Concrete	Full Time Leader
	Full-Time Visible Team Members with clear roles, specialism & hierarchy
	Project Owner and sponsor are named and are active
	Resources allocated and formal decision making
	Project team and organization very experienced
	Well established systems for estimating, planning and controlling
Occasional	Often Part Time Leader
	Part-Time team members with conflicting priorities of time and interest
	Unclear roles and relationships
	Cross-organizational or professional boundaries
	Unclear roles for sponsors and clients
	Planning and control methods are unfamiliar
	Resources a guestimate
Open	No formal leader
	Team members selected themselves, attracted by the idea or opportunity
	Self-organizing activities and monitoring
	Try out low-key experiments until something works

Table 12: Three types of projects with different characteristics- Briner et al (1996:36)

The three types of projects mentioned above are concrete, occasional and open projects. Concrete projects are defined as a set of requirements from the organization to achieve successful project delivery. This type of project utilizes proper project management methodology following the lifecycle of a project. The characteristics of this type of project are explained in the table above. Occasional projects are infrequent, where minimal project methodology is required. This type of project is usually defined as ad-hoc, where project requests are internally requested. Open projects are projects, which are often seen as low priority within the organization's objectives. This type of project is generally concerned with internal processes and

procedures, which need to be amended. Minimal project methodology is still required in order to achieve an objective; however, no formal structure is required.

Also with the various types of projects, project managers need certain skills and styles to manage it, as Briner et al (1996:60) effectively shows in Table 13 below

Large Scale Project	Major Change Project
Strong sponsor	Strong sponsorship and senior management involvement
Steering group works with project leader	Many organizational changes, disruptions and high ambiguity
Internal marketing, manages expectations at all levels	Continuously building working relationships with a wide variety of stakeholders
Manages the politics	
Detailed planning of dependencies, major phases well publicized, deadlines that count	Step-by-step phasing of direction- finding planning and reviewing very flexible
Use sophisticated monitoring tools and problem solving	High political visibility and nervousness
Familiar Project	**Innovation Project**
Stakeholders know their roles, maintain co-operative working	Map out alternatives early, explore options
	Focus on small scale trials-fix budgets
Establish estimating and activity plans, review for continuous improvement	Introduce or buy-in innovation
Unless something goes wrong, few political issues	Simple planning

Table 13: Project managers need certain skills and styles to manage certain projects- Briner et al (1996:60)

A project manager is often tasked to deliver different types of projects within an organization. These different types of projects range from Large Scale, Major Change, Familiar and Innovative Projects. Each project requires different leadership skills, styles and methods to ensure that successful project delivery occurs. Large scale projects are often referred to as organizational projects, where improvement is required in order to meet the vision and mission of an organization. These types of projects usually constitute programme management. Programme Management is defined as multiple projects within a programme, according to Briner *et al*. (1996:60). Large scale projects usually emanate from an organization, which is determined to achieve the competitive edge, increasing shareholders and increasing market share within a specific industry. Generally, these types of projects are driven by the wider organization, which requires a project sponsor, which in most cases is the top management level within an organization. While managing large scale projects, the following will be required: a Steercom group, which generally consists of all the

Managing Executives, Managing Directors and Executive Head of Divisions within an organization. The project manager usually sets engagement sessions with the steercom group on a weekly or bi-weekly basis. The objective of this engagement session is to communicate the progress on the project/programme, and to raise any risks or decisions which need to be taken in order to achieve successful delivery.

Major Change Projects is fairly similar to large scale projects. Major Change Projects are usually initiated in order to improve existing processes, policies, procedures and systems within the organization to result in more effective and efficient working methods. The objective of this type of project is also to increase market share within the respective industry. These types of projects are essentially driven by top and middle management levels. Major Change Projects are often seen as a disruption within the organization, and, therefore, mechanisms should be established in order to manage the change management process. This often results in continuous and effective communication throughout the project.

Familiar type projects are usually driven on a smaller scale. These types of projects are usually influenced by internal improvements, which need to be implemented in order to become more efficient in their everyday working environment. Proper project management methodologies are still exercised to deliver these types of projects.

Innovative projects are seen as projects that are managed on a small scale, where initiatives are recommended internally, and where simple project management planning is required.

2.8 Leadership traits

Prieto (2013) demonstrates that leadership traits are influenced by three essential characteristics namely, passion, persistence and patience, which are elaborated on below.

Passion: This characteristic displays a strong image and ignites passion. Being passionate is seen as being energetic; it comes from within, but flows towards something.

Persistence: This characteristic leads to having passion by driving to achieve the impossible. Persistence tests for depth of a leader's passion. There are a few questions, which may be posed when exercising persistence. Is it genuine? Can it go the distance? Can it survive the detours and uphill battles that make the journey worthwhile?

Persistence is to sustain focus on what you are passionate about. Your persistence should be strong enough to provide the drive to accomplish goals.

Patience: Good and important things are worth waiting for, it does not come easy. Patience and persistence differ in intensity but share the same focus. Patience is the hardest trait for leaders to develop. At times, a lack of patience can result in a leaders' risk of losing hope and diminishing passion and in so doing overarched the vision and focus to drive leaders to enable accomplished goals.

Van Eeden, Cilliers, and Van Deventer (2008) postulate that there are five leadership traits, which are associated with leadership characteristics, namely focus on organizational change, degree of risk taking, being pro-active, more planning and innovative problem solving.

There are six traits of effective leadership, according to Turner and Muller (2012:50), which include:

1. Drive and ambition:

This is defined as a strong sense of achievement to accomplish a particular goal or objective.

2. The desire to lead and influence others:

This is defined as capacity to have an effect on the character, behaviour or development of something or someone.

3. Honesty and integrity:

This is defined as having strong moral principles.

4. Self-confidence:

This is defined as having a feeling of trust in one's ability and judgement.

5. Intelligence:

This is defined as the ability to acquire and apply knowledge and skills.

6. Technical Knowledge:

This is defined as having a strong technical skill or knowledge.

Kirk Patrick and Locke (1991:50) agree with seven traits of effective leadership, namely;

Problem-solving ability;

This is defined as a process of finding solutions to difficult or complex problems.

Results orientation;

This is defined as knowing what results are important and focusing resources to achieve them.

Energy and initiative;

This is defined as the ability to assess and initiate things independently.

Self-confidence;

This is defined as having a feeling of trust in one's ability and judgement.

Perspective;

This is defined as a particular attitude towards or way of regarding something; a point of view

Communication;

This is defined as the imparting or exchanging of information by speaking, writing, or using some other medium.

Negotiating ability;

This is defined as a discussion of something formally in order to make an agreement.

All the leadership traits mentioned above illustrate the importance of acknowledgment of how these leadership traits have an impact on successful project deliverables. Leadership traits are characteristics, which need to be exercised internally before displaying leadership traits externally. It is noted that leadership traits form part of a project managers' personality. A few mentioned traits need to be displayed naturally, such as self-confidence, which is mentioned by Turner and Muller (2012:50) and Kirk Patrick and Locke (1991:50). These leadership traits will improve over time and while being placed in different situations. However, these traits are not necessarily traits, which are solely linked to the working environment, but in one's everyday life.

2.9 Leadership styles versus competencies

Fifteen leadership competencies as mentioned by Dulewicz and Higgs (2003:55) and the competence profiles of their three styles of leadership are listed below in Table 14.

Group	Competency	Goal	Involving	Engaging
Intellectual	Critical analysis and judgment	High	Medium	Medium
	Vision and Imagination	High	High	Medium
	Strategic Perspective	High	Medium	Medium
Managerial	Engaging Communication Medium	Medium	Medium	High
	Managing Resources	High	Medium	Low
	Empowering	Low	Medium	High
	Developing	Medium	Medium	High
	Achieving	High	Medium	Medium
Emotional	Self-awareness	Medium	High	High
	Emotional Resilience	High	High	High
	Motivation	High	High	High
	Sensitivity	Medium	Medium	High
	Influence	Medium	High	High
	Intuitiveness	Medium	Medium	High
	Conscientiousness	High	High	High

Table 14: Fifteen leadership competencies- Dulewicz and Higgs (2003:55)

As per table above, Dulewicz and Higgs explain that there are fifteen leadership competencies, which are summed up into three leadership styles. The three mentioned leadership styles are Intellectual, Managerial and Emotional. A scale of a high, medium and low rating is utilized in order to ascertain the requirement of involvement of different leadership styles within an organization. Goals are defined as achieving milestones for the organization, team members and the project manager. Involvement is defined as engaging on an organization and team level.

Intellectual leadership style is defined as a leadership that takes the organizations' strategic objectives into consideration. Generally, this type of leadership can be learned through academic background and experience. The competency for this type of leadership style has a broader perspective of the vision and mission of an organization. Critical judgement and analysis should be practiced in order to have a clear understanding of the objectives in order to reduce misalignment and interpretation when executing successful strategic objectives. According to the scales

above, exercising Intellectual leadership styles require high to medium goals, involving and engaging mechanisms.

Managerial leadership style is defined as leadership that takes the team members into consideration. Generally, this type of leadership can be learned from past and current experiences. The competency of this type of leadership style is engagement with team members. Empowering team members is the driving force in achieving successful delivery. According to the scales above, exercising managerial leadership styles require a range from high, medium and low goals, involvement and engagement mechanisms.

Emotional leadership style is leadership that takes cognisance of interpersonal skills and abilities. Generally, this type of leadership can be learned from a young age, academia and experiences. The competency of this type of leadership style is focused on achieving personal success in terms of accomplishing interpersonal skills, which build relationships in order to influence others, respectively. Emotional leadership style is deemed relevant according to the scales above, where the majority of goal, involvement and engagement mechanisms are high.

2.10 Project success

The key learning points of competencies identified for successful project delivery is: Communication, Planning, and Progress Tracking (Goal Setting 2014). Communication is defined as verbal, telephonic, email, face-to-face engagement, which takes place between inter-relationship, namely project manager vs. team members; and project manager vs. customers. Planning is defined as identifying the needs of the customer in order to execute successful project delivery. Progress tracking is defined as the method of ensuring that tasks are executed timeously with the correct level of quality. Goal setting is trying to achieve successful implementation of a project by agreeing on adequate timelines. According to (Goal Setting 2014), emotional competences such as attitude towards the task directly correlate with project outcome. Attitude is a personality trait, which magnifies the relationship between the project manager and the customers, which demonstrates good project management.

2.11 Summary

The impact of leadership styles on project success within an organization becomes prevalent in this chapter. Accordingly to Taylor (2006:11) project managers can no longer depend on positions, their initiatives or enthusiasm to accomplish goals of projects successfully. It is evident in this chapter that projects fail due to the role of leadership which contribute to project success or failure Harrington and Parker (2012:205).

This chapter acknowledges the huge variances between managerial and leadership skills and styles. As a leader you are more hands on, drive change, empower people, find opportunities to grow and learn from mistakes. Leadership comprises of various skills, styles and attributes. In this chapter it stipulates each skill, style and attribute required to ascertain certain qualities in order to be effective and how to release the leader within you. It is evident that leadership have different stages and levels, namely; Self Awareness, Learning, Judging and Acting. These stages and levels are incorporated in terms of selected leadership styles required when exercising effective project management skills.

In conclusion, it is quite apparent that there are various leadership styles on various leadership levels which need to be exercised in the correct context in order to achieve successful project delivery. People engagement plays an integrate role in achieving this.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

There are many challenges that South Africa's organizations face in order to justify their existence. Within organizations, the workgroup contains groups of people who range from low to middle to top management. These different groups of people use different leadership styles in different degrees in the work place, and in their daily lives. The one aspect is commonality in achieving an organization's strategic objectives.

The designed questionnaire enables meaningful data on how these groups of people's leadership styles within an organization impact successful project management delivery, with the aim of gauging their opinions of the role that leadership plays within a specific organization.

3.2. Purpose of the study

This study is descriptive in nature, which sought to determine whether there is an improvement rate in project success within the industry when utilizing certain leadership skills, styles and attributes within an organization. Important variables that are associated with the problem were used in this study in order to determine whether critical attributes are required for project success.

3.3. Study approach

The questionnaire was administered electronically. An email of the questionnaire was sent in the English Language. The questionnaire was distributed to Executive Heads of Departments, Project Managers, Project Teams, Operational Managers, Operational Customers and Business Analysts within a specific organization's customer care division specifically in the Western Cape and Gauteng regions. There were 201 questionnaires distributed of which 100 responses were received. The distribution process was in an attempt to gather responses to the questionnaire from a variety of stakeholders who are impacted by project delivery within the organizations customer care division.

3.4 Research strategy

A strategy was formulated in order to address the research question. Therefore, the kind of research questions that were posed in this study led to the adoption of a quantitative survey-based study, which used a self-administered structured questionnaire (Appendix A) that was guided by the researcher. Thus, a quantitative survey-based study was deemed as most appropriate to investigate the role of project managers and project teams and their specific styles and methods of working. The instrument used for this study was a questionnaire distributed to members within the largest mobile telecommunications company in South Africa.

3.5 Research setting

The field study was conducted within one of the largest mobile telecommunications company in South Africa in the context of project management. The identification of project management skills, styles and attributes in their current context was to be determined in order to elicit whether successful outputs can be delivered.

3.6 Unit of analysis

The unit of analysis of this study was employees within a mobile telecommunication company in South Africa in a specific division who are impacted by project delivery.

3.7 Method of Data Collection

3.7.1 Research instruments

A structured questionnaire was utilized in order to collect data, which comprised closed ended questions and a few open-ended questions. The questionnaire comprised four sections (See Appendix A).

The first section provided information that pertained to profile details of respondents, which included gender, age, and highest level of qualification, as well as the respondent's field of work.

The second section contained questions, which probed the work history and experience of the respondent, including the position that they hold within the organization, and their number of years of work experience within the mobile telecommunications industry.

The questionnaire was sequenced where statements were made on levels of scales.

The third section contained questions, which pertained to general overall experience, A four-pointer scale was used for answers (Definitely, Yes, Somewhat, No) to these questions.

The fourth section was open-ended relating to the opinions of the Customer Care Project office to determine the success rate in terms of project delivery relating to agreed timelines, quality and cost to the company.

English is the official language and medium of communication within the organization, and every individual is expected to utilize the language. Thus, research instruments were designed and presented in English to avoid any ambiguity in questionnaires, and to ensure that all questions were clearly understood by the respondents.

3.8 Data collection procedure

Before commencing this research, a letter, which authorized the research was required and issued by the Managing Director of the mobile telecommunications company within the customer care division. The questionnaire was administered by the researcher. A brief description about the researcher and the purpose of the research was provided to the respondents in order to obtain their consent to participate in this survey. The questionnaires were comprehensively designed to facilitate easy and quick completion.

3.9 Study population and sampling technique

This section describes the research population, the research sample, as well as the sampling method that was used for the purpose of the study.

3.10 Study population

The population of this study comprised of the customer care division, which includes Project Teams and Operational Teams with various levels of experience within the organization.

Gender		Position within the organization	
Male	115	Executive Heads of Departments	8
Female	86	Project Managers	24
		Project Team	45
		Operational Managers	25
		Operational Customers	64
		Business Analysts	35
Total	201		201

Table 15: Population frame of the study

Source: Customer Care Division that deals directly with the Projects Team nationally

3.10.1 Research sample

A sample of 100 questionnaires was received from a total population of 201 questionnaires distributed. The sample sizes were determined by using the table of sample size for a given population size (Table 15). The respondents were represented by a diverse group of employees who were directly impacted by project delivery within the organization.

3.10.2 Sampling method

A stratified random sampling method was used to draw a sample size of 100 units from a population size of 201 units. In this study levels were based on the position held within the organization, age group and work experience (number. of years at the organization). The stratified random sampling was, therefore, suitable for this study, as the employees would have had different opinions depending on their level of work experience and direct interaction with the projects team.

3.10.3 Sampling bias

In order to avoid sampling bias, the researcher adopted a probability sampling technique, whereby samples were randomly selected within a specific group within the organization for purposes of the survey. The following table indicates a sample size of 100 units, which was selected with reference to the table of sample size for a given population size (Table 16)

Gender		Age		Position within the organization	
Male	67	Over 35	48	Executive Heads of Departments	2
Female	33	31-35	47	Project Managers	3
		26-30	5	Project Team	20
				Operational Managers	7
				Operational Customers	45
				Business Analysts	23
Total	100		100		100

Table 16: Stratified sample size

3.11 Summary

This chapter dealt with the research design and methodology which was used to conduct the empirical research. Aspects that were covered in this chapter included research methodology, research design, study population and sampling methods, as well as the methods and procedures that were used for data collection. Research Methodology; A questionnaire was conducted to underpin the methods used in order to collect quantitative data. Research design; the blueprint for the collection, measurement, and analysis of data from the questionnaire conducted. Study population; the population of this study comprised of the customer care division, which includes Project Teams and Operational Teams with various levels of experience within the organization and sampling methods; a stratified random sampling method was used to draw a sample size of 100 units from a population size of 201 units.

The following chapter presents and discusses the results of the empirical research.

CHAPTER FOUR
Results and Discussions

4. Introduction

This chapter gives an overview of the results pertaining to the questionnaire that was completed by a specific mobile telecommunications company's customer care division. These results are used to determine the customer's perceptions of leadership attributes within the project environment to ensure successful project delivery.

4.1 Presentation and discussion of results

4.1.1 Section one: Profile details of respondents

The following Figure 5.1 illustrates the gender of participants in this survey.
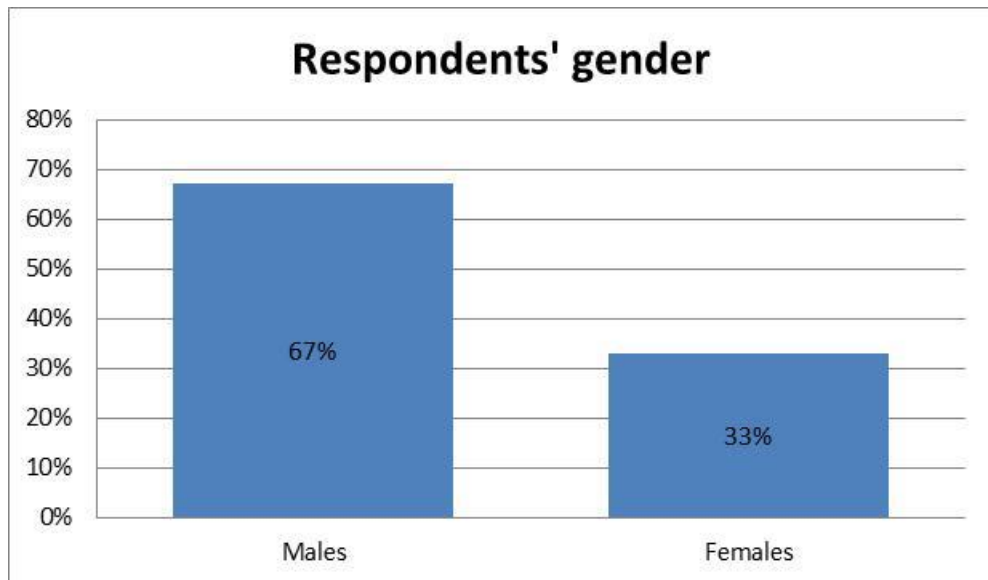
Figure 5.1 Respondents' gender

Figure 5.1 shows that 67% of respondents are male, while 33% of respondents are females. Of the 86 females within the customer service environment, 33% responded, and of the 115 males within the customer service environment, 67% responded. The gender variable asked in this study was relevant in order to acquire a better understanding of the uniqueness of each individual. Irrespective of the gender, leadership styles and attributes are still required in order to achieve successful project outputs. In this question there is no distinguishing option for transgender. Statistically, it is important to note the different perceptions of the different genders within the organization. No differentiation is made between transgender as every person is seen as an individual.

The following Figure 5.2 illustrates the age categories of respondents.
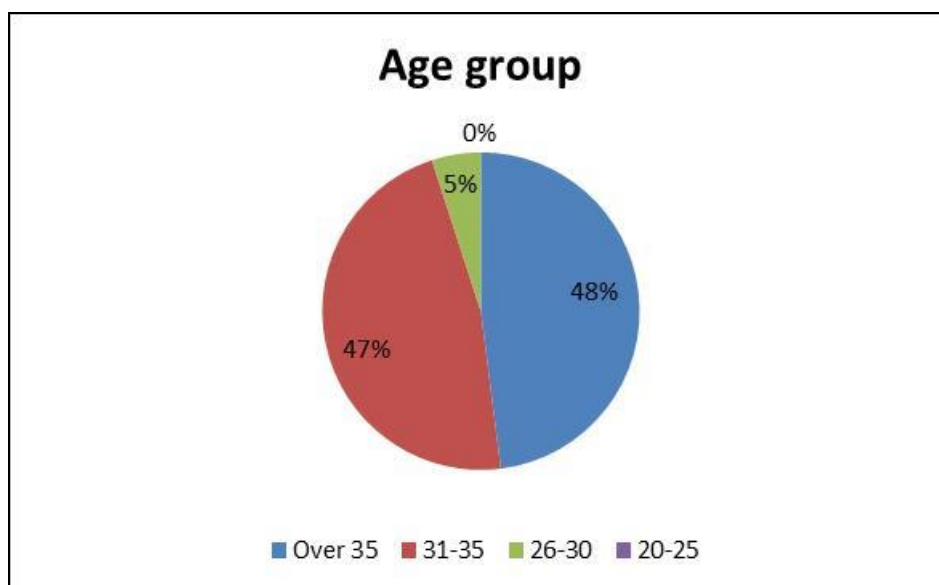
Age group

Figure 5.2 Respondents' age

The results of the survey indicate that the highest number of respondents was in the age category of over 35 (48%), followed by the age group of 31 to 35 years (47%), the age category of 26 to 30 years (5%), and finally the age category of 20 to 25 years (0%). The purpose of the age-group component was to determine levels of maturity within the organization. Gaining experience over the years generally improves the ability to constantly improve their leadership styles and attributes in order to better equip them for future project success. 5% of the sample size between the ages of 26-30 is still in the "learning phase", hence differentiating between the various styles, skills and attributes that are required to progress.

The following Figure 5.3 illustrates the level of education of respondents.
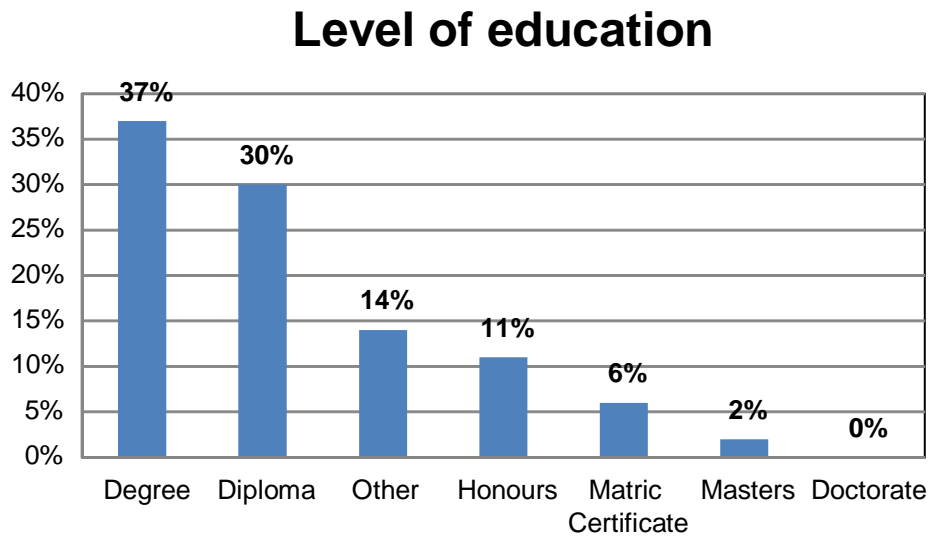
Level of education

Figure 5.3 Respondents' levels of education

The purpose of the above questions was to gain a better understanding of whether the respondents within the customer service environment have a certain level of education, which could guide them in terms of skills that are needed within the projects environment in order to roll out projects effectively and successfully.

According to the above graph, 37% of respondents have degrees, 30% diplomas, 14% other types of education, 11% Honours, 6% Matric certificates, and 2% Masters, while none of the respondents have a doctorate.

The option "other" was included in the questionnaire in order to determine levels of education beyond the listed options. It is illustrated that 14% of other types of education have been achieved through obtaining various managerial certificates on different NQF levels.

The following Figure 5.4 illustrates the respondent's position within the organization
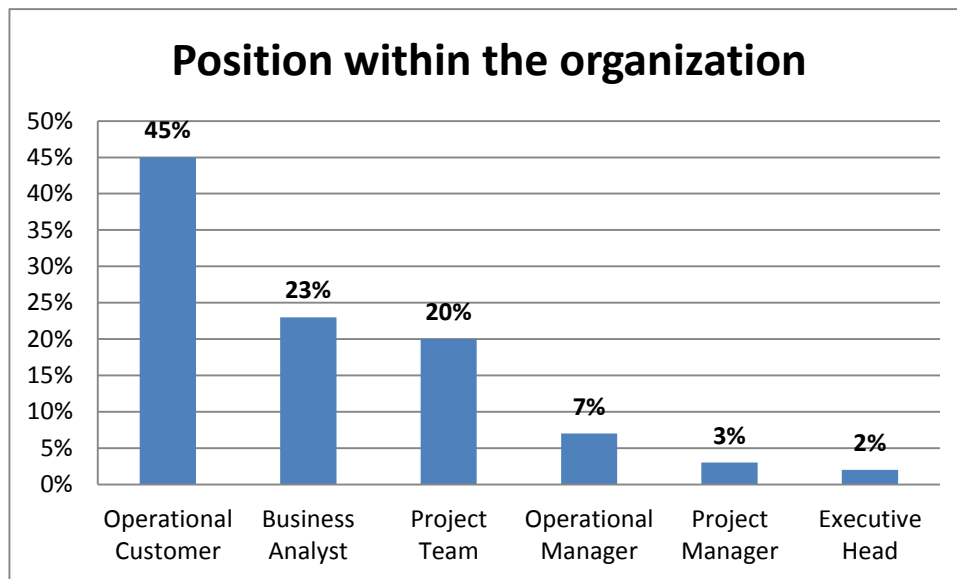
Figure 5.4 Positions within the organization

Levels of education, as well as the position within the organization, are connected. This allows the researcher to be able to comprehend what levels of understanding the respondents have in terms of expressing their perceptions of the project team, and hence understanding the "bigger picture". Sometimes experience is merely not enough. The above graphs show that 94% of respondents have a higher education in some form, and the positions within the organization are widely spread. Note: the mobile telecommunications industry only emerged 20 years ago.

Within the largest mobile telecommunications industry, positions within the organization are determined by levels. The determined levels range from 0-6. The CEO of the company is categorised as level 0, followed by Chief Operating Officers, Chief Technology Officers and Chief Finance Officers who are categorised as level 1. The Managing Executives and Directors are categorised as level 2; The Executive Head of Departments level 3; Management level 4; Project Leaders and Business Analysts level 5 and the administrator's level 6.

A question was posed to indicate the number of years that the respondent has been working within the telecommunications industry. With diverse and competitive markets over the past 20 years, experience over time was gained in order to articulate the difference between positions within the company versus level of education.

Question 5 was divided into 4 categories; namely general, people engagement, planning and co-ordinating, and overall. Questions 5.1 to 5.3 are more specific to the environment that was identified for the purpose of collecting data for this particular research. The focus is

specifically on the telecommunications customer care division, where interactions occur with the Customer Care project office.

Question 5.4 is more specific regarding the overall service delivery of the mobile telecommunications company in terms of interaction with other divisions and how interaction was experienced.

Figure 5.5 below indicates whether the mobile telecommunications Customer care project division displays leadership values upon delivery.
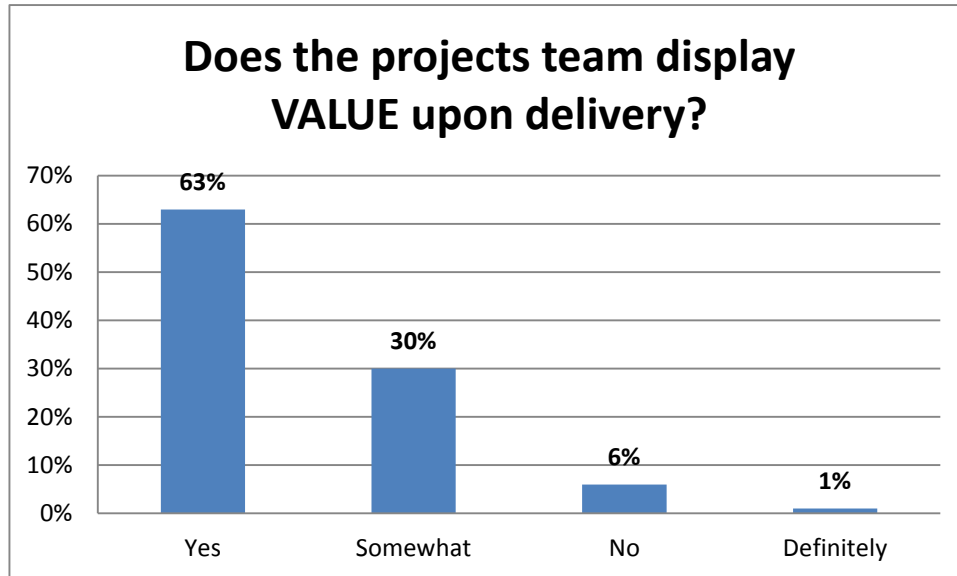

Does the projects team display VALUE upon delivery?

Figure 5.5 Leadership value upon delivery within mobile telecommunications project division

Figure 5.5 indicates that 63% of respondents claim that the projects office displays value upon delivery; 30% stated somewhat; 6% stated no; and 1% stated definitely.

The purpose of this question was to obtain an overview of whether the projects office adds value to the organization, and to the various teams. According to the responses that were received, more than half of the respondents agreed that the project team adds value. This proves that without specific leadership styles within the projects office, these results could possibly be reversed, as only 6% of respondents disagreed with the assertion that the project office adds value. In conclusion, the results portray that 93% of the respondents agree that that the customer care projects division displays leadership upon delivery.

Figure 4.6 indicates whether or not a trusting relationship exists with the project team

Do you have a trusting relationship with the Customer Care Projects team
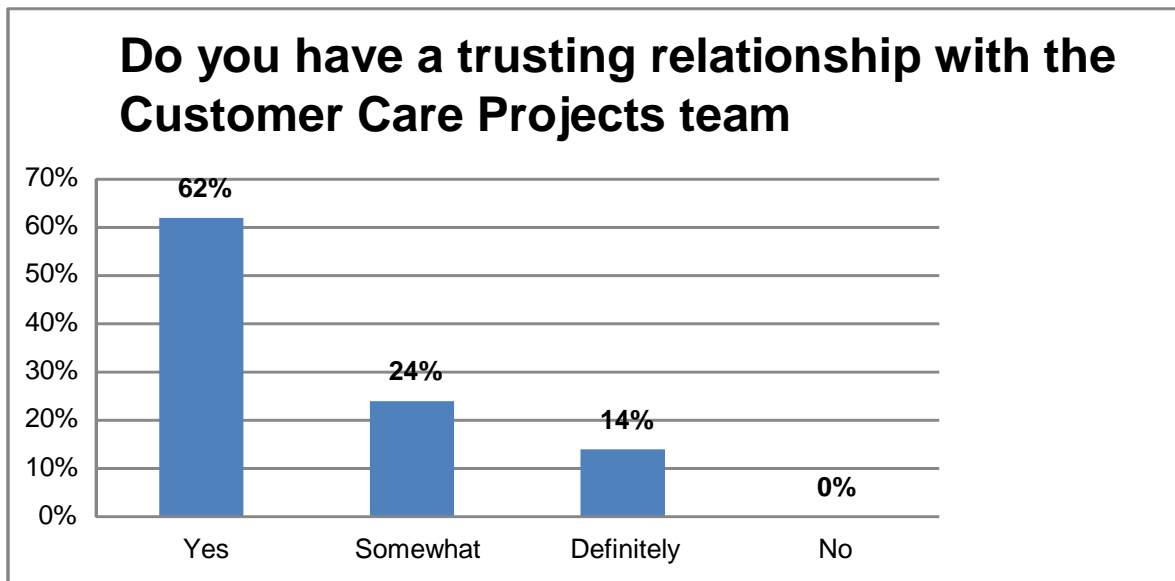
Figure 5.6 Trust relationships with the projects team

Figure 5.6 indicates that 62% of respondents stated yes to having a trusting relationship with the projects team; 24% stated somewhat; 14% stated definitely; and 0% do not have a trusting relationship with the project team.

Trust plays a significant role within project management. Trust is regarded as an important attribute for any leader. The question is relevant to be able to answer the research question. Without trust, there is no relationship, and without a relationship, projects are deemed to fail owing to everyone working in silos. As indicated in Figure 5.6, 76% (14% who stated definitely and 62% who stated yes) believe that the projects team can be trusted. The result postulate what is mentioned by Kerzner (2013), who indicates that trust is one of the four elements, which are essential in good project management practice.

Figure 5.7 indicates respect that the project team shows

Are you treated with respect?

Figure 5.7 shows data with the following values: Yes 48%; Somewhat 33%; Definitely 10%; No 9%.
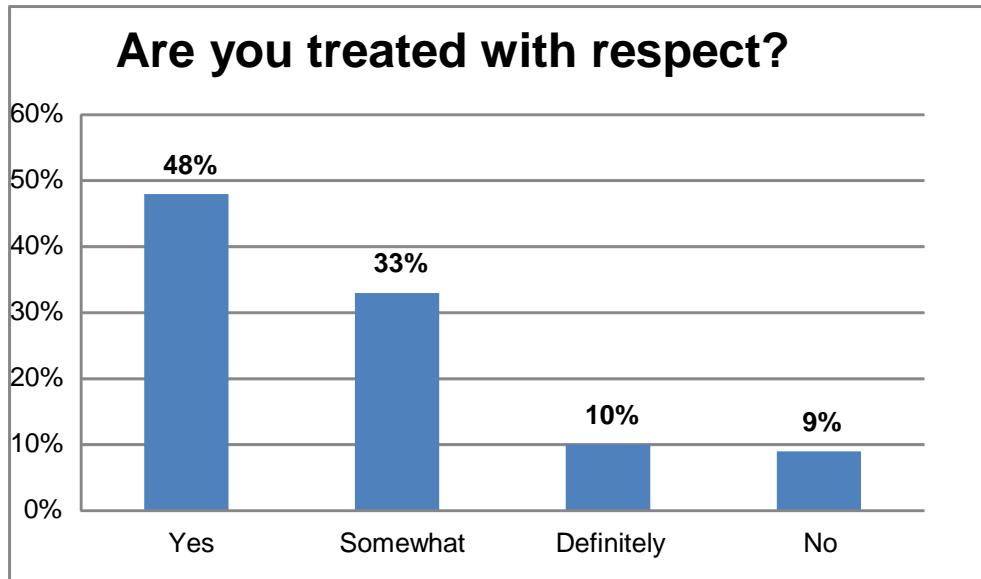
Figure 5.7 shows that 48% of respondents stated yes; 33% stated somewhat; 10% stated definitely; and 9% stated no to being treated with respect within the projects team. More than 80% of the respondents agreed that the project team treats their customers with respect. The purpose of the question was to distinguish whether the projects team has a specific attribute based on building relationships with their stakeholders, and the broader team. Respect plays an important role and, if a project manager shows respect towards his/her team, then the team will return that respect, and, in turn, this will facilitate successful project outputs.

Figure 5.8 illustrates responses to the question that dealt with misalignment in understanding expectations
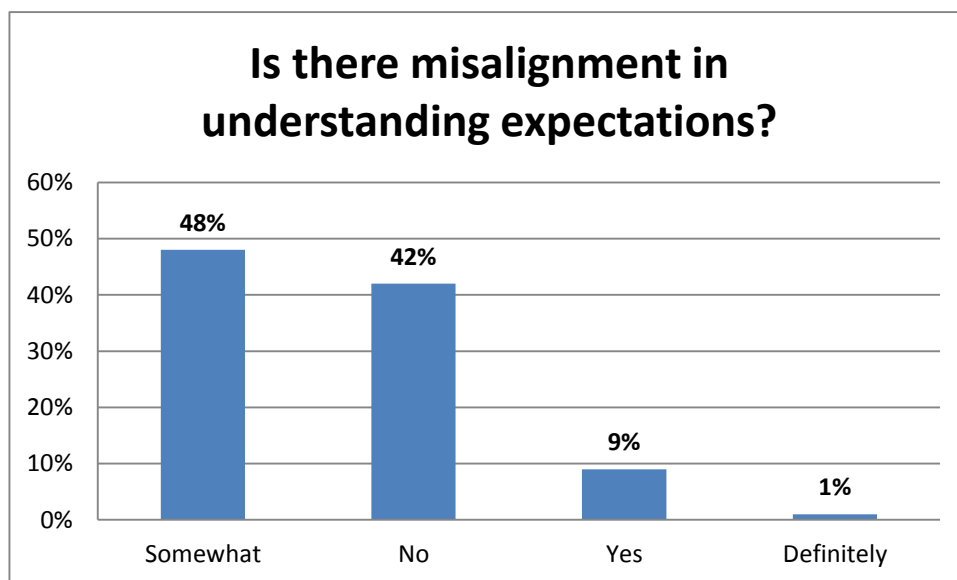
Figure 5.8 Misalignment in understanding expectations

Figure 5.8 above indicates that 48% of respondents somewhat agreed that there is a misalignment in understanding expectations; 42% stated no; 9% stated yes; and 1% stated definitely. 10% of respondents agreed that there is mis-alignment in understanding expectations. Communication is a key component in any project that is coordinated and led. Communication forms part of people engagement and relationship building. The purpose of this question was to understand whether the respondents' impressions indicated that there is a "gap" in terms of misalignment with "customers" expectations.

People engagement plays an integral role in any leadership position. Within the project management environment no projects can be coordinated and led if there is no effective people engagement strategy. Effective people engagement is an essential tool (skill), which is required in project management. The purpose of these questions is to establish whether engagement is takes place within the project office. People engagement was split into three sections in order to obtain a better understanding of each: steercom meetings, weekly/bi-weekly meetings and face- to- face engagement.

Effective engagement through regular steercoms
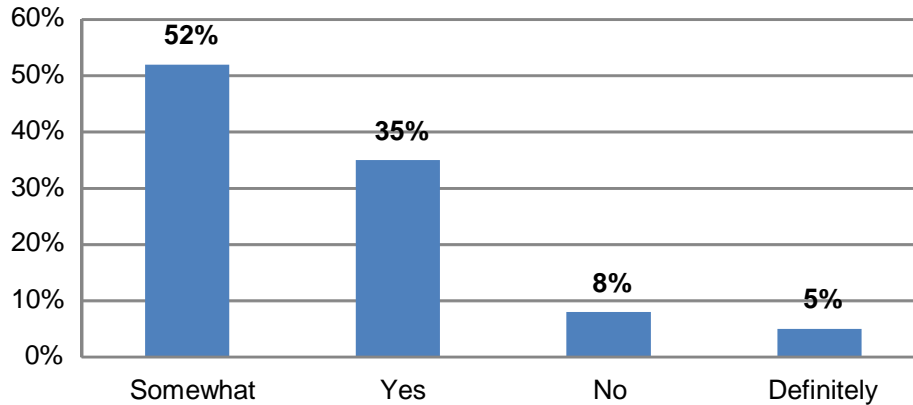
Figure 5.9 Effective engagements through steercoms

Figure 5.9 indicates that 52% of respondents perceive steercoms as "somewhat" effective; 35% of respondents stated yes, it is effective; 8% stated no; and 5% stated definitely. The purpose of this question was to understand whether key stakeholders are aware of engagement which takes place during the lifecycle of a project, as the human race understands different degrees of engagement varies from person to person.

The question was posed: "in your opinion, do customer care project managers engage effectively with their customers through bi- weekly and face- face engagement". The respondents perceived the following:

Bi-weekly engagement sessions: 54% of respondents indicated yes, 23% indicated somewhat, 20% stated definitely and 3% indicated no (See Table 17).

Face to face engagements sessions seem to be quite dissimilar to the bi-weekly engagement sessions. This is indicated in Table 17, where it is stated that 47% of the respondents indicated somewhat, 36% indicated yes, 14% indicated no, and 3% stated definitely.

	Definitely	Yes	Somewhat	No
Bi weekly Engagements	20%	54%	23%	3%
Face- to-face Engagement	3%	36%	47%	14%

Table 17: Results from respondents with regard to the effect of people engagement

Figure 5.10 indicates perceptions that respondents have of the project office, and whether it has any extensive influence on critical stakeholders in this regard.
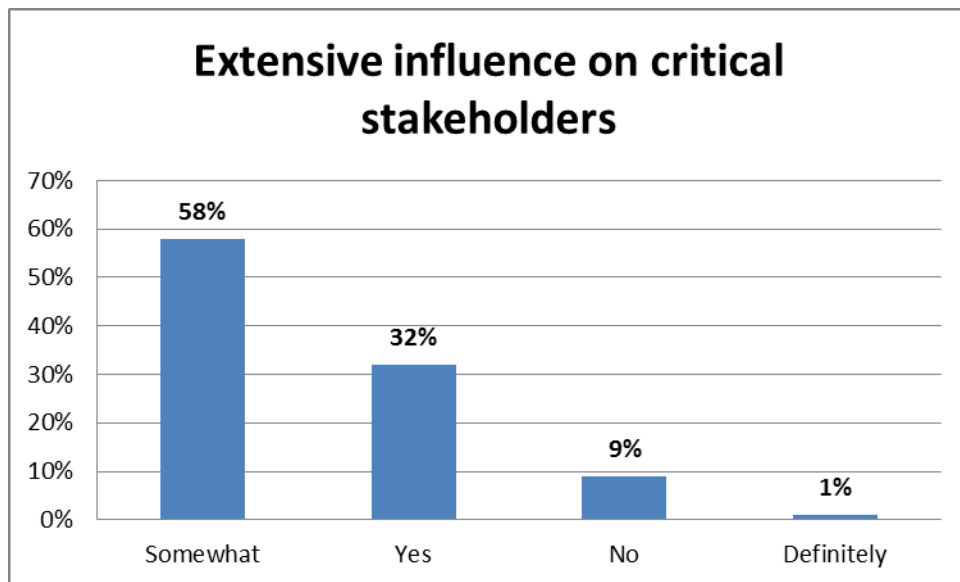

Figure 5.10 Extensive influences on critical stakeholders

Figure 5.10 indicates that 58% of respondents perceive the project office as having "somewhat" of an influence; 32% of respondents stated yes; 9% stated no and 1% stated definitely. The saying goes that leaders have a sense of power, which is a critical skill that is required within the projects environment. With regards to power, leaders are extremely influential. The purpose of this question is to see whether the projects office within the customer service environment has enough influence over its critical stakeholders. The above graph states that 32% (who stated yes) and 1% (who stated definitely) of the respondents agreed that the project office has influence over their stakeholders. A total of 9% stated no- this is a positive response, as it indicates that less than one tenth of respondents believe that the project office does not have the influential skills, which are required.

Figure 5.11 indicates perceptions that respondents have of the project office, and whether it has any influence on its beneficial stakeholders in this regard.
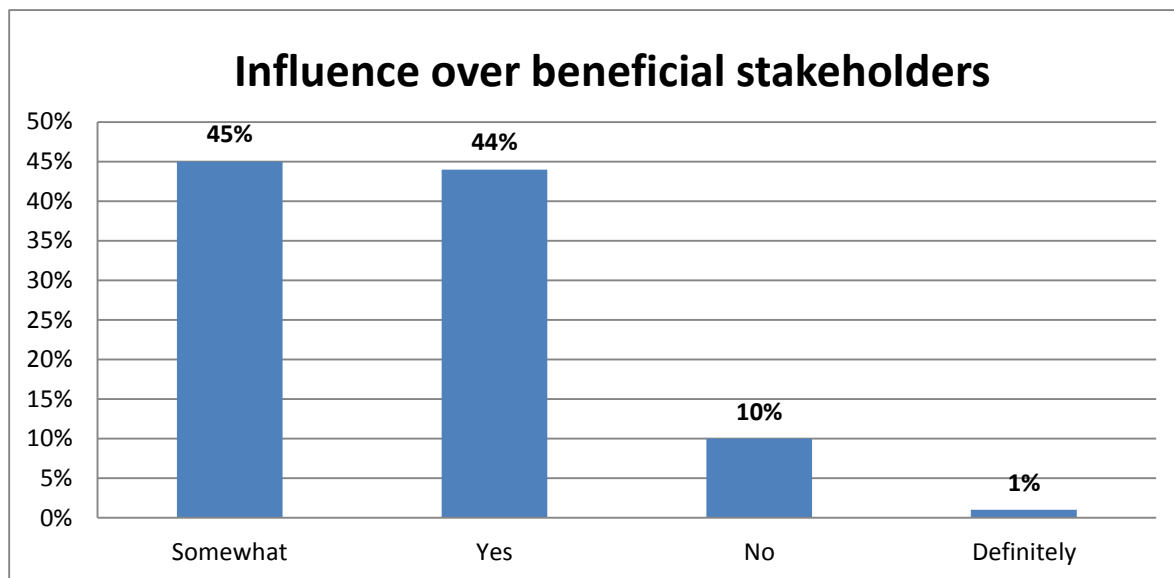

Influence over beneficial stakeholders

Figure 5.11 Extensive influences on beneficial stakeholders

Figure 5.11 indicates that 45% of respondents perceive the project office as having "somewhat" of an influence; 44% of respondents stated yes; 10% stated no; and 1% stated definitely. The purpose of this question was to obtain opinions from the respondents regarding what influence the project office has over beneficial stakeholders. This question boils down to how effective and successful the project office is in terms of building relationships, having a trusting relationship and general people engagement. These are all attributes that a project manager requires in order to create successful project implementation.

A response rate of 44% (who stated yes) and 1% (who stated definitely), is a positive indication that the projects team is on the right track. Having an influence on beneficial stakeholders is crucial in the projects environment.

4.2 Section Two: Overall

This section presents and discusses the findings pertaining to the opinions of the respondents from an overall perspective (See Table 18)

	Definitely	Yes	Somewhat	No
Does the projects team take into account personal preferences?	4%	35%	51%	10%
Does the projects team produce deliverables timeously?	3%	49%	47%	1%
Is the projects team easily adaptable to change?	8%	59%	33%	0%
Did the service that you received from the projects office meet your expectations?	4%	66%	29%	1%
Do you believe that the customer care projects team behaves ethically?	32%	68%	0%	0%
In your opinion, does the customer care projects team focus on the vision of the organization?	24%	68%	8%	0%
In your opinion does the customer care projects team have an orientation towards driving	12%	57%	26%	5%

change?				
In your opinion does the customer care projects team anticipate environmental changes?	5%	34%	52%	9%
In your opinion does the customer care projects team have the following attributes:				
Commitment to work hard	19%	59%	20%	2%
Confidence	32%	58%	10%	0%
Integrity	42%	56%	2%	0%
Extraordinary persistence	20%	54%	25%	1%
Responsiveness	26%	53%	19%	2%
A high degree of energy	17%	57%	23%	3%
Humility	17%	62%	21%	0%

Table 18: Overall Responses

Table 18 illustrates various components that are required within the projects environment. The purpose of these questions is to familiarize what styles, skills, and attributes the projects team displays in order to create successful project outcomes. With the wide range of respondents within the various divisions of customer services, the researcher found this essential to allow all respondents from different positions within the organization in terms of age groups, education levels, gender and years of experience.

The above table covers all aspects that are relevant to produce and implement projects successfully and effectively.

The purpose of the questions:

"Does the projects team take into account personal preferences"? This is relevant owing to the fact that as a project manager, one should always consider the human factor and where the "strong" skills lie within a team in order to maximize outputs. A team consists of various skills and talents and as a project manager one should utilize that diversity to ensure effectiveness. According the Table 18 stated 35% of respondents stated yes; 4% stated definitely; 51% stated somewhat; and 10% stated no.

"Does the projects team produce deliverables timeously"? This is relevant to determine if the respondents are aware that in spite of a lack of "certain" skills within a projects team or skills that could possibly improve, projects should still be delivered timeously within a specified period. Often it is said that between time, quality and cost, one of the three components should be surrendered. According to Table 18 49% of respondents stated yes; 3% stated definitely; 47% stated somewhat; and 1% stated no.

"Is the projects team easily adaptable to change"? In this day and age change is inevitable. Scope creep falls into play; hence the purpose of this question is the management and reaction thereof. As a project manager one should be adaptable to these types of changes, especially when it affects the organization. According to table 18, 59% of respondents stated yes; 8% stated definitely, 33% stated somewhat; and 0% stated no. These results display the "attitude" and "approach" that the project office has when adapting to change.

"Did the service that you received from the projects office meet your expectations"? As a project manager one should satisfy the needs of the customer. Besides the component of adding value to a specific division within customer care, it should also ensure that as a project manager, one should meet the customer's expectations. Table 18 displays results for the above question: 66% of respondents stated yes; 4% stated definitely; 29% stated somewhat; and 1% stated no.

"Do you believe that the customer care projects team behaves ethically"? As a project manager, and being part of a bigger team trying to achieve one's ultimate goal by rolling out

projects successfully, is not always easy. In some cases project managers are "tested" in their behaviour. The purpose of this question was to distinguish whether the respondents believed that all projects that are led by the projects team, is done ethically. According to Table 18, 68% of respondents stated yes; and 32% stated definitely.

"In your opinion, does the customer care projects team focus on the vision of the organization"? This is a leadership trait, where instead of project managers merely going ahead and coordinating and leading projects, they take into consideration the "bigger picture" and the vision of the organization in order to add more value. Table 18 illustrates that 68% of respondents stated yes; 24% stated definitely; 8% stated somewhat; and 0% stated no.

"In your opinion, does the customer care projects team have an orientation towards driving change"? The purpose of this question was to understand the mind-set of the project office, and to ensure that they adapt easily to change before driving the change. According to table 18, 57% of respondents stated yes; 12% stated definitely; 26% stated somewhat; and 5% stated no. These statistics are very similar to the previous question asked: Is the projects team easily adaptable to change?

"In your opinion, does the customer care projects team anticipate environmental changes"? Due to an ever-changing environment, it is not always easy to anticipate environmental changes. However, in the study the question was posed in order to be aware of respondents' understanding regarding this. Table 18 indicates that 5% stated definitely; 24% stated yes; 52% stated somewhat; and 9% stated no.

The attributes of a projects team/project manager is essential to develop specific styles for specific projects and teams in order to roll out projects successfully. Below are the key elements and characteristics needed in order to display leadership styles within any organization? These are listed below.

- Working hard- 19% stated definitely; 59% stated yes; 20% stated somewhat and 2% stated no. This indicates that the perception is the project team works hard according to more than half of the employees' responses. This illustrates the effort the project team makes to ensure successful project delivery.

- Showing confidence- 32% stated definitely; 58% stated yes; 10% stated somewhat; and 0% stated no. Project team needs to show confidence is a leadership style characteristic. This displays seriousness of taking on the role of satisfying the needs of their customers.

- Displaying integrity- 42% stated definitely; 56% stated yes; 2% stated somewhat; and 0% stated no. Integrity is defined as following moral convictions and doing the right

thing, showing respect with appropriate conversation and empathy. It is evident that 98% of respondents have the perception the project team displays integrity.

- Demonstrate extraordinary persistence- 20% stated definitely; 54% stated yes; 25% stated somewhat and 1% stated no. Demonstration of extraordinary persistence is defined as perseverance within the project team which drives success.

- Responsiveness- 26% stated definitely; 53% stated yes; 19% stated somewhat; and 2% stated no. Responsiveness is defined as responsiveness to queries, to project requests, to scope creep.

- High degree of energy-17% stated definitely; 57% stated yes; 23% stated somewhat; and 3% stated no. Having a high degree of energy in each phase of the project. Showing energy to the project as well as to the wider group of stakeholders is essential in determining the right attitude towards project delivery.

- Develops humility-17% stated definitely; 62% stated yes; 21% stated somewhat; and 0% stated no. Being humble as a leader is pivotal for successful project delivery.

Figure 5.12 Projects team's success rate
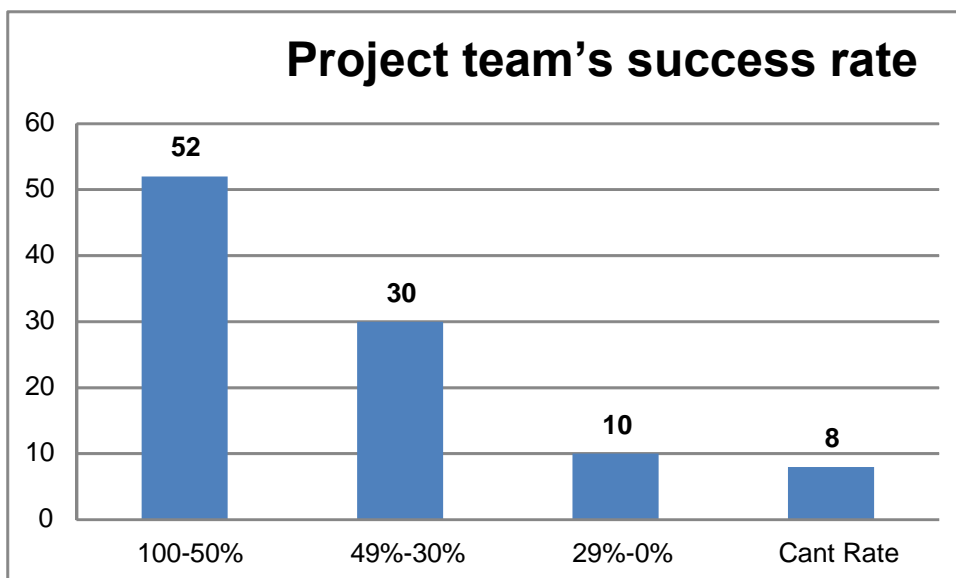
Figure 5.12 Project team's success rate

Figure 5.12 illustrates that 52 respondents claim that 100-50% of projects are implemented successfully; 30 respondents claim that 49-30% of projects are implemented successfully; 10 respondents claim that 29-0% of projects are implemented successfully; and 8 respondents could not rate the project team's success.

From the above it is clear that all respondents are fully aware of the ever-changing environment and sometimes the deliverables are out of the projects team's control, namely system implementations/enhancements, and so on.

The purpose of this question was to gauge the success rate of all projects within the projects team, which have been implemented successfully to date. This is a positive response, considering that merely 49% of the total population managed to complete the questionnaire with all the attributes and skills being rated considerably high.

4.3 Reliability and validity of statistics

It is important to test the data for reliability and validity before it can be used to perform any significant statistical test. Each construct with its specific questions (see Appendix A) were tested for validity. The following statistics provide a high level view of the sample responses to the themed questions from the survey. Each question is analysed according to the responses based on the Chi Square in the survey (See Appendix B). A Chi Square is a statistical test, which is applied to sets of categorical data to evaluate how likely it is that any observed difference between the set arose by chance. The Chi Square can be interpreted by the following criteria:

a. Degree of freedom: This can be calculated as the number of categories in the problem.
b. Relative standard serves as a basis for accepting or rejecting the hypothesis. The relative standard used is p.0.05, as one would expect any deviation to be owing to chance alone, 5% of the time or less (See Appendix B).

4.3.1 Gender

The Chi Square was tested against the gender variable to test whether there is a difference in perception based on the differing gender categories versus level of education, showing respect, influence over critical and beneficial stakeholders, males and females versus orientation towards driving change.

```
           Chi-square: 0.71
    degrees of freedom: 3
              p-value: 0.87084937
    Yates' chi-square: 0.349
       Yates' p-value: 0.95056415
```

Figure 6.1: Gender and education level test

According to Appendix B, with the relative standard of 5% (> df 7.815), Figure 6.1 illustrates that it is evident that there is no relationship between gender and education level.

```
           Chi-square: 0.71
    degrees of freedom: 3
              p-value: 0.87084937
    Yates' chi-square: 0.349
       Yates' p-value: 0.95056415
```

Figure 6.2: Gender and showing respect test

According to Appendix B, with the relative standard of 5% (> df 7.815), Figure 6.2 illustrates that it is evident that there is no relationship between gender and showing respect.

Figure 6.3: Gender and influence on critical and beneficial stakeholders test

According to Appendix B, with the relative standard of 5% (> df 7.815), Figure 6.3 illustrates that it is evident that there is no relationship between the influence over critical and beneficial stakeholders.

Figure 12.4: Males and females orientation towards driving change test

According to Appendix B, with the relative standard of 5% (> df 12.592), Figure 12.4 illustrates that here is a stronger relationship for males than for females. However for both genders the relationship is significant.

4.3.2 Age Group

The Chi Square was tested against the age group variable to test whether there is a difference in perception based on the differing age group categories versus influence over critical and beneficial stakeholders, engagement with stakeholders (regular steercom meetings, face-to-face engagement and bi- weekly meetings); showing integrity, showing respect; being easily adaptable to change.

Figure 6.5: Age and influence on critical and beneficial stakeholders test

According to Appendix B, with the relative standard of 5% (> df 12.592), Figure 6.5 illustrates that age has no significance over critical stakeholders, however the influence on beneficial stakeholders relationship is significant.

Figure 6.6: Age and engagement by regular steercom meetings, face-to-face engagement and bi-weekly meeting test

According to Appendix B, with the relative standard of 5% (> df 12.592), Figure 6.6 illustrates that age has no significance on regular steercom meetings and bi-weekly meetings, however face-to-face engagement relationship is evidently significant.

Figure 6.7: Age and showing integrity test

According to Appendix B, with the relative standard of 5% (> df 9.488), Figure 6.7 illustrates that there is no significant relationship between age and showing integrity.

```
                 Chi-square: 8.624
       degrees of freedom: 6
                   p-value: 0.19585422
         Yates' chi-square: 5.06
           Yates' p-value: 0.53614105
```

Figure 6.8: Age and showing respect test

According to Appendix B, with the relative standard of 5% (> df 12.592), Figure 6.8 illustrates that there is no significant relationship between age and showing respect.

```
                 Chi-square: 0.619
       degrees of freedom: 2
                   p-value: 0.73381377
         Yates' chi-square: 0.107
           Yates' p-value: 0.94790594
```

Figure 6.9: Age and easily adaptable to change test

According to Appendix B, with the relative standard of 5% (> df 5.991), in Figure 6.9 it is evident that there is no significant relationship between age and easily adaptable to change.

4.3.2 Level of Education

The Chi Square was tested against the level of education variable to test whether there is a difference in perception based on the differing level of education categories and influence on critical and beneficial stakeholders; engagement with stakeholders (regular steercom meetings, face-to-face engagement and bi- weekly meetings), showing integrity, showing respect, success rate of the project delivery, displaying trust, show commitment to work hard, show confidence, having extraordinary persistence, show responsiveness, show high degree of energy and show humility.

Chi-square: 81.324		Chi-square: 22.932
degrees of freedom: 15		degrees of freedom: 15
p-value: 0		p-value: 0.08559434
Yates' chi-square: 41.947		Yates' chi-square: 29.368
Yates' p-value: 0.00022901		Yates' p-value: 0.01441594

Figure 6.10: Level of education and influence on critical and beneficial stakeholders test

According to Appendix B, with the relative standard of 5% (> df 24.996), in Figure 6.10 it is evident that there is a high significant relationship between level of education and influence on critical stakeholders as opposed to the relationship between level of education and influence on beneficial stakeholders where there is no critical relationship.

Chi-square: 75.538	Chi-square: 37.019		Chi-square: 48.562
degrees of freedom: 15	degrees of freedom: 15		degrees of freedom: 15
p-value: 0	p-value: 0.00125745		p-value: 0.00002063
Yates' chi-square: 48.02	Yates' chi-square: 25.044		Yates' chi-square: 29.33
Yates' p-value: 0.00002524	Yates' p-value: 0.04935563		Yates' p-value: 0.01458046

Figure 6.11: Level of education and engagement by regular steercom meetings, face-to-face engagement and bi-weekly meeting test

According to Appendix B, with the relative standard of 5% (> df 24.996), in Figure 6.11 it is evident that there is a high significant relationship between engagement over regular steercom meetings, face-to-face engagement and bi-weekly meetings. As opposed to age, the level of education is extremely critical in terms of the relationship.

Chi-square: 11.136
degrees of freedom: 10
p-value: 0.34702103
Yates' chi-square: 11.431
Yates' p-value: 0.32493899

Figure 6.12: Level of education and showing integrity test

According to Appendix B, with the relative standard of 5% (> df 18.307), in Figure 6.12 it is evident that there is a no relationship between level of education and showing integrity.

Chi-square:	43.274
egrees of freedom:	15
p-value:	0.00014275
Yates' chi-square:	23.644
Yates' p-value:	0.07139088

Figure 6.13: Level of education and showing respect test

According to Appendix B, with the relative standard of 5% (> df 24.996), in Figure 6.13 it is evident that there is a critical relationship between level of education and showing respect.

Chi-square:	10.35
degrees of freedom:	10
p-value:	0.41034164
Yates' chi-square:	4.746
Yates' p-value:	0.90748686

Figure 6.14: Level of education and success rate on project delivery test

According to Appendix B, with the relative standard of 5% (> df 18.307), in Figure 6.14 there is no relationship between the level of education and success rate on project delivery.

Chi-square:	20.849
degrees of freedom:	8
p-value:	0.00755955
Yates' chi-square:	10.588
Yates' p-value:	0.22615367

Figure 6.15: Level of education and displaying trust test

According to Appendix B, with the relative standard of 5% (> df 15.507), in Figure 6.15 it is evident that there is a significant relationship between level of education and displaying trust.

Chi-square:	29.833
egrees of freedom:	15
p-value:	0.01253813
Yates' chi-square:	23.97
Yates' p-value:	0.06560469

Figure 6.16: Level of education and show commitment to work hard test

According to Appendix B, with the relative standard of 5% (> df 24.996), in Figure 6.16 it is illustrated that there is a relationship between level of education and showing commitment to work hard.

Chi-square:	14.745
degrees of freedom:	10
p-value:	0.14163896
Yates' chi-square:	9.835
Yates' p-value:	0.45508675

Figure 6.17: Level of education and show confidence test

According to Appendix B, with the relative standard of 5% (> df 18.307), in Figure 6.17 it is evident that there is a no significant relationship between level of education and showing confidence.

Chi-square:	27.543
degrees of freedom:	15
p-value:	0.02461121
Yates' chi-square:	31.464
Yates' p-value:	0.00761019

Figure 6.18: Level of education and having extraordinary persistence test

According to Appendix B, with the relative standard of 5% (> df 24.996), in Figure 6.18 it is illustrated that there is a relationship between level of education and having extraordinary persistence.

Figure 6.19: Level of education and displays responsiveness test

According to Appendix B, with the relative standard of 5% (> df 24.996), in Figure 6.19 it is evident that there is a high significant relationship between level of education and displaying responsiveness.

Figure 6.20: Level of education and displays high degree of energy test

According to Appendix B, with the relative standard of 5% (> df 24.996), in Figure 6.20 it is evident that there is a very high significant relationship between level of education and displaying a high degree of energy.

Figure 6.21: Level of education and displays humility test

According to Appendix B, with the relative standard of 5% (> df 18.307), in Figure 6.21 it is evident that there is a very high significant relationship between level of education and displaying humility.

4.3.3 Position within the organization

The Chi Square was tested against the position within the organization variable to test whether there is a difference in perception based on the differing positions within the organization categories versus influence over showing integrity, being treated with respect, easily adaptable to change, orientation towards driving change, having a trusting relationship, behaving ethically, commitment to work hard, showing confidence, showing integrity, showing extraordinary persistence, showing responsiveness, show high degree of energy and show humility.

Chi-square:	34.875
degrees of freedom:	10
p-value:	0.00013115
Yates' chi-square:	31.097
Yates' p-value:	0.00056547

Figure 6.22: Position within the organization and showing integrity Test

According to Appendix B, with the relative standard of 5% (> df 18.307), in Figure 6.22 it is evident that there is a very high significant relationship between position within the organization and showing integrity.

Chi-square:	71.66
degrees of freedom:	15
p-value:	0
Yates' chi-square:	43.92
Yates' p-value:	0.00011318

Figure 6.23: Position within the organization and being treated with respect Test

According to Appendix B, with the relative standard of 5% (> df 24.996), in Figure 6.23 it is evident that there is a very high significant relationship between position within the organization and being treated with respect.

Chi-square:	74.336
degrees of freedom:	10
p-value:	0
Yates' chi-square:	45.218
Yates' p-value:	0.00000199

Figure 6.24: Position within the organization and easily adaptable to change test

According to Appendix B, with the relative standard of 5% (> df 18.307), in Figure 6.24 it is evident that there is a very high significant relationship between position within the organization and easily adaptable to change.

Chi-square:	120.61
degrees of freedom:	10
p-value:	0
Yates' chi-square:	92.951
Yates' p-value:	0

Figure 6.25: Position within the organization and orientation towards driving change test

According to Appendix B, with the relative standard of 5% (> df 18.307), in Figure 6.25 it is evident that there is a very high significant relationship between position within the organization and orientation towards driving change.

Chi-square:	67.152
degrees of freedom:	10
p-value:	0
Yates' chi-square:	46.538
Yates' p-value:	0.00000115

Figure 6.26: Position within the organization and having a trusting relationship test

According to Appendix B, with the relative standard of 5% (> df 18.307), in Figure 6.26 it is evident that there is a high significant relationship between position within the organization and having a trusting relationship.

Chi-square:	23.766
degrees of freedom:	5
p-value:	0.00024078
Yates' chi-square:	18.868
Yates' p-value:	0.00203403

Figure 6.27: Position within the organization and behaving ethically test

According to Appendix B, with the relative standard of 5% (> df 11.070), in Figure 6.27 it is evident that there is a relationship between position within the organization and behaving ethically.

Figure 6.28: Position within the organization and commitment to work hard test

According to Appendix B, with the relative standard of 5% (> df 24.996), in Figure 6.28 it is evident that there is a very high significant relationship between position within the organization and commitment to work hard.

Figure 6.29: Position within the organization and showing confidence test

According to Appendix B, with the relative standard of 5% (> df 18.307), in Figure 6.29 it is evident that there is a very high significant relationship between position within the organization and showing confidence.

Figure 6.30: Position within the organization and showing extraordinary persistence test

According to Appendix B, with the relative standard of 5% (> df 24.996), in Figure 6.30 it is evident that there is a very high significant relationship between position within the organization and showing extraordinary persistence.

Chi-square: 64.408
degrees of freedom: 15
p-value: 4e-8
Yates' chi-square: 51.997
Yates' p-value: 0.00000566

Figure 6.31: Position within the organization and showing responsiveness test

According to Appendix B, with the relative standard of 5% (> df 24.996), in Figure 6.31 it is evident that there is a very high significant relationship between position within the organization and showing responsiveness.

Chi-square: 68.514
degrees of freedom: 15
p-value: 1e-8
Yates' chi-square: 52.685
Yates' p-value: 0.00000435

Figure 6.32: Position within the organization and showing high degree of energy test

According to Appendix B, with the relative standard of 5% (> df 24.996), in Figure 6.32 it is evident that there is a very high significant relationship between position within the organization and showing a high degree of energy.

Chi-square: 92.625
degrees of freedom: 10
p-value: 0
Yates' chi-square: 70.734
Yates' p-value: 0

Figure 6.33: Position within the organization and showing humility test

According to Appendix B, with the relative standard of 5% (> df 18.307), in Figure 6.33 it is evident that there is a very high significant relationship between position within the organization and showing humility.

4.3.4 Success rate on project delivery

The Chi Square was tested against the success rate on project delivery variable to test whether there is a difference in perception based on the success rate on project delivery categories versus influence over critical and beneficial stakeholders, orientation towards driving change, easily adaptable to change, having a trusting relationship, commitment to work hard, showing confidence, showing integrity, showing extraordinary persistence, showing responsiveness, show high degree of energy, show humility, display value to project delivery, produce deliverables timeously, and understanding expectations.

Chi-square:	19.656		Chi-square:	5.551
degrees of freedom:	6		degrees of freedom:	6
p-value:	0.00318793		p-value:	0.47531422
Yates' chi-square:	15.38		Yates' chi-square:	4.328
Yates' p-value:	0.0174984		Yates' p-value:	0.63238186

Figure 6.34: Success Rate on project delivery and influence over critical and beneficial stakeholders test

According to Appendix B, with the relative standard of 5% (> df 12.592), in Figure 6.34 it is evident that there is a relationship between success rate on project delivery and influence over critical stakeholders as opposed to the relationship between success rate on project delivery and influence on beneficial stakeholders where there is no critical relationship.

Chi-square:	30.034
degrees of freedom:	6
p-value:	0.00003873
Yates' chi-square:	23.251
Yates' p-value:	0.00071663

Figure 6.35: Success rate on project delivery and orientation towards driving change test

According to Appendix B, with the relative standard of 5% (> df 12.592), in Figure 6.35 it is evident that there is a high significant relationship between success rate on project delivery and orientation towards driving change.

Figure 6.36: Success rate on project delivery and easily adaptable to change test

According to Appendix B, with the relative standard of 5% (> df 9.488), in Figure 6.36 it is evident that there is no relationship between success rate on project delivery and easily adaptable to change.

Figure 6.37: Success rate on project delivery and having a trusting relationship test

According to Appendix B, with the relative standard of 5% (> df 9.488), in Figure 6.37 it is evident that there is a relationship between success rate on project delivery and having a trust relationship.

Figure 6.38: Success rate on project delivery and commitment to work hard test

According to Appendix B, with the relative standard of 5% (> df 12.592), in Figure 6.38 it is evident that there is a relationship between success rate on project delivery and commitment to work hard.

Figure 6.39: Success rate on project delivery and showing confidence test

According to Appendix B, with the relative standard of 5% (> df 9.488), in Figure 6.39 it is illustrated that there is no relationship between success rate on project delivery and showing confidence.

Figure 6.40: Success rate on project delivery and showing integrity test

According to Appendix B, with the relative standard of 5% (> df 9.488), in Figure 6.40 it is evident that there is no relationship between success rate on project delivery and showing integrity.

Figure 6.41: Success rate on project delivery and showing extraordinary persistence test

According to Appendix B, with the relative standard of 5% (> df 12.592), in Figure 6.41 it is evident that there is a high significant relationship between success rate on project delivery and showing extraordinary persistence.

Chi-square:	10.057
degrees of freedom:	6
p-value:	0.12227206
Yates' chi-square:	7.052
Yates' p-value:	0.31606505

Figure 6.42: Success rate on project delivery and showing responsiveness test

According to Appendix B, with the relative standard of 5% (> df 12.592), in Figure 6.42 it is evident that there is no relationship between success rate on project delivery and showing responsiveness.

Chi-square:	23.224
degrees of freedom:	6
p-value:	0.00072482
Yates' chi-square:	15.582
Yates' p-value:	0.01618236

Figure 6.43: Success rate on project delivery and showing high degree of energy test

According to Appendix B, with the relative standard of 5% (> df 12.592), in Figure 6.43 it is evident that there is a high significant relationship between success rate on project delivery and showing high degree of energy.

Chi-square:	23.224
degrees of freedom:	6
p-value:	0.00072482
Yates' chi-square:	15.582
Yates' p-value:	0.01618236

Figure 6.44: Success rate on project delivery and showing humility test

According to Appendix B, with the relative standard of 5% (> df 12.592), in Figure 6.44 it is evident that there is a high significant relationship between success rate on project delivery and showing humility.

Figure 6.45: Success rate on project delivery and display value to project delivery test

According to Appendix B, with the relative standard of 5% (> df 12.592), in Figure 6.45 it is illustrated that there is no relationship between success rate on project delivery and displaying value to project delivery.

Figure 6.46: Success rate on project delivery and produce deliverables timeously test

According to Appendix B, with the relative standard of 5% (> df 12.592), in Figure 6.46 it is evident that there is no relationship between success rate on project delivery and producing deliverables timeously.

Figure 6.47: Success rate on project delivery and understanding expectations test

According to Appendix B, with the relative standard of 5% (> df 12.592), in Figure 6.47 it is evident that there is a relationship between success rate on project delivery and understanding expectations.

4.4 Summary

The research question concerned: The impact of leadership styles on project success within the customer service division of a South African mobile telecommunication industry.

Sub questions:

- Do leaders have an extensive influence over their stakeholders?
- Does the success of a project depend on effective people engagement?
- Is there a major difference between managers and leaders?

This chapter presented and discussed the results of the survey. The chapter presented the research results in the form of tables and charts, whilst analysing them in order to find answers to questions that were posed for the purpose of this study.

The question was posed: Does the customer care projects division display the following characteristics where there is an extensive influence over critical and beneficial stakeholders? According to the data received, the respondents who indicated yes were 32% and 44%, respectively. Less than half of the respondents illustrated that leaders have an extensive influence over their stakeholders; this result indicates that leaders do not necessarily have an extensive influence over their stakeholders. The results of the questionnaire where respondents responded to effective people engagement and whether that leads to project success showed that, regarding effective engagement through regular steercoms, bi weekly engagements and face to face engagements indicated that less 50% of respondents indicated yes. The results from the questionnaire indicate that project success does not depend on effective people engagement.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings that stem from the empirical study. Thereafter, the chapter presents conclusions of the study and recommendations, which were made for implementation.

Leadership is defined as improvement of human beings and equipment; improves quality standards; ensures that there is a substantial amount of delivery; and brings pride of workmanship to human beings. Leaders should be influential, have a sense of power, demonstrate persistence, and engaged in consistent people management.

To be successful, project managers should be able to use a wide range of methods, whilst drawing on political and interpersonal skills (communicating, negotiating, team building and creating ownership), state Boddy et al. (1992:52). Leaders should be innovative, have respect for others, be courteous, sensitive, and go beyond their ability in order for any organization to be highly effective. Leaders should show confidence, display integrity, demonstrate extraordinary persistence, work hard, be responsive, have a high degree of energy and develop humility (Flanagan & Finger 2003:38). The various leadership components which are required within the projects environment, and that are illustrated in the results indicates that more than 50% of the responses were positive. The purpose of this question was to ascertain what leadership styles are required within a projects team to create project success. According to the results, the customer care projects team displays all the leadership styles stipulated above with a positive rating of over 50%. These are the underlying factors that are required to draw project customers. Even though the projects team may be under-resourced, according to the respondents, 52% of projects have been implemented successfully, which indicate that even with a lack of resources, there are effective resources and skills at the project team's disposal.

Word power relating to leadership is often seen as a certain personal characteristic. According to Bourne and Walker (2004: 226), personal power within project management is known for managing change within the industry. The question, which was asked, is: Dos the projects office has influence over its stakeholders?

It is critical that Project Managers should have an influence over their stakeholders. Frigenti and Comninos (2002:25) state that the ability to persuade should be auctioned rather than

commanded as a skill within project management, as opposed to Meredith and Mantel (1995:130), who state that leadership has been defined as 'interpersonal influence', exercised in situations and directed through the communication process, towards the attainment of a specific goal. The graphs had indicated that 45% of respondents perceived the projects office as having "somewhat influence"; 44% of respondents stated yes; 10% stated no; and 1% stated definitely.

A sense of power is connected to building relationships (trust and having respect) and enhancing people engagement in order to ensure project success. Influence and power is a vital attribute to ensure project success as well as a leadership style.

Burke (2011:237) states that the project builds method should consider how information, instructions and progress will be communicated between the nominated stakeholders, as it is pivotal. This is agreed upon by Summers (2009:189) who asserts that Communication is a vital part of motivating employees. No leader can handle conflict or negotiate successfully without being a good communicator. Effective communication seeks to both exchange information and provide understanding. Communication is essential for everyday living, and more importantly, to manage a team.

No leader can handle conflict or negotiate successfully without being a good communicator. Effective communication seeks to both exchange of information and provide understanding. Trust, respect and understanding customers' expectations play a vital role in the way that communication is managed and, in turn, the way projects are managed.

During the study the following question was posed to respondents: "Is there a mis-alignment in understanding expectation?"

The results indicate that 42% claim that there is no mis-alignment in understanding expectations. Communication is a key component in any project that is coordinated and leads. Communication forms part of people management and relationship building. The purpose of this question was to understand whether the respondent's impression is that there is a gap in terms of misalignment with the customer's expectations. The question that was posed was whether there is a trusting relationship with the projects team, and it customers provided a positive rating of 62% who stated YES and 14% who stated DEFINITELY. Trust plays a significant role within project management and is an important attribute for all leaders. Without trust there is no relationship, and without a relationship projects are deemed to fail owing to everyone working in silos.

A total of 43% of respondents who stated YES and 10% stated that they are DEFINITELY treated with respect by the projects team. The purpose of this was to determine how effective the people engagement component is within the projects team. Respect plays an important role, because if a project manager has respect for his/her team, then the team in turn will return that respect, and together they will work well in order to perform successful project outputs.

Effective engagement also falls in line with regular steercom meetings, bi- weekly meetings and face-to face engagement. According to the results, 35% stated YES and 5% stated DEFINITELY to the fact that steercom meetings proved an effective means of engagement.

People engagement plays an important role in any leadership position. Effective people engagement is an essential tool which is required in project management. However, after considering all the questions and the results, the question remains: Does the projects team display value upon delivery?

The results of this question indicate that 63% of respondents believe that the projects team displays value upon delivery.

One of the challenges that organizations face daily is trying to distinguish between a leader and a manager's attributes. Too often one loses focus of what is the vision and mission of an organization and whether the organization has the correct resources to manage the mission through to project delivery.

Does the organization focus on the vision of the organization?

24% of respondents stated DEFINITELY and 68% stated YES. This is a leadership trait, which is required to coordinate and lead projects; and

Is there orientation towards driving change?

12% of respondents stated DEFINITELY and 57% stated YES. This was posed to understand the mindset of the project office to ensure that they adapt easily to change before driving the change.

According to the results, more than 50% of respondents agreed that the project team is heading more towards the "leadership" component.

The success of project delivery is dependent on the ability to utilize resources with the necessary and specific leadership styles. Moreover, this study has confirmed the argument of that specific leadership styles are required to ensure maximum successful outputs.

Furthermore, this study recognizes the role that a project manager and the project office should play in terms of specific skills, attributes, and traits to ensure successful project delivery, whilst being able to manage different types of projects and project teams. A total of 52% of respondents attested to project success; 63% agreed that the project team displays value upon delivery; and more than 50% of respondents were positive about specific leadership styles, skills, and attributes that the project team should have which indicates that having these specific styles, skills, attributes, are relevant to ensure project success.

Testing the effects on the perceptions of the constructs identified interpretations to support that gender, age, level of education, position within the organization, and success rate on project delivery in relation to having respect, influence on critical and beneficial stakeholders, orientation to drive change, showing integrity, displaying trust, commitment to work hard, displaying confidence, having extraordinary persistence, being responsive, having a high degree of energy, showing humility, working ethically, producing timeously, displaying value upon delivery of projects and understanding customer expectations in order to ascertain the dependence leadership styles have successful project delivery.

The gender variable identified a highly significant relationship in relation to the orientation of driving change within the organization; however, males are specifically higher than females. Gender however has no significant value to the level of education, showing respect and influence on critical and beneficial stakeholders. The effect of gender within the study should be taken into context in accordance with South African history and current societal norms.

The age group variable recognised no significant value to the influence on critical stakeholders, integrity, having respect and being easily adaptable to change. There is, however, a significant value regarding influence on beneficial stakeholders.

The level of education variables identified a high significance on the influence on critical stakeholders, engagement via regular steercom meetings, the success rate of project delivery and displaying humility. Significance was also identified with regard to engagement via face-to-face and bi weekly meetings, committed to working hard, having extraordinary persistence, showing responsiveness and displaying a high level of energy. There was no significant value regarding influence on beneficial stakeholders, showing integrity, having a

trusting relationship and showing confidence. It is interesting to note that displaying humility as opposed to showing integrity, where there is no significance in this study.

The position within the organization variable illustrates that there is a critically high significance in displaying integrity, orientation to driving change, commitment to working hard, having extraordinary persistence, being responsive, displaying high levels of energy and displaying humility. There is also a meaningful value which integrity, showing respect, being easily adaptable to change, having a trust relationship, working ethically plays in relation to the position held within the organization.

The success rate in project delivery variables recognises that there is no relationship regarding influence over beneficial stakeholders, easily adaptable to change, showing confidence, showing integrity, being responsive, displaying value when delivering projects and delivering timeously, as opposed to a critically significant value of orientation towards change.

In summary, across the different variables, it is evident that there is a critically significant value that is displayed with the position within the organization versus orientation to drive change, and having extraordinary persistence.

The role of leadership styles was found to be vitally important within an organisation's path to success. The literature study outlined the importance of leadership styles to a learning organisation, and proposed key traits for successful management thereof.

5.2 Recommendations

Based on the study is findings, the following recommendations are made based on the research and findings.

Recommendation one: Strategizing people engagement more effectively

With more effective face-to face engagement and better communication the projects team would be more effective towards understanding their customers' expectations. Understanding customers' needs would allow the projects team to be more equipped to roll out projects successfully. Projects teams would be able to build an even healthier relationship with customers and use certain skills and styles within the team to drive certain projects more effectively.

Recommendation two: Better alignment of targets within the customer service organization

If the entire customer service division employees' targets are aligned correctly in order to achieve the ultimate goal of achieving the organization's mission, the implementation of projects would be rolled out more successfully. If all employees have the same objective, the rolling out of projects would be easier and the available skills would be utilized more commendably.

Recommendation three: Matching skills and employment requirements (Human Resource component)

The Human Resource Department plays an integral role in this recommendation, which is two- fold:

New employees- should ensure that all attributes and skills of leaders/ project managers are met, and should not only focus on experience and level of education; and

Existing employees- a skills audit should be conducted within the existing projects team to ensure that all attributes and skills are existent. Once skill audits are done, further discussion should be held to identify what skills are dominant within the team, whilst projects should be distributed accordingly. In this way employees would utilize their stronger skills to ensure project success.

5.3 Conclusion

The conclusions from the research analysis have highlighted the importance of different leadership styles required within the organization.

To fully gain the benefits of successful project delivery effectiveness one needs to transform to a leadership based organisation where collaboration is found in the cross-functional teams within the organization.

Sometimes we need to look beyond attributes and integrate styles, behaviours, influences, skills and attitudes to determine what is necessary to create the "perfect leader to roll out projects successfully. Communication is essential in everyday living and especially when managing team. A structure should be employed within organisations to allow responsibility and accountability of cross functional leadership to be managed throughout the organisation in order to achieve successful project delivery through understanding the critical leadership styles required.

Managing the key themes of leadership styles effectiveness will lead to organisational effectiveness and successful project delivery. Leadership is increasingly being seen as an asset for competitive advantage.

The management of identifying different leadership styles should be a continuous process (improvement initiative) across the organisation.

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APPENDIX A: QUESTIONNAIRE

Pier Place,
Heerengracht, Cape Town
8001

Dear Sir/Madam

This is a **QUESTIONNAIRE** which deals with the perceptions about leadership styles required to ensure project management success.

Your kind co-operation, as part of a sample survey is sought for the completion of the questionnaire which is part of a survey to investigate the perceptions that individuals have regarding what attributes are required to ensure project success. The main objective of this study is:

- ❖ To determine critical attributes for successful project management;
- ❖ To ascertain customers' perceptions of the attributes within the projects environment;
- ❖ To determine whether there is an improvement rate in project success within the industry by utilizing certain styles and attributes; and
- ❖ To formulate the role of leadership in the successful delivery of projects.

The information that is obtained will assist the researcher to complete her Master's Business Administration in Project Management at the Cape Peninsula University of Technology.

The questionnaire has been designed in such a way that it will require minimal time to complete. Please place an "x" in the appropriate block when answering to that questions' unless a more detailed answer is required.

The information that is provided will be treated as strictly confidential.

Enquiries about the questionnaire or the research project may be directed to the researcher.

Questionnaire

SECTION (1): Biography
- ❖ Please answer the questions by placing an (x) in the relevant square (❑) or by writing your answer in the space provided.

1. Gender:

Male	❑
Female	❑

2. Age range:

Under 20	20-25	26-30	31-35	Over 35
❑	❑	❑	❑	❑

3. What is your highest level of qualification:

Matric Certificate	Diploma	Degree	Honours	Masters	Doctorate	Other
❑	❑	❑	❑	❑	❑	❑

3.2 If other, please specify?

_____

3.3 What are you qualified in?

_____

SECTION (2): Work History & Experience
- ❖ Please answer the questions by placing an (x) in the relevant square (❑) or by writing your answer in the space provided.

4. What position do you hold within the telecommunications industry?

Executive Head	Project Manager	Project Leader	Operational Manager	Operational Customer	Human Resources	Business Analyst
❑	❑	❑	❑	❑	❑	❑

4.2. If other, please specify?

_____

4.3 Please indicate the number of years that you have worked within the telecommunication industry?

_____
_____
_____

5. Please read the statements carefully and select <u>ONLY ONE</u> answer that represents your opinion by placing an (x) in a relevant square (❏).

STATEMENTS		SCALE			
5.1.	**General:**				
	General overview of your experience with the Customer Care projects office.				
6.1.1.	a) Thinking of project deliverables within your division: Do you perceive that the Customer Care project division displays leadership values upon delivery?	Definitely ❏	Yes ❏	Somewhat ❏	No ❏
6.2.	**People Engagement:**				
6.2.1.	In your opinion, have you experienced/or are you experiencing the following leadership attributes from the customer care projects division?				
		Definitely	Yes	Somewhat	No
	a) A trusting relationship	❏	❏	❏	❏
	b) Being treated with respect	❏	❏	❏	❏
	c) Mis-alignment in the understanding of your expectations	❏	❏	❏	❏
6.2.2.	In your opinion, do Customer Care project managers engage effectively with their customers through:				
		Definitely	Yes	Somewhat	No
	a) Regular Steercom meetings	❏	❏	❏	❏
	b) Regular face-to-face engagement	❏	❏	❏	❏
	c) Weekly/bi weekly updates on deliverables	❏	❏	❏	❏
6.3.	**Planning & Co-ordinating:**				
6.3.1.	In your opinion, does the Customer Care projects division display the following characteristics?				
		Definitely	Yes	Somewhat	No
	a) Have an extensive influence over critical stakeholders	❏	❏	❏	❏
	b) Have an extensive influence over beneficial (nice to have) stakeholders	Definitely	Yes	Somewhat	No

| STATEMENTS		SCALE			
		❏	❏	❏	❏
	c) Take into account customers' personal preferences	❏	❏	❏	❏
	d) Produce deliverables timeously	❏	❏	❏	❏
	e) Easily adaptable to change (Scope Creep)	❏	❏	❏	❏
6.4.	**Overall Perception:**				
		Definitely	Yes	Somewhat	No
6.4.1.	a) Did the service that you received from meet your expectations?	❏	❏	❏	❏
6.4.2.	b) Do you believe that that Customer Care projects division behaves ethically?	❏	❏	❏	❏
6.4.3.	c) In your opinion, does the Customer Care projects division focus on the vision of the organization?	❏	❏	❏	❏
6.4.4.	d) In your opinion, does the Customer Care projects division have an orientation towards driving change?	❏	❏	❏	❏
6,4.5.	e) In your opinion, does the Customer Care projects division anticipate environmental changes?	❏	❏	❏	❏
6.4.6.	In your opinion, does the Vodacom Customer Care projects division have the following attributes:				
		Definitely	Yes	Somewhat	No
	a) Commitment to work hard	❏	❏	❏	❏
	b) Show Confidence	❏	❏	❏	❏
	c) Display Integrity	❏	❏	❏	❏
	d) Extraordinary persistence	❏	❏	❏	❏
	e) Responsiveness	❏	❏	❏	❏
	f) A high degree of energy	❏	❏	❏	❏
	g) Humility	❏	❏	❏	❏

6. **From your experience within the telecommunication industry (taking into account your years of working experience), what is Customer Care project division's success rate in terms of successful project delivery within an agreed time, quality and cost to the company?**

_____
_____
_____
_____

END of the questionnaire

Thank you for your co-operation in completing this survey

PLEASE RETURN THE COMPLETED QUESTIONNAIRE TO THE FIELDWORKER

WHO DISTRIBUTED THE QUESTIONNAIRE TO YOU.

APPENDIX B: CHI-SQUARE DISTRIBUTION TABLE
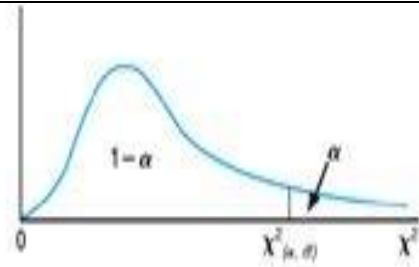
					Upper Tail Areas (α)							
Degrees of Freedom	.995	.99	.975	.95	.90	.75	.25	.10	.05	.025	.01	.005
1			0.001	0.004	0.016	0.102	1.323	2.706	3.841	5.024	6.635	7.879
2	0.010	0.020	0.051	0.103	0.211	0.575	2.773	4.605	5.991	7.378	9.210	10.597
3	0.072	0.115	0.216	0.352	0.584	1.213	4.108	6.251	7.815	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	1.064	1.923	5.385	7.779	9.488	11.143	13.277	14.860
5	0.412	0.554	0.831	1.145	1.610	2.675	6.626	9.236	11.071	12.833	15.086	16.750
6	0.676	0.872	1.237	1.635	2.204	3.455	7.841	10.645	12.592	14.449	16.812	18.548
7	0.989	1.239	1.690	2.167	2.833	4.255	9.037	12.017	14.067	16.013	18.475	20.278
8	1.344	1.646	2.180	2.733	3.490	5.071	10.219	13.362	15.507	17.535	20.090	21.955
9	1.735	2.088	2.700	3.325	4.168	5.899	11.389	14.684	16.919	19.023	21.666	23.589
10	2.156	2.558	3.247	3.940	4.865	6.737	12.549	15.987	18.307	20.483	23.209	25.188
11	2.603	3.053	3.816	4.575	5.578	7.584	13.701	17.275	19.675	21.920	24.725	26.757
12	3.074	3.571	4.404	5.226	6.304	8.438	14.845	18.549	21.026	23.337	26.217	28.299
13	3.565	4.107	5.009	5.892	7.042	9.299	15.984	19.812	22.362	24.736	27.688	29.819
14	4.075	4.660	5.629	6.571	7.790	10.165	17.117	21.064	23.685	26.119	29.141	31.319
15	4.601	5.229	6.262	7.261	8.547	11.037	18.245	22.307	24.996	27.488	30.578	32.801
16	5.142	5.812	6.908	7.962	9.312	11.912	19.369	23.542	26.296	28.845	32.000	34.267
17	5.697	6.408	7.564	8.672	10.085	12.792	20.489	24.769	27.587	30.191	33.409	35.718
18	6.265	7.015	8.231	9.390	10.865	13.675	21.605	25.989	28.869	31.526	34.805	37.156
19	6.844	7.633	8.907	10.117	11.651	14.562	22.718	27.204	30.144	32.852	36.191	38.582
20	7.434	8.260	9.591	10.851	12.443	15.452	23.828	28.412	31.410	34.170	37.566	39.997
21	8.034	8.897	10.283	11.591	13.240	16.344	24.935	29.615	32.671	35.479	38.932	41.401
22	8.643	9.542	10.982	12.338	14.042	17.240	26.039	30.813	33.924	36.781	40.289	42.796
23	9.260	10.196	11.689	13.091	14.848	18.137	27.141	32.007	35.172	38.076	41.638	44.181
24	9.886	10.856	12.401	13.848	15.659	19.037	28.241	33.196	36.415	39.364	42.980	45.559
25	10.520	11.524	13.120	14.611	16.473	19.939	29.339	34.382	37.652	40.646	44.314	46.928
26	11.160	12.198	13.844	15.379	17.292	20.843	30.435	35.563	38.885	41.923	45.642	48.290
27	11.808	12.879	14.573	16.151	18.114	21.749	31.528	36.741	40.113	43.194	46.963	49.645
28	12.461	13.565	15.308	16.928	18.939	22.657	32.620	37.916	41.337	44.461	48.278	50.993
29	13.121	14.257	16.047	17.708	19.768	23.567	33.711	39.087	42.557	45.722	49.588	52.336
30	13.787	14.954	16.791	18.493	20.599	24.478	34.800	40.256	43.773	46.979	50.892	53.672