CRITICAL PROJECT LEADERSHIP COMPETENCIES IN MECHANICAL ENGINEERING IN THE CAPE TOWN MUNICIPAL AREA, SOUTH AFRICA

By

PITSO SIDNEY TEBELE

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Supervisor: Dr L.E. Jowah

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DECLARATION

I, Pitso Sidney Tebele, hereby declare that this thesis represents my own work, and that it has not 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.

Signature:

Date:

ABSTRACT

Leadership and how it impacts on the performance of human beings remains to wide and to generic to define in a one stop shop. The inability of the research community to have one definition of this well researched topic, complicates the process of identifying those critical factors that lead to effective leadership. Sometimes, incorrectly so, leadership and management are interchangeably used when they do not always mean the same thing. Whilst both can be found in an individual, they are different with leadership relating to personality as compared to management which relates to formal position. Because leadership resides in the person of the individual, it lands itself into different styles as they pertain to the knowledge, understanding, education, culture and experience of the leader. Project management or leadership, is unique because of the unique nature of the project and the environment in which projects are executed. A special type of leadership is presumed to be able to provide effective leadership in the presence of the matrix structure leading to the authority gap, the temporary nature of the project leading to labour instability, and the square root parameters against which the success of the project are measured. The findings clearly indicate that there are certain behavioural patterns necessary to provide effective project execution in the risky and unpredictable project terrain.

DEDICATION

I dedicate this work to:

- ♦ My Lord and Saviour, Jesus Christ.
- ♦ Senyeki Leah Tebele, my beloved mother who had always been there throughout my studies, as a sponsor, mentor, coach and a leader by example.
- ♦ Malebo Kingsley Tebele, my beloved brother who believeth in me and offered the necessary support.
- ♦ My family and Praise and Worship Bible Church for their prayers.

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Chapter 1 ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Leadership styles are defined as different combinations of task and relationship behaviour used by a leader to influence others towards the accomplishment of common goals (Huber, 2006:13). From this definition styles relate to the behaviour of an individual which itself can be tied on to culture, religion, education and many other influences that inform the behaviour of the leader in question. The individual's understanding of people, life in general, and how relations play out inevitably is shown in the perceptions the individual have about power and positions. In the context under study, a leadership style can be related to how a project manager and the team make decisions on issues relating to the project execution to achieve the set objectives. Burke (2007:330) makes reference to leadership styles as moving in a continuum plotted from autocratic to democratic leadership behaviours. Because effective leadership is the skill to inspire project team members to work together and reach set objectives (Newell and Grashina, 2003:128), leadership therefore is a process of directing the behaviour of others. The influence is directed towards the accomplishment of the organisation's goal, and entails activities that infuse energy into the organisation to activate the subordinates.

It should also be stated that leaders lead people who themselves have opinions and perceptions about how they should be led. Jowah (2013:708-719) posits that leadership cannot be studied in isolation, but that followers contribute to the format of leadership that may be shown ultimately by the project leader given certain powers. From this thought where followership becomes an important component of leadership and its effectiveness, at can be concluded that different leadership styles yield different responses dependent on the task and the type of followership concerned (Kreitner, 2009:420). Another element of the effectiveness of the style intrinsically linked to the influence is the acknowledged power of the leader in relevance to the task and the type and power of the followers. For leadership to take place, the leaders use power which is the ability to influence others to perform towards the set objectives (Smoke, 2005:127; Gitlow, 2004:1; Kazmi, 2008:411). The various types of power exercised by leaders are classified into five, namely; legitimate, reward, expert, coercive and referent power. A leader's power can be categorised into five different forms, namely; legitimate power, reward power, expert power, coercive power and referent power (Kazmi, 2008:411). A leader or manager who possesses all the five kinds of power is a strong leader if the leader uses the power appropriately (Smith and Cronje, 2002:281).

1.2 BACKGROUND TO STUDY

As alluded to in preceding literature review above, these different forms of power apply in different situations dependent on the type of task to be accomplished (Kreitner, 2009:420), and obviously the type of followers. Though there are different forms of power and leadership models, there are different leadership styles used by leaders with the same type of power (Kreitner, 2009:420).The decision to use certain forms of power is therefore a matter of discretion by the leader as informed by implicit perceptions of how people in that context should be led (Jowah, 2013:708-719). Therefore the task alone is not the exclusive determinant of how a leader will lead or does it out rightly prescribe for the leader as to how they should lead.

Leadership style is the way in which a leader relates to staff and colleagues (Pelote and Route, 2007:16), and a way in which leaders express their influence (Martin, Cashel, Wagstaff and Breunig, 2006:60) and the different types of styles recorded are; autocratic, participative, and free rein (Laissez-faire) (Gitman and McDaniel, 2008:217). Leadership styles focuses on the use of the different types of power outlined above; transactional leadership style emphasizes the efficient task-focussed outcomes. This form of leadership is largely based on legitimate and reward power. Transformational leadership however, focuses on the use of charismatic power, to engender greater levels of employee commitment and motivation (Pizam, 2005:380).

An attempt is hereby made to study the project manager's leadership styles that will encourage worker performance leading to project success. The study investigates the relationship between the leadership style of project manager, project team cooperation and project success (Yang, Huang and Wu, 2010:1-10) within the definitions of project success as meeting the iron triangle requirements. A current exploration study proposed different project management processes are suitable for different kinds of projects, this put forward that different types of projects can be suitable for different project management styles and project manager leadership style (Muller and Turner, 2007:21-32). The study is based on the understanding that the leader's presence is a critical imperative for project execution success as shown by other studies. What is under review is the effect of specific leadership styles in view of intended successful project implementation (Turner, 2007:122).

A study by Todryk (1990:32) concurs with other studies that training project managers effectively influence success in projects as they acquire knowledge and skills on effective team building, inspiration and motivation of the project team members to perform beyond expectations (Belout and Gauvreau, 2004:1-11). The emphasis is put on the ability of the project leader for building and maintaining a project team to accomplish set goals. It is however understood that the

leadership styles that influence project success are functions of the type of task, the skills available, the relationship with the team members and the ability of the team leader to meet the subordinates' expectations. This implies then that the project manager must therefore have a clearly defined role and function to allow him / her effective project leadership.

Schwalbe, (2010:40) defined a project manager as an individual with the responsibility to work with the project sponsors, teammates, and all those who are contributing in a project to achieve project objectives, and his/her roles are described as to involve shareholder and every member of the project. Loosemore and Uher (2004:254) concur and they describe the project manager's role as the leader of a project team towards achieving stipulated project objectives. Ideally, the leader would want to work with people with positive attitudes and behaviour, who are highly motivated and are excellent team players. In reality, the attitudes and behaviour of project participants are usually diverse. As in all effective management structures, it is the leader's responsibility to understand both the tasks and the individual behaviour of project participants. Clenland (1995) states that knowledge of the tasks and the followers is necessary in order to develop strategies for bringing about the positive change in behaviour necessary for establishing teamwork and group synergy (Loosemore et al., 2004:254).

For leadership styles that are best suited to project managers, the managers could choose a leadership style along the leadership style continuum as dictated to by the circumstances (Loosemore et al., 2004:256). The continuum of leadership styles involving how decisions are made is divided into numerous classifications, respectively the styles are; autocratic, consultative, democratic and laissez- faire (Burke, 2007:330). These categories can be further classified thus, starting with the extreme left autocratic style;

- autocratic (isolated decision) leadership; with the use of the available information the project leader solves the problems and does not involve the project team in decision making.
- autocratic (informed decision), the project leaders gains the required information from the project group members then alone make the decision and solve the problem.
- consultative autocratic (discuss with individuals) style, project manager discuss the problems with the project team separately, collecting their opinions and suggestions, and then make the decision independently.
- consultative autocratic (discuss with team) style, project manager discuss the problems with the team collectively, and then the project manager makes the decision independently.

The other extreme right will be democratic leadership styles as characterised by a leader who involves the people he is working with, and thus;

- democratic style, the project leader discuss the problems with the project team, and collectively they make the decisions, then a greater number of votes rules.
- laissez-faire; as the 'policy of non-interference', the project leader share the problems the project team members and allow them to make decisions on their own.

The project leader needs to sell the vision and idea to the team members, and how the leader sells the decision to the team is important (Burke, 2007:331). The emphasis is on project team members and their joint effort, wherein the most suitable leadership style is deemed as democratic (Loosemore et al., 2004:258). A study by Walker (1996) believed that project managers would preferably consider democratic leadership style with a small task and greater relationship focus when leading a team of matured and qualified experts (Loosemore et al., 2004:256).

Other leadership-style classifications identify three categories, namely; the autocratic, democratic, and *abdicratic* (Martin et al., 2006:60). These are divided further into six subcategories of leadership that place leadership style on the continuum involving; telling, selling, testing, consulting, joining, and delegating. These subcategories portray a range of approaches to leadership and influence centred on levels of authority of the leaders and the levels of contribution from group members. These orientations help determine what leadership style an individual employs in any given situation (Martin et al., 2006:60).
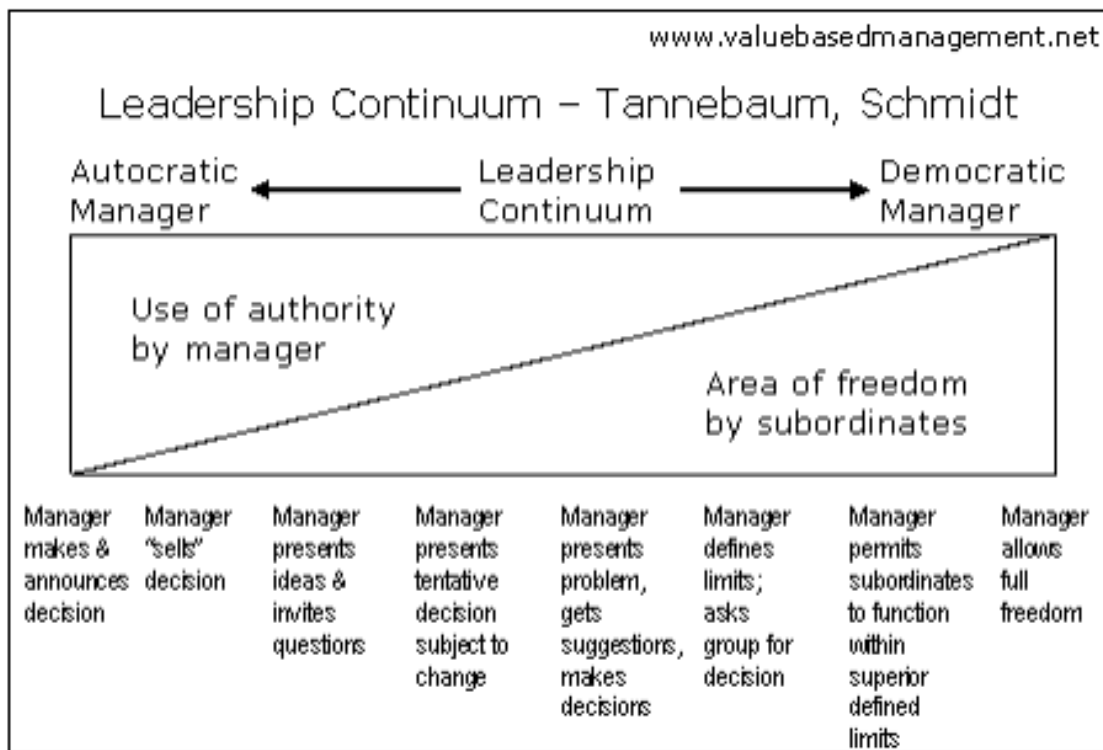
Figure 1.1: Leadership Continuum
(Source: Tannebaum and Schmidt, 1973)

As applied to the continuum of authoritarian versus democratic style, telling would be authoritarian and delegating would be democratic. In the middle are the two styles that draw from both – the selling and the participating leadership styles. Selling is a little more authoritarian than participating, and participating is a little more democratic than authoritarian, but both are mixed styles (Huber, 2006:17). This directive style encompasses giving clear direction on how tasks should be achieved. Selling style focused on the individuals and tasks major concerns. This style allow the leader to make decisions and engage the subordinates, however subordinates are allowed to seek clarity and understanding (Draft and Lane, 2010:419).

Leadership does not occur in a vacuum, projects are executed by people and leaders lead people, therefore there is another element of leadership that needs to be considered in this process. Ng and Pine (2003:25) concur that the subordinates have to be taken into consideration as they have their own objectives, culture and believes. Critical to this is the fact that they have their own perceptions about how they should be led (Brotherton and Wood, 2008:81). This is what is identified by the implicit theory which states that the culture, belief, education and other experiences that the subordinates have give them certain expectations on how they should be led. The project environment in South Africa has become so diverse, making it difficult to decide on what would be the best way to led if culture had to be taken into account

(Reilly and Karounos, 2009: 1-13). Apart from the cultural diversity, the South African workplace has gender, age differences, and foreign nationals adding on to the existing complexity. The project leader's dilemma is further complicated by the presence of an authority gap in the project environment, which disempowers the leader.

In one study Jowah (2012:1097 - 1106) concludes that only 17% of the decisions taken by a project manager are taken independent of senior or line management interference in a matrix structure. The presence of the authority gap also necessitates that the project leader adopt certain leadership styles to enable him / her to influence the behaviour of the subordinates. McShane and von Glinov (2009:56) identified problematic operational aspects of the matrix system as; dual reporting, divided loyalty, increased goal conflict and ambiguity expectations from subordinates. The size of the project, the type of the project and the type of subordinates and workmates also impacts on the style that can be used, it is largely depending on the sort of power they have, *vis a vis* the types of power at the disposal of the project leader (Jowah, 2012:1097-1106). Together with this, the team mates have their own loyalties elsewhere, and possibly may be of the same qualification or with better qualifications or positions than the project manager concerned. In that case these team members and the rest of the stakeholders will have their own expectations and perceptions of what constitutes good effective leadership.

Further to all the complexities that have been alluded to, the sort of decision required may be subject to the leadership style used by the leader. Together with this will be the pressure widespread for the moment and the kind of individuals who form part of the project team (Burke, 2007:330). The type of people in this instance may refer to levels of responsibilities, technical skills or the absence thereof, together with labour laws as well as organisational politics and culture. Hypothetical inferences express the necessity for transactional leadership styles very much in comparatively simple projects, conversely in complex projects expresses the requirement for transformational leadership styles. Turner (2010:437–448) proposes that managers of small or simple projects should be transactional whereas managers of complex projects should be transformational. Some recent studies on leadership have drawn distinctions between transactional and transformational leaders (Pizam, 2005:380) and the effectiveness of each one of these styles as impacting differently on people at different levels in the organisation.

Other researchers on leadership have introduced new leadership styles such as; female leadership, men leadership, thus comparing between the traditional men leadership styles and the non-prototypical leadership styles common among women (Eagly and Johannesssen-Schmidt, 2001:781 - 797). Other researchers argue against the presence of any gender based

leadership styles suggesting that leadership styles are a product of many factors including upbringing, education, experience and people simple learning from leaders they call role models (Elliott and Stead, 2008:159–180). Some researchers asset that there is a difference between the way men and women lead, with more women leaning more towards transformational and men towards transactional styles of leading. There are also contradicting results with some findings establishing transformational styles as being more productive (Heilman, Block, & Martell, 1995; Heilman, Block, Martell, & Simon, 1989; Martell, Parker, Emrich, & Crawford, 1997), yet still others perceive transactional styles as being the most ideal dependent on the tasks and the support from both the executors and senior management (Neuhauser, 2007: 21-31). Jowah (2012:245a) posits that in construction based projects, transactional leadership is most preferable with 67% of the interviewees comfortable with transactional and not transformational leadership.

Other studies suggest that the acceptability of a style depends on the level of the skills, the experience of the subordinates, the power distance between the leader and people he/she is dealing with (Jowah, 2012:1097-1106). The leader will therefore have to adjust to the conditions set by the subordinates if the leader would want to influence the followers effectively. The study by Keegan et al.,(2004:609–618) postulates that subordinates who work with transformational leaders as compared to transactional have greater fulfillment, inspiration and commitment, they are determine and take their work seriously. Furthermore, they discovered that the subordinates who work under transformational leadership have a high level of trust in the leader. This leadership style is reported to increase commitment, increase the understanding of the vision, and empowers others to intensify inspiration in a manner that achieves superfluous exertion to exceed expected performance (Huber, 2006:20). But a person doing a certain job for the first time may consider transformational leadership as desertion or merely the absence of the manager when he/she is needed. Whereas, for the same task, a skilled and experienced person may feel better left to perform alone because they know what to do and how to do it. A conclusion can be made then that the knowledge levels of the follower may inform what styles should be used for effective execution of the project.

Leadership styles focus on the use of the different forms of power, namely; legitimate, reward, expert, coercive and referent power (Kazmi, 2008:411). These forms of power are defined as follows;
- legitimate power is experienced from the position of power given in the firm.
- reward power is existent when a manager is rewarding employees for their good work with the aim to encourage them to perform beyond expectations.

- coercive power is existent when the manager has the ability to enforce punishment on the employees who does not act in accordance with the instruction.
- referent power take place when an individual admire, respect, trust and wants to be like or try to be like somebody (Griffin & Moorhead, 2010:358).

The autocratic, participative, and Laissez-faire leadership styles are noted to have the same type of preceding power (Gitman *et al.,* 2008:217). Autocratic leaders are ruling leaders who solve problems and decide by themselves and manage activities with little participation from subordinates, and subordinates are expected to apply solutions in accordance with the given specifics and orders. The autocratic leader who gives a fair treatment and value to all his followers is believed to be well-informed and influential. But then again autocratic leaders are known to be 'narrow-minded and heavy-handed' by been unwilling to delegate authority to the employees, share information and give permission to make decisions in the firms. The firms in our day have a general direction and tendency to operate in the absence of autocratic leadership wherein the directive and controlling style are experienced.

Participative leadership style is not the same as nurturing task style though together give emphasis on followers' orientation and effectiveness. The type of followers orientation, although is not the same, the participative leader is friendly in his collaborations, treating subordinates as equal members in the group even though their contribution within the team is unique. They feel equally responsible for the final decisions based on joint discussions in which they give suggestions which may be incorporated into the operations. Both the manager and subordinate have a proactive role in making decisions (Appel, Thomas and Schmid, 2003:22). A leader can use a democratic leadership style to allow subordinates to achieve goal without being closely monitored and improve decision making abilities (Draft, 2008:44), while autocratic leadership style may possibly be suitable where there are time constraints and pressures, and when subordinates ability to work is low. Democratic leader encourages participation in decisions (Lusseier and Achua, 2010:70) and assign authority to people, inspires contribution, trusts on followers' understanding of tasks and accomplishment, and is inspired by followers' motivation.

The study by competency school and emotional intelligence school have discovered that in management framework the performance of the organisation is influenced by leadership style of the leader's, and that different circumstances are suitable for different types of leadership styles (Muller and Turner, 2007: 21–32). The project leader's contribution towards project success has almost studiously been overlooked by the project management literature (Keegan and Hartog, 2004: 609–618). Over the past two decades, the theoretical inference adopted

around what institute successful projects has been debated and revised (Muller et al., 2007: 21–32). As a result it is important to outline which styles of leadership a project manager need to influences project success.

1.3   PROBLEM FORMULATION

As alluded to in the preceding paragraphs the project manager's ability to influence the team mates as well as subordinates has many limitations. Chief amongst them would be the circumstances, the power of the followers, the extent of the authority gap, and the manager's personality and how he / she will interact with other people. The task and the environment have a strong bearing on how the manager will be able to lead the execution successfully. These factors will therefore influence the style to be used, because there is a need for congruence between the leader and the follower, an amicable leadership style is necessary. This study seeks to establish the leadership style that would be most ideal in generic project management even though there are vast differences between the tasks, project sizes and conditions.

1.4   AIM AND OBJECTIVES OF THE STUDY

The aim and objectives of this study are to explore further the role played by leadership styles of project managers on the performance of the practitioners leading to successful project management. This is based on the understanding that leaders (in this case project leaders) are necessary wherever there is a set of objectives to be accomplished by more than one individual.

1.4.1 Primary objective

The primary objective is to identify project leadership styles that will help reduce the project failure rate.
Establish specific knowledge areas on effective leadership styles for use in education and training of project leaders.

1.4.2 Theoretical objectives of the study

The following are theoretical objectives established to support the primary objectives;
- Conducting a literature study on the leadership styles of project managers.
- Conducting a literature study on leadership styles that influence project management success.

- Leadership styles that enable project managers to optimize project team performance.

The empirical objectives would be formulated and in support of the primary and theoretical objectives.

SECONDARY OBJECTIVES

- To identify from study the general competencies necessary for successful project management;
- To identify from study crucial, key competencies for effective project leadership;
- To investigate and identify best leadership styles needed for successful project management; and
- To create strategies needed to be applied by in project managers.

1.5 RESEARCH DESIGN AND METHODOLOGY

1.5.1 Literature review

Theoretical background was established using text books, project management journals, and newspaper articles.

1.5.2 Target population

The population was restricted to projects executed by project teams under supervision of project managers. The population comprised of project managers and the project team members with a special emphasis on project practitioners who work with project managers. For the purpose of this study, Project manager's responsibility is to work with the sponsors of the project, the project team and every project member partaking in the achievement project objectives (Schwalbe, 2010:40). Project team that is united, skilled, and strong built is led by an effective leader. It is the duty of the project managers to optimize the performance of the project team, even though they get to select them or not. To build a project team is as important as defining and planning a project. Project team dynamics contribute to project success (Verzuh, 2008: 252, 253). However, leadership styles can be related to how the project managers and the team members make decisions that affect project execution (Burke, 2007:330).

1.5.3 Sample selection and method of sampling

A simple random sampling and convenience sampling will be used to all project team members and project managers during the investigation. A face-to-face survey data collection method was used deliberately meant to maximise on the response rate by the interviewees in the answering of the questionnaires.

1.5.4 The method of data collection

Primary data collection method was considered in selecting the method of obtaining data, deciding on the sample and its size, and construction of the relevant instrument. The method selected for use to collect the data from the sample of respondents was survey and the use of questionnaires. A pilot study with a small group of persons similar to the sample was established with the use of face-to-face survey data collection method. This method was chosen as it is simple and has the highest response rate, respondents need not to be literate and long questions can be used, and the interviewer can assist with issues that are not clear to the respondent. The questionnaire was divided into three sections namely, biographical and general information, functions of the project manager and the project team, project manager leadership style and project success.

1.5.5 Statistical Analysis

Descriptive statistics was used for the summary of the data obtained for a group of individual units of analysis. The survey and questionnaires data was analysed by means of Statistical Package for Social Science (SPSS). Correlations and cross-tabulation was used to establish the relationships between leadership styles and project success. The project managers and project team members were asked to complete a questionnaire consisting of a certain number of questions about the leadership styles as an influence to project success. After answering all questions on the questionnaire their scores were tabulated on the spreadsheet. Content analysis was used to identify the classification of project managers' leadership styles.

1.6   CHAPTER CLASSIFICATION

Chapter one: the introduction of the study with background information on literature reviewed as well as setting out the problem statement, research question and research methodologies to be used.

Chapter two: An overview from existing literature on leadership styles in general and project leaders in particular is presented given the environment is discussed in the chapter.

Chapter three: Research Design and Methodology; the research design and methodologies used in the research are discussed including the instrument used to gather information.

Chapter four: Data are analysis, data interpretation and findings are discussed in the chapter.

Chapter five: the conclusion and recommendations are brought to the fore with emphasis on the benefits of the findings.

1.7 SYNOPSIS

The study of project manager leadership styles is important for project success. In all project executions, the success of the project will depend upon the relationship between the project manager and the project team. It is therefore important that the project manager leadership styles demonstrate the relationship behaviour used to influence others to accomplish goals of the project.

The background and scope of research is described. Objectives are used to address the research problem. Data collection methods are discussed. A structured questionnaire was formulated.

Chapter 2 LITERATURE REVIEW

2.1   INTRODUCTION

Projects have a high failure rate and the reasons for this high failure rate are as many as there are projects under execution. Because each project is unique on its own, it means that each project has its own risks and complexities unique to the project itself. Project managers are often judged on whether their project achieved; time, cost and quality targets (Burke, 2009:278) as a measure of project management success. Another perhaps more telling criteria is whether the project manager was able to steer the project through a minefield of problems and risk triggers ,any one of them just waiting to derail the project management process. Admittedly there are many reasons why projects fail, and the reasons may be as many as there are failed projects. Whilst the failure of some projects may be attributed to lack of technical skills by the management, it is common knowledge that close on 100% of engineering [construction, electrical, information technology and aeronautical] projects are headed by engineers themselves. Yeo (2002, 241–246) records a 16.2% project success rate in IT projects suggesting an 83.8% failure rate of these projects. Fowler and Walsh (1999: 1 - 10) argue that there is no standard measurement of project success in the IT industry, meaning therefore that there may be some project successes or project failures which may not be classified correctly. The interpretation of project success, failure and challenge was left to the discretion of the respondent, as this is still being debated with several opposing views [Turner, 2004; Yu, Flett and Bowers, 2005; Agarwal & Rathod, 2006; Wang & Huang, 2006; Jha and Iyer, 2007; Shepherd, Covin & Kuratko, in press]. In view of these differing views of what project success or failure is, the researchers opted to differentiate between project management success and project success. Project management success is focused on the management process which entails the proper use of resources, the satisfaction of the scope requirements, completing the project in time, within costs and to the satisfaction of the customer.

2.2   BACKGROUND

The project management process involves the human resource element, and the project leadership is a key element of the process. Project managers are often judged on whether their project achieved; time, cost and quality targets (Burke, 2009:278). Another perhaps more telling criteria is the ability of the manager to stir the project through the authority gap constraints, risks, iron triangle and demands from the different stakeholders. Contrary to traditional understanding, Turner and Muller (2005:59) concluded that "the leadership style and competence of the project

manager have no impact on project success". This finding may be based on the difficulty in proving the effectiveness of a project manager since he / she operates in an environment heavily compromised by the authority gap (Jowah, 2012:1097 - 1106). The success of the project management process may therefore be easily ascribed to senior management, and any failures will be transferred to the project manager instead.

Numerous studies on project success factors literature largely ignore the project manager's competencies and leadership style. In contrast, general management literature largely attributes business success to effective management and leadership styles of the managers. Goatham (2009: 1) estimated that 47% of IT projects fail meaning they may be abandoned, fail to meet customers' expectations and many other possible factors. But this study is focused specifically on the project management process, where the project manager plays a negative or positive role towards project management success. Contrary to the findings by Turner and Muller (2005:59) indicated above, Blanchard (2008:71) regards the role of a leader to be directly contributory to the possible success of any undertaking, projects included. Extensive studies on organisational performance with a special emphasis on the leadership of the organisation have established different types of leadership styles (Keegan and Hartog 2004:609–618) and the effects of these leadership styles to followership. These leadership styles are known to have different effects on performance, which, in the case of projects leads to both project management success and project success. Little research has been conducted on the critical role of the project manager to the success or failure of projects (Kendra and Taplin 2004:16), but a few researchers have underscored the critical nature of effective leadership with specific leadership styles considered ideal for certain situations (Cooper-Hakim and Viswesvaran, 2005: 25).

According to Nothouse (2010: 3), leadership is a process that involves the ability of an individual to influence the behaviour of other individuals and direct to work together towards the achievement of agreed on or commonly understood goals. Because leadership is a process, it entails learning of the environment and adapting to the situation in order to influence the people involved in the execution of the project. The leader is affected by the followers in that they have their own preferences of effective leadership and have their individual objectives apart from organisational goals. If that be the case, it may mean that part of the cause of project management failure and subsequently the project failure itself may be attributable to inappropriate leadership style that does not influence subordinates to perform towards the expected standards. Leadership style therefore as a variable becomes one critical element of project success since projects are planned and executed by human beings. Lutchman (2008:19) postulates that leadership is about creating an organizational environment that encourages

worker creativity and innovation, productivity, responsibility and excellence. This therefore means that leadership has the ability to create or destroy a performing conducive environment, it is therefore the leadership that can make or break the expected success.

Sadler (2003:24) mentions two types of leadership styles, namely transformational and transactional leadership styles. Transformational leadership style is perceived as one that engages the subordinates to solicit for their commitment to the objectives of the organisation. Further studies on this type of leadership style by Bass and Riggio (2006:1) identify elements of transformational leadership as comprising of idealised influence, inspirational motivation, intellectual stimulation and consideration of individual circumstances and needs. Transactional leadership relates to the style of leadership where the performance is reward based, some form of cohesive power which uses salary increases, bonuses, promotion, and general recognition as conduits to improved performance and job satisfaction. These researchers draw a model from their studies, the relationship between transformational and transactional leaderships is illustrated in figure 2.1 below.
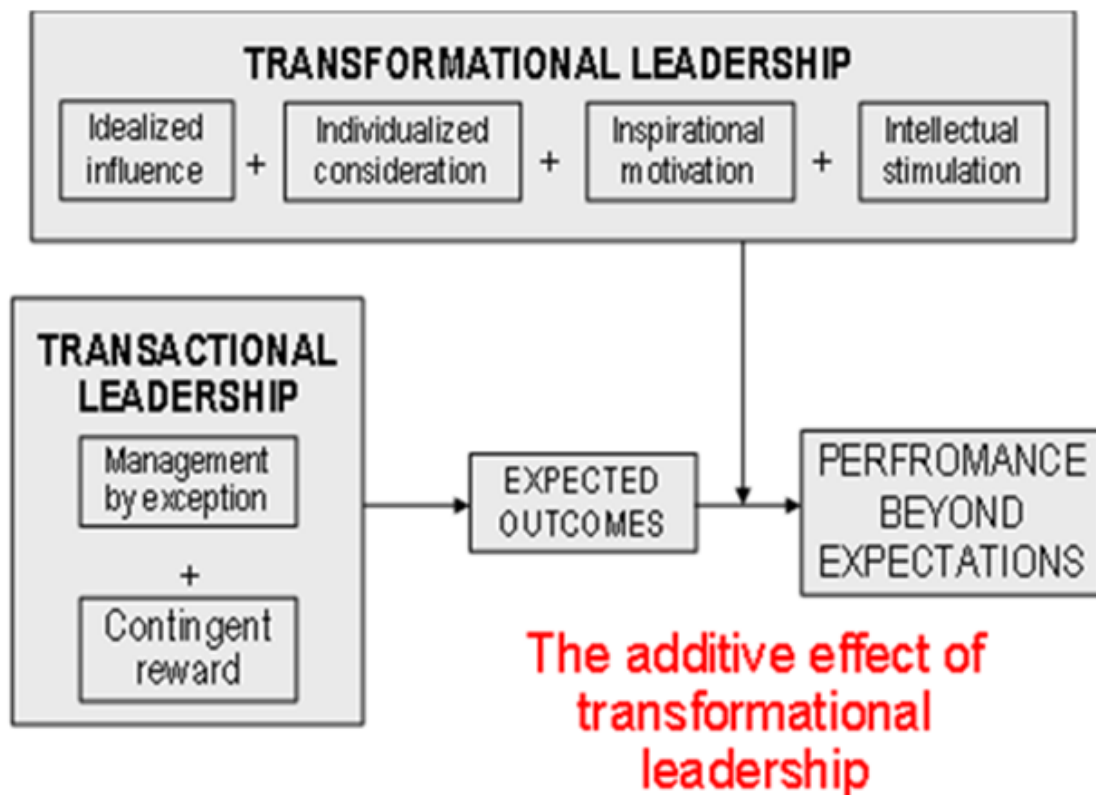
Figure 2.1: The relationship between transformational and transactional leaderships
(Source: Adapted from Bass and Riggio, 2006: 2)

Transformational leadership is known as being people centred and relates largely to the emotions of the subordinates concerned. It generally engages the employees and helps in developing them through their own initiatives. Transformational leadership is about captivating subordinates minds and hearts or peers in general, and is believed to work on the basis of inclusivity where everyone reach satisfaction, strong motivation and strong feeling of accomplishment. The leader need develop confidence and believe in the subordinates and allow them to perform without close supervision. The leader should be a visionary, have the ability to see, think about or plan the future of the project and the team, delegate authority to the team to make them strong and confident in order to take control over them, and train them to achieve required work culture and profession. Followers under transformational leadership have understanding and trust over the leader. In contrast, in transactional leadership power is about the relative status or authority of the leader and position (Marturano, 2004: 1) and the manager does the thinking and gives instructions for work to be done. Transactional leadership involves the leader setting targets to be achieved, doing the planning for the subordinates, in a sense, micro-managing the individual employees. Transactional leadership is through on mutual benefit, the leader and follower relationship is built through reciprocity reward of a kind that; performance ratings, respect, compliment, incentives and benefits. The leader communicate effectively with the team by clarifying project goals, tasks and activities to make sure that project goals are achieved, and these can be facilitated by hierarchical structures.

Blanchard (2009:20 - 21) explains leadership as ensuring that subordinates are closely supervised and motivated to perform in the presence of the leader. The diversity of the followership poses serious problems where there is no universal leadership style suitable for all people. Lutchman (2008:140) posits that leaders should create a good working environment to ensure subordinates job satisfaction, productivity, faithfulness and reliability. A leader who creates a good working environment help in reducing worker turnover rates making the employees to contribute competitively to meet the objectives. Leadership styles and behaviours that motivate subordinates can be acquired through appropriate training and development. Leadership in project execution is very much persuasive in ascertaining the quality of the project task and so crucial in establishing the level of job satisfaction (Price.,Kiekbusch and Theis 2007:18). Effective leaders evaluate the situation (type of task, type of employees and any other prevailing legal obligations) on a continuous basis. Table 2.1 below illustrates the different types of leadership behaviours.

Table 2.1: Leadership behaviours

Leadership Behaviours	Directing/Supporting Relationship	Workers Maturity
Directing (stage 1)	High directing/low supporting	Immature: Low competence and commitment; leadership focus on 1. Telling the worker where, when, and how to do assigned work 2. Key requirements of structure, decision-making control, and supervision 3. Primarily one-way communication.
Supporting (stage 2)	High directing/high supporting	Immature: Growing competence; weak commitment; leadership focus on 1. Building confidence and willingness to do assigned work 2. Retaining decision making 3. Promoting two-way communication and discussion
Coaching (stage 3)	High supporting/ low directing	Mature: Competent; variable commitment; leadership focus on 1. Building confidence and motivation; promoting involvement 2. Allowing day-to-day decision making 3. Active listening and two-way communications and discussion
Delegating (stage 4)	Low supporting/low directing	Mature: Strong competent; strong commitment; leadership focus on 1. Promoting autonomy, decision making and employment 2. Collaborating on goal setting 3. Delegating responsibility

Source: Adapted from Blanchard, K., Leadership Excellence, 2009:19

Blanchard's model above establishes certain aspects of leadership hitherto not commonly discussed in management literature. These are leadership behaviours like; directing, supporting, coaching and delegating. These behaviours are applicable to people of a diverse setting, and they are essentially based on the level of maturity or understanding of the followers. This is posited as having four stages, namely; directing, supporting, coaching and delegating.

Stage 1; of the Blanchard's model relates to high directing, suggesting that the subordinates may be new to the type of business environment, or they may be young. This stage favours a structured system with controls and with clearly stipulated performance measures.

Stage 2; high directing and high supporting still necessary but ideal for weak subordinates fairly immature and without much competencies. The focus then is on building confidence of the employees and facilitation of communication since the subordinates have some idea on what is happening.

Stage 3; is characterised by high supporting but marked low directing as the subordinates show signs of maturity and higher levels of competency. They know what to do and how to do it, but may need motivation to enable them to perform to expected standards.

Stage 4; is characterised by low supporting and low directing, the subordinates have confidence in what they do and know their way around. Possibly skilled and able to make decisions on operational issues and may help management with supervision and control.

Blanchard's model predicts the leader behaviour based on the type of followership and their level of competency and maturity in the particular operational environment. By implication therefore different approaches to different levels of occupation in the work environment will be needed. The leader needs to understand the subordinates to be able to know how to motivate them through the leader's behaviour. The behaviour therefore constitutes the bases on which the leadership style is founded. A close look at these behaviours also suggests that the upper level of that model fits in with transactional leadership and the lower part is essentially transformational leadership style.

House's Path-Goal model suggests leadership styles based on the situation, which to a large extent is in agreement with the Blanchard's postulates. The model suggests that the style adopted by the leader is dependent on the type of follower or subordinate. Thus, the leadership style is situational, and the type of subordinates is classified into five different types, namely; follower lacks self-confidence, lack of job challenge, improper procedures and poor decisions, and ambiguous job. Figure 2.2 below illustrates these findings diagrammatically.

House's Path-Goal Model

Situation	Leadership Style	Impact on Followers	Results
Follower lacks self-confidence	Supportive	Increases self-confidence to complete task	Increased effort; improved job satisfactions and performance; fewer grievances
Lack of job challenge	Achievement-oriented	Encourages setting high, but attainable goals	Improved performance and greater job satisfaction
Improper procedures and poor decisions	Participative	Clarifies follower's needs for making suggestions and involvement	Improved performance and greater satisfaction; less turnover
Ambiguous job	Directive	Clarifies path to get rewards	Improved performance and greater job satisfaction

Figure 2.2: House's Path-Goal model
(Source: Hellriegel and Slocum, 1996:462)

Path-Goal Theory of Leadership gives a detailed description on how followers are inspired, motivated, encouraged and supported by leaders to influence them in the direction of achieving set goals. The managing leader explain in details the path which followers should take, to avoid misunderstanding and confusions, eliminate problems and teach them how to eliminate problems. The leader clarifies path in order to achieve improved performance and greater job satisfaction. The leader can decide on being directive if follower prefers, however this will depend of the nature of task, the level of skill they have, and the situation amongst them (Jowah, 2013:46). House Path-Goal model describe four types of leadership styles, namely; supportive, achievement-oriented, participative and directive as illustrated in Figure 2.2 above. The model recognize a condition and prescribes the best style needed for leadership and identifies the impact the leadership style may have on follower, increased effort, performance and job satisfaction. This aids leaders to choose the style of leadership which will be suitable for his followers, this leadership style may suit work environment and all deferent types of behaviours within the organisation. The characteristic of followers and how they should be led appears to be important in this model, since every individual prefers a different type of leadership style, or will respond in a different way to different leadership styles.

2.2.1 Transformational leadership theory

Transformational leadership theories postulates that the managers can change employees if they create, communicate and model the vision of the organisation. Barling, Weber and

Kelloway (1996:827 - 832) identified a change in performance in the organisations where leaders attended transformational leadership training. Transformational leadership theory is the most important and preferred form of leadership, however there are limits, such as;

- other researchers describe and prescribe it for the success of the leader
- this model appears to be universal, however not focused on contingency orientation

Lately research discovered that transformational leadership is best in organisations that need to adjust and develop than those whose condition is unchanging (Egri and Herman, 2000:571 - 604). This leadership empowers and give followers the reason for their involvement and importance of being involved in a vision that is communicated thoroughly. The followers are prepared to appreciate their individual needs in order to develop themselves, in unison the leader inspire them to achieve both organisational and individual goals.

That theory presupposes that people who are at their dead end [waiting to retire or unskilled and with no prospects to improve their careers like - general hands in an organisation] may not be motivated by transformational leadership as they do not have achievable ambitions. These people may simply work to maintain themselves and have no further aspirations as relates to the organisation concerned. The transformational theory could be signified well diagrammatically as shown in figure 2.3 below.
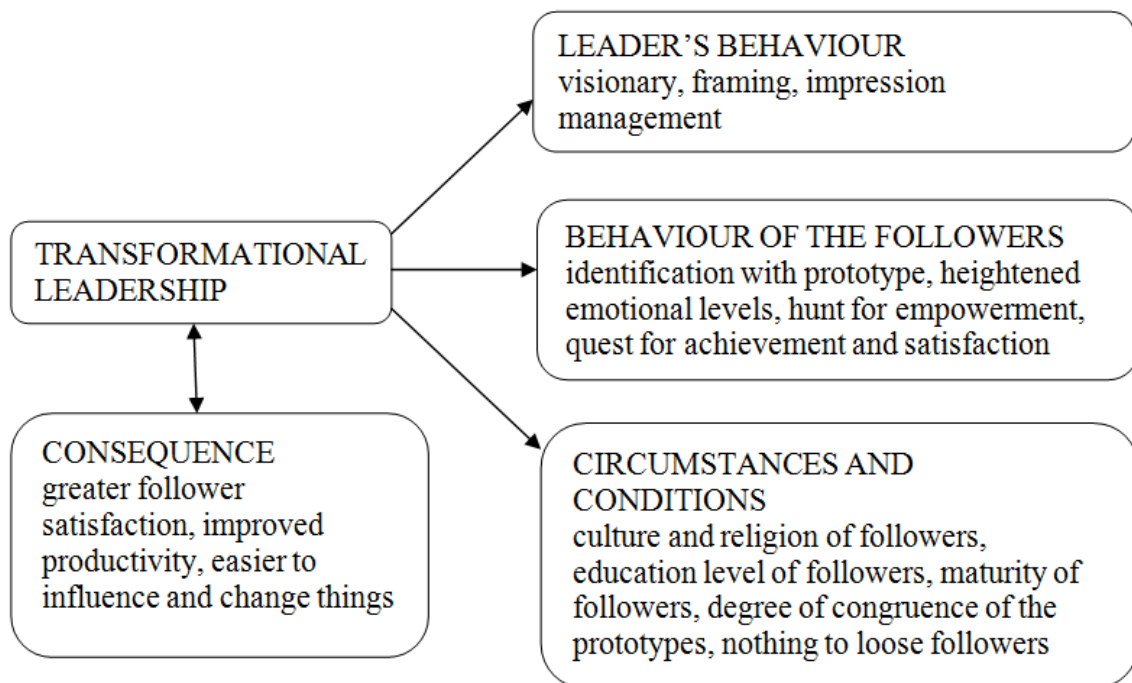
Figure 2.3: Transformational theory model
(Source: Jowah, 2013:47)

Transformational leaders use power to persuade subordinates to see the vision and buy in the organisational objectives. To be effective this must appeal to the critical mass of the subordinates, then, working with them, the leader will seek to bring about the transformation (Johns and Moser 2001:115 - 122). Project management is basically management of transformation, and it is appropriate in environs where projects are endeavoured. It is accepted in general management literature that this behaviour has brought about change in productivity, but it is not clear what exactly is the cause for the improvement in productivity.

2.2.1.1 Implicit Leadership Theory

Leadership is not about the leaders only, it is largely about the followers and their perceptions about what leaders should do or how they should behave (Epitropaki and Martin, 2004:293 - 310). Everyone has a leadership prototype – beliefs and perceptions about what an effective leader should be and how they should behave. The effectiveness of the leader should have some congruence with the followers' prototypes informed by preconceived ideas, experience and understanding of effective leadership (Cronshaw and Lord, 1987:97 - 106). Hofstede (1980:42 - 63) and Bryman (1987:129 - 141) concluded that differences in leadership styles, employee motivation, and organisational structure can be explained from a cultural perspective. Western theories of leadership cannot be transposed into other cultural structures without having to resort to managerial power tactics as opposed to leadership. Explicit theory of leadership is based on observation and evaluation of observable overt behaviour by the leaders (Ayman and Chemers, 1983:21 - 39).

The leadership theory does not discuss only leaders, but also the followers and their opinions on how leaders should lead, conduct themselves and perform (Epitropaki and Martin, 2004:293 - 310). Every single follower has leadership model, philosophies and opinions about how effective leaders should lead and conduct themselves. The effective leadership style of the leader should correspond with the subordinates model developed through learned knowledge, practice and observations (Cronshaw and Lord, 1987:97 – 106). Hofstede (1980:42 - 63) and Bryman (1987:129 - 141) decided that it is because of the culture of individuals that employees motivation, styles of leadership and structure of organisations are different. Western leadership theories will not be practical to other cultural structures where different managerial power strategies are not adopted, unlike leadership. Ayman and Chemers (1983:21 – 39) concluded that explicit leadership theory is about the observing and valuation of noticeable behaviour by the leader.

While the implicit theory discuss the conceptual structure of leadership established from previous definition of a leader. Implicit leadership traits preferred by followers are based on the individual appearance and behaviour. Leader and follower relationship is influenced by how followers understand the implicit leadership model. The traits are structured in such a way that subordinates may accept or reject them (Bresnen, 1995:495 - 513). Even though the resurrection of trait theory is revealed by implicit leadership theory, the emphasis is based on leadership, not necessarily its effectiveness (Epitropaki and Martin, 2004:293 - 310). Because the implicit leadership specifically speaks to the individuals perceptions, it can be concluded therefore that culture, upbringing, religion and the type of training, level of training together with societal structures inform the values that are interpreted to a prototype of leadership by the followers.

All leaders come from different cultural background which determine their morals, standards and principles, hence the leader's effectiveness is determined through meeting the clients' requirements. In most cases the managers who successfully drive the plan and meet agreed objectives are found effective by executive management. However, the followers may consider him as a leader who use coercive form of power to get job done on time. If the stakeholder does not have a clear definition of what effective leadership is and what institute success, therefore the level of uncertainty will determine expected outcomes.

2.2.1.2 Comparison of four contingency leadership models

The contingency models are in total agreement that leadership is a mutual involvement of leaders and followers. Followers are willing to be let by effective leaders. The leader need to be skilful in recognizing the needs of followers and the prevalent condition, to be able to determine which leadership styles would be necessary for the prevailing state of affairs. In Table 2.2 below different contingency leadership models are compered.

Table 2.2: Comparison of four Contingency Models

	Hersey & Fiedler's contingency model	Blanchard's situational model	House Path-Goal Model	Leader-Participation Model
Key Situational variables	Task structure Leader-member relations Leader-position power	Level of followers' readiness	Task characteristics Employee characteristics	Eight diagnostic questions concerning time, quality and acceptance
Leadership styles	Task-oriented Relationship oriented	Telling, selling, participating, delegating	Achievement, directive, participative, Supportive	Autocratic I & II Consultative I & II, Group II
Implications	Style is matched to situation; situation is changed to suit style. High or low control situations favour task-oriented leader. Moderate control situations favour relationship-oriented leaders.	Effective leaders choose a style to match the maturity level of their followers.	For simple and routine tasks; supportive or participative styles are best. If tasks are non-routine-complex. Achievement or directive style is ideal members needing self-actualisation.	Effective leaders analyse the situation by answering the eight contingency questions, then choose among the five styles, depending on the answers.

Source: Hellriegel and Slocum, 1996:469

Effective leadership should be one that finds congruence with the followers and still meets the organisational objectives. The leaders who do not meet the objectives agreed with the senior management would not be considered effective, although they are nice or deem effective by followers. Effective leadership will seek to work to deliver on the organisation's objectives, whilst satisfying the aspirations and expectations of the followers (Schyns and Wolfram, 2008:631 - 646).

2.2.2 Understanding followership

Leadership is an indispensable aspect of human life and arguably, the most critical element of human society, pivotal to the success or failure of society. The study of leadership is however not complete without an understanding of the other part of leadership, followership. There is a need to consider simultaneously the perspectives of leadership and followership and the way compromises are reached. Leader and follower roles can be interchangeable in the same individuals (West-Eberhard, 2003), if the benefits of competing for status are less attractive, followership becomes the wisest thing to do (Gangestad and Simpson, 2000). Goldberg (1993) proposes big five universal personality traits common amongst all people, namely; extroversion,

agreeableness, conscientiousness, neuroticism and openness to experience. Each one of the factors has sub-traits, which invariably may affect the way a person feels about things, given that person's settings and the knowledge the person has (Bergh and Theron, 2004). It is important to develop an integrated approach to leadership and followership by considering psychological, anthropological, religious, cultural, educational and political structures to understand followership with intentions of deciding on why people follow. The 'big five factors' are shown in Table2.3 below.

Table 2.3: The big five personality factors

Factor	Factor
Extroversion (surgency) Warmth, assertiveness, activity-seeking, excitement, gregariousness, positive emotions	**Introversion** Silent, unadventurous, timid, unenergetic, unassertive
Agreeableness (friendliness) Trust, tender-mindedness, straightforwardness, altruism, compliance, modesty	**Antagonism** Stingy, unkind, selfish, distrustful, unhelpful
Conscientiousness (dependability) Order, competence, achievement, striving, and deliberation.	**Lack of direction** Impractical, lazy, disorganised, irresponsible, careless
Neuroticism (emotional instability) Hostility, anger, anxiety, impulsiveness, depression, self-consciousness	**Emotional stability** Relaxed, calm, contented, unemotional, stable
Openness to experience (intellect) Values, fantasy, aesthetics, action, feelings, ideas	**Closedness** Uncreative, uninquisitive, unreflective, unsophisticated, unimaginative

Source: Pervin and John, 1997

The 'big five' personality dimensions as listed above relate to leadership, and extroversion is rated highly in leadership effectiveness (Judge, Bono, Ilies and Gerhardt, 2002). Bass (1990), Annes and Flynn (2007) and House and Aditya (1997) report relationships among leadership and social dimensions, power or right to begin, determination to succeed, insistence, not afraid to take risk and taking the initiatives as contributing factor of effective leadership. Leaders are considered effective by the followers if they bestow dignity to the followers and give them their perceived rights and privileges. Van Vugt et al (2008) posit that the study of followers mind is complex and more fascinating than that of leaders. There are more followers than there are leaders, bringing about variations in values, perceptions, beliefs and preferences. Followers inherently have a preference to work with different leaders in different work conditions, considering the types of problem which requires a solution. When there are no problems, people perform better without interference from leadership. Central to any study on leadership should be the study of how followers' influence affects the leadership style (Hollander and Offermann,

1990). There should be extensive studies to develop models for the correlates of good followership and its influence on leadership styles, meaning that followership determines the type of leadership style that becomes effective and leading to good performance.

2.2.3 Determinants of leadership style

"You are who you are because of other people." An individual's leadership style is a summation of many interactions with other people and institutions. Each encounter impacts on the leader's understanding, values, and perceptions. People grow up to be leaders. Hartman and Harris (2001) ascertained that the manner in which children are raised up have a great influence on their morals, beliefs and values, and has a positive or negative impact on their leadership or followership styles. Psychology literature covers extensively early childhood influences, which commonly rated behaviours, beliefs and values (Abegglen, 1958). House and Aditya (1997) and Vroom and Yetton (1973) are confident and posit leaders are able to learn and adapt easily to new leadership styles, while on the other hand, Fiedler (1967) postulate that leadership styles are determined by the characteristics' of people and their personalities. As individuals we are inevitably learning all the time (Bergh et al., 2004), through schooling, interacting with people, studies and training programmes. The behaviour of followers shapes the values, perceptiveness, assertiveness and the personality of the leader depending on who has more power between the leader and the followers.

A degree of congruence and equilibrium results in stability and the ensuing cooperation from the followers. This is a win-win situation which encourages performance thereby creating synergy. When leader-follower interests diverge, there are prospects for a showdown, and at this point it is necessary that the leadership style should change if the leader wants to be effective. At this stage, people-oriented leadership style is more acceptable than autocratic leadership. When the equilibrium shifts in favour of the followers, where the followers have their own way, then leadership becomes dysfunctional. Effective leadership therefore emerges as the interests converge, and there is mutual respect and everyone gets what they expect, meaning the people are willing to perform because they feel comfortable with the leadership. However, should there be a divergence of interests, the leadership style must change to that which is meant to persuade people to perform their tasks. If suitable leadership styles influences job satisfaction and commitment, individual fitness in the organisation, and motivated followers, therefore significant understanding of leadership should inseparable the understanding of follower traits' and prospects (Li, 2006). Followers are not homogeneous in their perceptions, values, motivations and in their aspirations, even in the same culture. In any cultural group, adherence to the cultural norms will be characterised by varying degrees of compliance. The absence of

equal adherence to standardised cultural norms, suggests a continuum on which cultural norms are valued from extreme absoluteness to one of relativity.

2.2.4 Followership continuum

The acceptance or rejection of a leader by followers largely depends on the amount and type of power the followers have, their level of maturity, the size of the followers (numbers) and what is at stake for them. The project manager in a matrix has limited powers because of the authority gap and the manager may have to resort to coalition, negotiation or consensus to effectively implement the project objectives. This therefore says to us that a project manager in a matrix cannot afford to be autocratic given the limitations of the position. Transactional leadership carries with it elements of autocracy, and may therefore not be ideal for projects embedded in large organisations where the project team members are borrowed from other departments. Transformational put more emphases on the follower wishes and welfare, motivate and encourage participation of subordinates in leadership practises. Transactional leadership focuses on principles and policies and production targets and punishes under performers – compliance by cohesion. Effective followership is likely to be found amongst *transformationalists* as opposed to *transactionalists*. A followership continuum is suggested and is plotted by contrasting the two schools of leadership thought. Figure 2.4 below illustrates the point.
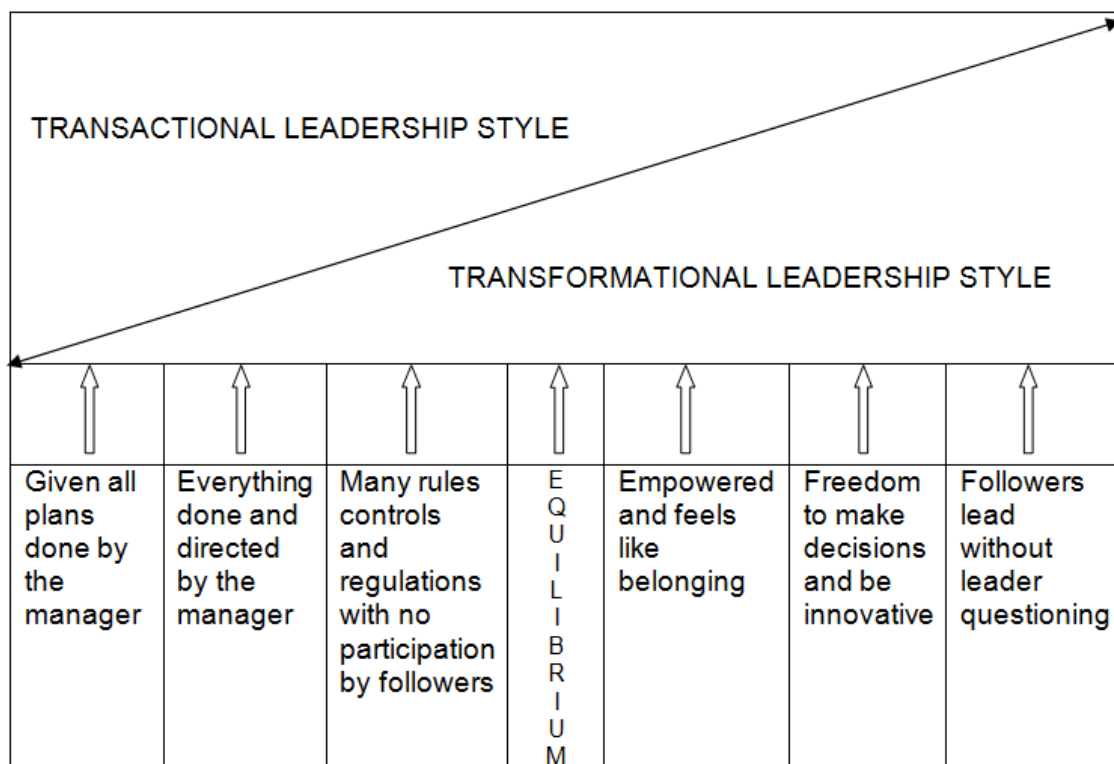
Figure 2.4: Followership continuum (based on transactional and transformational leadership) (Source: Jowah, 2013:119)

As illustrated in the diagram, the ability of followers to make choices, either because of the political nature of the society (labour movements), or because of levels of education and types of skills, or purely because of upbringing, creates a platform for followership to shape the leader. If the leader is not acceptable or does not speak to their needs, they will remove the leader or simply be uncooperative.

If the followers are directionless, timid and at lower levels of the organisational structure concerned, they may find it difficult to oppose the leadership. If the followers are professionals, they will simply move their skills elsewhere if the leader cannot change. By implication, workers at different levels at a work place cannot be treated the same. The leader needs to adjust his or her leadership style depending on the followers' power or vulnerability. The degree of subordinate involvement increases along the continuum until the leader is fully subordinate-centred and delegates fully to the subordinates. On the basis of this, the author prescribes four distinct styles of followership. These are;

- the submissive introverts with little self-confidence
- the conscientised ones who want to be consulted
- the "we know it too" ones who want to make decisions
- the "better than you" ones who think they can manage better.

Every individual is a mixture of many things: experiences, culture, values, fears and concerns, ambition and many other components of human life. These different people will behave differently and respond differently, but the sum total of their differences is what decides the type of power a leader has and can use and also how it can be used. Followership is a universal phenomenon, and every structure, regardless of levels of education, civilisation, skill, etc. will always have leaders and followers. People perceive leadership in different forms, some base the ability to lead on physical posture, or show of self-confidence, or outspokenness, or how neat and organised people look. If therefore the observer feels that they do not measure up to the levels reached by the other person, they most likely will follow. Thus assumptions are made about the ability of a student to be a leader in a class, or in a group meeting for the very first time. In the minds of people, they decide when to be followers and when to lead when they consider themselves comparatively less able or without enough courage. This agrees in part with the implicit followership theory (Sy, 2010).

The study of the evolution of leadership theories and leadership styles helps in the understanding of human behaviour and responses to certain behaviour. Despite the fact that theoretical study has been widespread and exhaustive on leadership, leaders still lead without

due diligence to the research findings. Research on the other hand has not been able to identify and postulate a universal leadership theory for all occasions of leadership. The complexity of leadership is due to the fact that leadership is about influencing other people who are themselves in a continuous learning and changing mind-set. It is expected therefore that the leaders should at all times be able to know and move with the dynamics of human behaviour. But not all people change and even when they change they do not change in the same direction and for the same reasons.

The fundamental that lead to performance by individuals are complex as they relate directly to individual conditions and tastes. The literature study above point out that no specific universal leadership style was established since leadership relates to different people's conditions. But the research seems to have emphasised one point hitherto not mentioned extensively above, and that is; emotional intelligence is a critical element of effective leadership. Emotional intelligence is about self-awareness of the leader and that there are no better leadership styles than others, the application of styles depend on the type of followers led and the situations at hand.

Subsequently, group dynamics and team building was considered even though does not describe how well leaders does and not do in team work.

Current leadership theories base the effectiveness of leadership, under; working environment, the form of power a leader need and preferred by followers to be exercised, the types of activities to be executed, the aptitude to keep up with the objectives of the firm.

Leaders are faced with realistic problems and need solutions. Managers of present and recent times are bounded by factors of the place and its surroundings which need to be controlled, Figure 2.5 below illustrate situational factors faced by the project managers.

Personal = personal traits, experience, gender, level of education, culture, level of self-confidence, intelligence, wisdom,

Colleagues = expectations, aspirations, level of education, level of participation, positional relationships, experience, prototype

Organisational = politics and firm's structure, authority gap, relations with senior management, importance of project to the firm, interests from internal stakeholders

Environmental = legislation and policies, labour union activities, external stakeholders' interests, customer interests, suppliers, economy and technology

SITUATIONAL FACTORS FOR A PROJECT MANAGER

Figure 2.5: Situational factors for project managers
(Source: Jowah, 2013)

Project leadership occurs in the midst of people values, beliefs, philosophies and expectations. Leaders experiencing difficulties with performance in the absence of authority need persuasive factors that motivate and empower them to be effective in the presence of an authority gap.

Hofstede (1980) submits that leadership styles can vary between organisations and nations according to the cultures and values of the followers. Democracies start to emerge when authorities make concessions with the followers to avoid loss of power (Acemoglu and Robinson, 2006). Depree (1992) asserts that leaders in general archives project goals because subordinates allow them, it is through the subordinates collaboration that leaders become effective. Literature has put considerable emphasis on leadership and development of leaders but has deserted followership (Meindi, 1987).

Followers want to be inspired to perform, they can be motivated by the environment where the work and in-house stimuli (Bjugstad, 2004). Nowadays followers want a special treatment and

their needs to be satisfied, they know the kind of the treatment they want and expect the leader to treat them just as they need (Bain, 1982). For that reason, leaders are effective because follower are willing to form part of a team and work together to achieve common goals. Effective leadership and followership can be achieved by identifying and satisfying follower's first choice for exact leadership styles. The contemporary follower is a dynamic follower (Nelson and Quick, 2006). These followers are generally more literate than followers half a century back, they live in an environment filled with information and have rights they can claim either as individuals (consumerism and rights to dignity, etc.) or as groups (unionism). Followers judge leadership according to their personal characteristics and values, informed by their culture; so, African followers will perceive things differently. This does not, however, remove the universal nature of followership.

A contingency theory describes the follower trait and leader effectiveness as dependent variable (Bodla and Hussain, 2010). Figure 2.6 below illustrates these preferences.
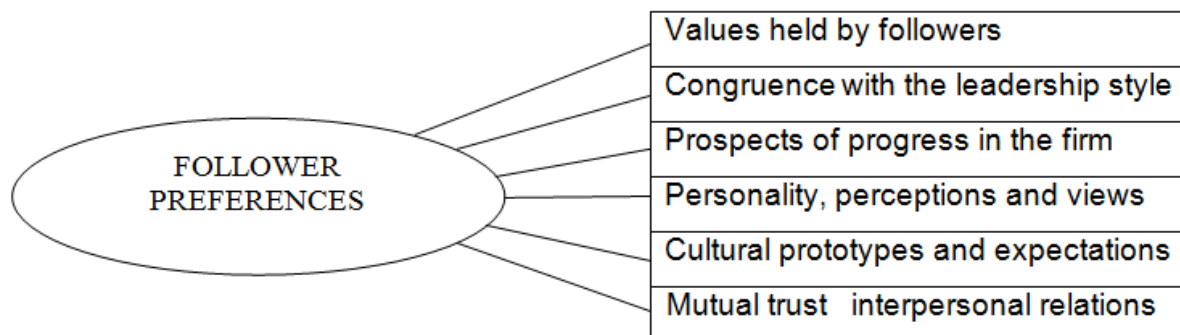
Figure 2.5: Follower preferences that shape accepted leadership style
(Source: Jowah, 2013)

Kelly (1988) identified features that distinguish good followers from bad ones, and classified followers subsequently as effective and ineffective followers. Extensive literature in the field of leadership and followership emphasises certain universal characteristics common amongst effective followers, because followership is universal and cross-cultural. Looking at the situation from this viewpoint, it is the effectiveness of the followers that produces results, and not the effectiveness of the leaders. Effectiveness of leaders can to a great extent be understood in the context of the leaders' ability to have their interests converge with those of the followers (see Figure 2.7 below).

Enthusiasm = actively involved in the task **Speak-out** = always say their point of view **Sincerity** = honest about involvement **Competency** = show desire to excel

CHARACTERISTICS OF EFFECTIVE FOLLOWERS

POSSIBLE CAUSES OF LOYALTY

Congruency with the values of the leader or in agreement with the set objectives for the task.

Interest in the tasks or merely to advance personal prospects.

Maximum effort = exert themselves to perform **Commitment** = seen by their regular presence
Seek for congruency = strive to fit into programme **Assertive** = willing to take risks to achieve tasks

Figure 2.6: Characteristics of effective followers
(Source: Jowah, 2013)

Leaders should be capable to distinguish between genuine and committed followers and 'passengers' who merely seek to be around whilst they look for better prospects for themselves. Nelson and Quick (2006) assert that the responsible stewards who are successful in managing themselves and maintaining good relationship with the manager are dynamic followers. Such followers may do this for personal gain rather than merely as followers. These followers would generally manage themselves well and will go the extra mile to work for the achievement of the set objectives. They speak the truth as they see it and speak out against or in favour of a decision (Gilbert and Hyde, 1988). Their focus is on the development of requisite competences, and they exert maximum effort in their endeavours. Successful followers are identified by their eagerness, passion and self-esteem in what they do while pursuing and achieving the common objectives of the organisation (Blackshear, 2003). The superlative followers are prepared and capable to offer necessary support to develop and sustain organisational performance.

Chapter 3 TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP STYLES

3.1   INTRODUCTION

If leadership is about the aptitude to inspire people by exercising power (Smoke, 2005:127), then it can be concluded that leadership has been in existence ever since there were people seeking to administer a task. Whether it was then acknowledged as leadership in our modern day context, needs to be discovered, but what is evident is that every time where there are tasks to be performed, there will always be a need for leadership to manage the process. Extensive studies have been conducted on leadership, and different researchers have classified the different leadership styles differently. Goleman (2002:21) list numerous styles of leadership based on emotional intelligence, these are illustrated in Table 3.1 and Table 3.2 below, these lists are not exhaustive as they leaves out many styles. Some of the styles are merely classified with different words, or may be a variety of a known style.

Table 3.1: Emotional Intelligence Leadership Styles

Leadership style	Action and results
Autocratic (isolated decision) leadership style	is expressed when the project manager solves the problem or makes the decision independently of the team, using information available at the time, and there is no communication with the team members.
Autocratic (informed decision) style	is when a project manager obtains the necessary information from the team members then decides on the solution to the problem independently.
Consultative autocratic (discuss with individuals) style	project manager shares the problems with the team members individually, gathering their ideas and suggestions, and then the project manager makes the decision independently.
Consultative autocratic (discuss with team) style	project manager shares the problem with the team members as a group, and then the project manager makes the decision independently.

Source: Goleman as cited by Burke (2007:331)

Table 3.2: Emotional Intelligence Leadership Styles

Leadership style	Action and results
The coercive style	Approach can be very effective in a turnaround situation, a natural disaster, or when working with problem employees. But in most situations, coercive leadership inhibits the organization's flexibility and dampens employees' motivation.
The authoritative style	An authoritative leader takes a "Come with me" approach: she states the overall goal but gives people the freedom to choose their own means of achieving it. This style works especially well when a business is adrift. It is less effective when the leader is working with a team of experts who are more experienced than he is.
The affiliative style.	The hallmark of the affiliative leader is a "People come first" attitude. This style is particularly useful for building team harmony or increasing morale. But its exclusive focus on praise can allow poor performance to go uncorrected. Also, affiliative leaders rarely offer advice, which often leaves employees in a quandary.
The democratic style.	This style's impact on organizational climate is not as high as you might imagine. By giving workers a voice in decisions, democratic leaders build organizational flexibility and responsibility and help generate fresh ideas. But sometimes the price is endless meetings and confused employees who feel leaderless.
The pacesetting style.	A leader who sets high performance standards and exemplifies them himself has a very positive impact on employees who are self-motivated and highly competent. But other employees tend to feel overwhelmed by such a leader's demands for excellence—and to resent his tendency to take over a situation.
The coaching style.	Focuses more on personal development than on immediate work-related tasks. It works well when employees are already aware of their weaknesses and want to improve, but not when they are resistant to changing their ways. The more styles a leader has mastered, the better. In particular, being able to switch among the authoritative, affiliative, democratic, and coaching styles as conditions dictate creates the best organizational climate and optimizes business performance.

Source: Goleman (2002) as edited for Harvad Business Review, 2000: 15 [March – April]

The different leadership styles as discussed broadly in existing literature are largely limited to the western styles of leadership, not much work has been done on leadership styles outside of the western culture. Though that is the case, it is still possible to reduce the different styles to the level of the two most common leadership styles, i.e. transactional and transformational leadership. These two styles are generally accepted as embracing elements of the other styles

(Ruggieri, 2009: 1017-1022). It may be appropriate that the two leadership styles be defined to show the differences exhibited by leaders who use them.

Transformational leadership is defined as a style of leadership that transforms followers to rise above their self-interest by altering their morale, ideals, interests, and values, motivating them to perform better than initially expected (Pieterse, Van Knippenberg, Schippers and Stam, 2010:609-623). Bass and Riggio (2006) cited by Beauchamp and Eys, (2007: 207–218) believe that transformational leadership is the key success factor in an environment because it has the aptitude to motivate followers to achieve remarkable outcomes, and that it line up every follower's objective and goal and provide the follower with support, mentoring and coaching.

Whereas transactional leadership emphases the managerial role and followers performance, with this style the leader enforce compliance and clearly explain his expectations from subordinates. This style is based on exchange (give-and-take) relationship, here the leader promote reward exchange process, followers are rewarded for their effort and performance and punished for non-compliance (Ruggieri, 2009:1017-1022). Burns, Bass and Avolio as sited by Groves and La Rocca (2011: 511) postulate that leaders with transactional style have a positive impact on followers behaviour and attitude towards performance, these followers receive certain valued reward through performance appraisal, remuneration, appreciation, and compliment if expected outcomes are met (Keegan and Hartog, 2004: 609-618).

Transactional leadership take account of meeting the goals of the organisation through clear communication and clarification of set objectives to the followers, and make certain that leader and follower work together on accomplishments. Transactional leadership according to Bass as cited by Turner and Muller (2005: 49–61) is primarily task-focused while transformational leadership is primarily people focused.

3.2 BACKGROUND

3.2.1 Transformational leadership

Has a great impact on performance of individual followers, it enhances motivation, empowers the followers, and increases the levels of follower-development without internalization of values and active engagement (Isaksen and Tidd, 2006:127). Bass and Yukl as cited by Pieterse, Van Knippenberg, Schippers and Stam (2010: 610) and Hacker and Roberts (2004:11) concur and posit that transformational leadership has ability to create transformation by raising consciences and clarity to personal purpose, vision, and values in others. Cheung and Wong (2010:656-672)

define a transformational leader as a person who influences subordinates by widening and enriching their goals, at the same time allowing inspiration and self-confidence to advance their exceeding performance. Rubin, Munz and Brommer (2005:845) add that transformational leaders represent the most dynamic and successful form of leadership, which allows leaders to motivate and encourage participation from followers to archive beyond transaction requirements. To add on to this, De Groot, Kiker, and Cross as cited by Abrell, Rowold, Weibler and Moenninghoff, (2011: 205-224) assert that research increasingly supports the importance and effectiveness of transformational leadership. This explains why managers and researchers show high interest in training and developing transformational leadership. Muller and Turner (2006: 61) postulate that the effectiveness of project managers depend on the competences like the leadership style, emotional intelligence, management focus, and intellect. Transformational leadership consist of:

- Motivating and inspirational leadership skills that improve performance by showing followers the brighter side of the vision and instilling sense of achievement (Atonakis et al., 2003);

- Charismatic leadership, leaders exercise a persuasive charm to inspire dedication in followers, and pursue vision through the fulfilment of task, values and beliefs (Waldman and Javidan, 2009); and

- Individualized consideration, leaders are conscious of the wishes, wants needs and interest of the follower to empower self-actualisation (Rafferty and Griffin, 2006).

- A contingent reward is centred on the achievement of tasks and duties, followers who fulfil their responsibilities successfully are rewarded (Walumbwa et al., 2008: 251-265); and

- Managing with exceptions, the leaders' active and passive behaviours are intended to ensure compliance of necessary standards and that involvement take place each and every time when things seems erratic (Antonakis et al., 2003:261-295).

Table 3.3: Definitions of Transformational Leadership Behaviours

Behaviours	
Visioning	The leader clearly communicates a vision of the future, broadly shared by the members of the organization. This vision describes the ultimate outcomes which people need to achieve, and the leader expresses optimism about the future with strong expression of personal confidence and enthusiasm. Transformational leaders lead by example, serve as role models and themselves behave in ways consistent with their vision.
Inspiring	The leader generates excitement at work and heightens expectations of others through symbols and images. In communicating about their vision, they express their dreams in highly motivational language. They give pep talk with high energy, optimism and passion, which in turn builds confidence in their vision and self-confidence in their followers.
Stimulating	The leader arouses interest in new ideas and approaches and enables employees to think about problems in new ways. This transformational leader encourages rethinking of ideas and encourages divergent thinking. Intelligence and clear reasoning are encouraged to select from among the creative ideas and to solve problems.
Coaching	The leader coaches, advises and provides "hands-on" help for others to improve their performance. They listen attentively and express encouragement, support and confidence in others' abilities to achieve the high expectations inherent in the vision. They give positive feedback for strong performance and effort and provide opportunities for development by giving challenging and interesting tasks to their followers (as distinct from keeping all these kinds of jobs for themselves).
Team-building	The leader builds effective teams by selecting team members with complementary skills. They increase trust and self-confidence in the team by sharing information, giving positive feedback, utilizing individual members' skills and removing obstacles to team performance.

Source: Kenis and Janowicz-panjaitan (2003:5-15)

Parolini et al. (2009) established that when it comes to meeting organisational goals and applying charismatic approaches to achieve motivation and vision, transformational leadership is more excepted than servant leadership. Transformational leaders inspire subordinates to meet set objectives, as well as promote self-confidence, dedication, improved effort, improved performance and great jo satisfaction (Bono and Judge, 2003). These leaders have a great impact on performance of individual followers; it can enhance motivation & empowerment of direct followers and increase their level of development. The style does not necessarily allow for

internalization of values and active engagement (Isaksen and Tidd 2006:127). Keegan & Hartog, (2004: 609-618) identified four components of transformational leadership as; intellectual stimulation, individualised consideration, inspirational motivation and idealised influence.

1. Intellectual Stimulation – managers allow and motivate subordinates to apply their intelligence, innovation and creativeness. Subordinates are given the opportunity to discover various means of deal with problems and inspired provide adequate solution (Hoffman., Bynum., Piccolo and Sutton, 2011:780).

2. Individualized Consideration – this involves supporting and encouraging individual followers. It allows for the fostering of supportive relationships and maintains clear lines of communication. The leaders furthermore plan suitable approaches to influence and motivate followers to improve the level performance and job satisfaction (Hoffman et al., 2011:780).

3. Inspirational Motivation – leaders have a better understanding of the vision and are able to run and explain it, and clearly communicate its mission with the followers, in the process they convert the followers to have the same drive, inspiration to fulfil goals and emphasises the symbols that allow for focus on objectives (Hoffman et al, 2011:780).

4. Idealized Influence – this relates to the role model function they play towards subordinates built from the trust, respect, and internalisation of the leader's ideals and the subsequent arousing of strong emotions and loyalty from followers (Hoffman et al., 2011:780).

Covey (2007:5) posits that transformational leadership developed from the ensuing leadership types, for example, transactional leadership, charismatic leadership, situational leadership, trait and behaviour theories. Avolio (2007) suggest that transformational leaders takes the initiative and strive to improve performance by directing and motivating followers to ensure achievement of greater outcomes. There are specific characteristics of transformational leaders that can be isolated for study, the Table 3.4 below illustrates this.

Table 3.4: Characteristics of Transformational Leaders

Characteristics of Transformational Leaders	
Clear sense of purpose, expressed simply (e.g. metaphors, anecdotes)	Risk-sharing
Value driven (e.g. have core values and congruent behaviour)	Visionary
Strong role model	Unwilling to believe in failure
High expectations	Sense of public need.
Persistent	Considerate of the personal needs of employees
Self-knowing	Listens to all viewpoints to develop spirit of cooperation
Perpetual desire for learning	Mentoring
Love work	Able to deal with complexity, uncertainty and ambiguity
life-long learners	Clear sense of purpose, expressed simply (e.g. metaphors, anecdotes)
Identify themselves as change agents	Value driven (e.g. have core values and congruent behaviour)
Enthusiastic	Strong role model
Able to attract and inspire others	High expectations
Strategic	Persistent
Effective communicator	Self-knowing
Courageous	Emotionally mature
Risk-taking	

Sources: Lussier & Achua (2004:88); Stone, Russell & Patterson (2003:115) and University of Regina (undated).

The study of leadership in general put more emphases on the significance of transformational leadership (Keegan and Hartog, 2004:609). Among others, this leadership is associated with 'charismatic' and 'visionary' leadership styles (Keegan et al., 2004:609), and describes leader's confidence, charisma, intellect, behaviour and traits to transform followers and the organisation into superior performance (Manning et al, 2009:28). Over the years research has gone into studying the effectiveness of transformational leadership on different followers and organisational goals (Hayibor., Agle., Sears.,Sonnenfeld and Ward, 2011: 237). In these studies, transformational leadership shows close association with several successful results, from group performance, group cohesion, the effectiveness of a leaders, followers job satisfaction, and organisational financial performance (Hayibor et al, 2011:237). According to Bass as sited by Hoffman, Bynum, Piccolo and Sutton (2011:780) transformational leaders influences followers to rise above less expectations, requirements and targets for the long-lasting advantages of the entire group (Ruggieri, 2009:1017-1022).

In most cases, transformational (other than transactional) is the type of leadership that is considered desirable to influence performance and job satisfaction for followers by persuading their necessities, values and beliefs (Korek et al., 2010:365). Leaders and followers tend to be strongly known together in creating and implementing the vision for the upcoming events, and their association is beyond the exchange of rewards for performance. These leaders describe the purpose for change, create a vision for change, encourage engagement, participation, dedication and support from subordinates, as well as strategizing transformation of followers and organisation (Keegan et al., 2004: 609). These leaders are directing and assisting followers to improve performance and achieve common goals, they act as exemplars whom followers model themselves, encouraging participation in investigations, considerate and inspiring group effort (Schaubroeck, Lam, and Cha, 2007: 1020). Bass and Avolio as cited by Remme, Jones, Van der Heijden and De Bono (2008:31) suggested that transformational leadership is about an ideal kind of leader, able to act as exemplars whom followers model themselves and actively want to relate to. Some researchers as stated by Jung and Sosik as sited by Ruggieri (2009:1018) established that transformational leadership put more emphases on empowering followers, being able to cohere, teamwork and team effectiveness. A number of surveys have revealed good relationship between transformational leadership and effective commitment within the organisation (Korek et al., 2010:365). Schaubroeck et al (2007: 1020) concur that several readings have revealed that the relationship between transformational leadership, follower performance and effectiveness are related at the person's level and organisational level. According to Pieterse et al (2010:610), transformational leadership is considered to have a good effect on transactional leadership, in which a leader clearly explain what is expected from followers and support their mutual interests. Transformational leadership goes beyond the reward exchange applied in transactional leadership as a result of motivation, inspiration of subordinates to encourage high level of performance and achievement (Keegan et al., 2004:610). Transformational leader's followers are admitted to be inventive, creative and inspired in their performance and good in producing innovative ideas to meet common goals, as compared to transactional leadership followers (Pieterse et al., 2010: 610). Bass & Burns empirical research as sited by Hoffman et al (2011:780) identified that transformational leader succeed through leading inventive and creative followers, and inspiring behaviours that play a positive role in teamwork and eventually, by coaching more active and successful group effort. Followers who are led by transformational leaders, apart from those led by transactional leaders, were presented to report better job fulfilment, satisfactory outcomes, inspiration and dedication, and willingness to work over time to ensure that organisational goals are met (Keegan et al., 2004:610). They had high levels of trust leading to ''organizational citizenship behaviours''.

These leaders were seen to be more effective by the subordinates and their superiors because they tended to have higher performing units and businesses.

Buckley and Ghaur (1999:304) stated that while most companies today face a challenging business environment, this new pace of change has become expected, in contrast to the greater predictability of years past. This doesn't ignore that the business environment is always changing and that leaders will be faced with new challenges daily. They call this underlying level of change experienced by all businesses "transactional change" and believe that most leaders are able to manage this level of challenge with relative ease (De Hoogh., Hartog and Koopman, 2005: 839–865).

3.2.2 Transactional leadership style

Transactional leadership put more emphases on being organized, supervision, performance and reward. Its rewards exchange depends on whether or not the follower put effort and performs. Leaders consider this relationship as a give and take, in exchange the follower gives the leader performance for reward, and in return if the performance is good the follower will be given concession encouraging effort at work, and if performance is poor then the follower will be given a form of punishment to persuade future performance, Burns, Bass and Avolio as sited by Groves and LaRocca (2011: 511).

Alatrista and Arrowsmith (2004) posit that traditional management approaches may possibly demonstrate high effectiveness in service organization, charitable groups, and individuals who offer their services voluntarily. Ruggieri (2009) citing Bass and Avolia, identified that leadership comprise, two dimensions of transactional leadership, such as: management by exception and contingent reward; and four elements of transformational leadership, such as: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass and Riggio, 2006.1).

Bass and Avolio as cited by Eom (2005, 36) states that, transformational leaders encourage subordinates by attracting a transactional leadership style of reward exchanging for performance. Transactional leader are known to motivate followers by building and increasing effort, increasing performance and achieving expected outcomes and reward. Their achievements are through the implementation of the management by exception and contingent rewarding behaviours. "Rewards and positive reinforcement are provided or mediated by the leader. Thus transactional leadership is more practical in nature because of its emphasis on meeting specific targets or objectives. An effective transactional leader is able to recognize and

reward followers' accomplishments in a timely way. However, subordinates of transactional leaders are not necessarily expected to think innovatively and may be monitored on the basis of predetermined criteria. Poor transactional leaders may be less likely to anticipate problems and to intervene before problems come to the fore, whereas more effective transactional leaders take appropriate action in a timely manner. A transactional leadership style is appropriate in many settings and may support adherence to practice standards but not necessarily openness to innovation." Aarons (2006:1162 – 1168). Even though transactional leadership can be effective, most see leadership as something more than a series of transactions (Elenkov, 2002:467–480). This kind of leadership views the relationship with followers as a series of transactions (Busher and Harris, 1999: 305-317)

Long ago to run a successful business a transactional leadership styles was preferred and used by most leaders, this type of leadership model is now classified as traditional (Remme et al., 2008:31). In contrast to transformational leadership, transactional leadership is defined by Bass and Avolio as sited by Groves & LaRocca (2011: 512) as a "leadership that supports the status quo through mutual leader and follower self-interests across three dimensions: contingent reward, active management-by-exception, and passive management-by-exception."

- Contingent reward, leaders clarify their job expectations and motive the subordinates by rewarding them for performing.
- Management by exception (passive) is based on leaders who wait for the problems to start before they get involved.
- While the management by exception (active) is about a leader who is active and able to monitor the work of the subordinates and ensure that the standards are reached (Voon, Lo, Ngui & Ayob, 2011:25).

Transactional leadership according to Keegan et al (2004:610) is about give-and-take relationship (exchange relationship) among leaders and their subordinates. Subordinates are rewarded with either remunerations, promotions, respect or status is they act as the leader want and satisfy all his requirements (Keegan et al, 2004:610). Transactional leaders see the exchange relationship as a practice based on rewarding subordinates who perform and punishing those who do not perform (Ruggieri, 2009: 1017-1022 In the management by exception (active) leaders stipulate measures serving as a basis (standards) for conformance and non-conformance, or principles to which followers should conform and if do not conform they are judged and punished (Groves et al., 2011: 512). Such leadership dimension put emphasis on closely supervising subordinates for nonconformities, miscalculations and faults to facilitate corrective action immediately. From the information above, it can be concluded that transactional leadership is about management by exception and contingent reward.

Transactional leaders make over in exchange a provision of rewards for good performance, when expectations are met followers receives support, awards, respect, promotion, payment and expression of warm approval and when expectations are not met followers are reprimanded, judged and punished for the nonconformities, miscalculations and mistakes which took place (Ruggieri, 2009:1017-1022).

Even though a lot of negative perceptions abound on transactional leadership, Marturano and Gosling (2008:169) submit that transactional leadership surveys show reward exchange approach could have a positive impact on the determination, confidence and performance of followers. Transactional leadership can have a great impact and explicit consequence on subordinates' contentment which in turn would affect their performance levels. The studies however showed that this behaviour was frequently not used to capacity due to time limits, lack of leaders expertise, and leaders doubting that rewarding followers can increase performance (Hughes., Ginnett and Curphy, 2009:648). In general, transactional leadership is a typical example of the vigorous mutual exchange of rewards amongst leaders and followers.

Transactional leadership creates clear structures, expectations and rewards in the process it may encourage, motivate and enable people to show increased levels performance (Pardey, 2007:14). Instead, transactional leaders are known as the type of leaders who set objectives for followers and inspire them by rewarding good performance (Hughes et al., 2009: 648). As a concept, transactional leadership was developed by management academics and is centred on the notion that leader and follower relationship is based on exchanging rewards like prize, remuneration, benefits, compliment and respect (Groves et al., 2011:511). The relationship of exchange for rewards among leaders and followers is understood as transactional leadership (Bratton., Grint and Nelson, 2005: 216). The mission accomplishment of this particular leader and follower relationship is based on the approval of status and leader's capability to demonstrate the method of rewards exchange (Marturano et al., 2008:166). The transactional relationship is perceived as a contract between leaders and followers, to some extent transactions are understood as reciprocal effort and process of rewarding. Transactional leadership is centred from the understanding that followers and leaders work well when there are clear instructions, moral supervision and set goals (Marturano et al., 2008:166).

The theory emerged as encompassing the leader – and – follower interchange complementary stakeholders exchanging the rewards. The leaders would explain clearly is required of the followers in exchange for a contingent reward (Ginsberg and Davies, 2007:18). The precise form of the exchange is negotiable, but it is bounded by mutual benefit and by "modal value", social

norms pertaining to fairness and justice. The actual agreement between manager and worker is based on rewards (remuneration, prize etc.) exchange process (Bratton et al., 2005: 216). Transactional leadership is usual in practice though appears ephemeral, therefore there is nothing that binds the leader and follower after the reward is given. Despite the fact that this rewarding style of leadership is effective, the group and organization continued applying it unaffected, and were encouraged to carry on and accept the style (Hughes et al., 2009:632).

It is believed that transactional leader and follower relationship motivate subordinates by means of rewarding and punishing them and that interactive relation is considered as balanced exchange among the team players. Regardless of the limited approaches highlighted by several leadership studies, transactional leadership is still regarded as common between bosses and leaders (Marturano et al., 2008:166 – 167). In contrast, the men in the study described themselves in ways associated with transactional leadership. For example, they viewed job performance as being rooted in exchanges between the leader and his or her subordinates, and they described their power as stemming from organizational position and formal authority (Bratton et al., 2005:188). Transactional leadership is event focussed with emphasis on the bottom line where followers are expected without fail to fulfils role expectations by working effectively within existing systems (Covey, 2003). A transaction-oriented directive and an authoritarian style may be most productive for inexperienced members or where people may not be committed to the goal and task. The transaction-oriented style formulates plans, organizes tasks, makes assignments, provides guidance and direction, monitors progress, makes decisions, and fixes any problems that arise (Elanie and Kathryn, 2010:260-288).

Gardiner (2006:62-74) says that transactional leaders offers incitement and rewards and expect performance in return, they give welfares to the subordinates. The authority rank prototype controls contiguous structure of transactional leadership, wherein information is given only when you ask for it. Involvement of followers is approved and monitored by the leader, and does not have great effect on the achievement of goals; the manager make decisions without involving the team; followers who have different judgments or ideas are considered to be "trouble makers" and excluded from the group; standards are set by the executive management without any input from followers.

3.2.3 Contrast between transformational and transactional leadership styles

Sheaffer, Bogler, and Sarfaty (2011:163-187) postulate that transactional and transformational styles of leadership were most influential in the leadership studies over the last 25 years. It was recommended that every leader whom succeeds in influencing his subordinates to go beyond

personal-interest to benefit the organisation will be regarded as transformational. Leaders encouraging simple exchange with the subordinates are considered transactional in leadership practice (Riggio and Reichard, 2008:169-185). A contrast of the two leadership styles is illustrated in Table 3.5 below.

Table 3.5: Comparison between Leadership Traits

Transformational leadership	Transactional leadership
Idealized influence	Contingent reward
Charisma	Constructive
Inspirational	Transactions
Motivational	Management be exception
Intellectual stimulation	Active and passive
Individualized consideration	Corrective transaction

Source: Adapted from Mc Manus (2006:17)

Extensive research in unrelated industry structures and countries have been conducted on the effects of transformational and transactional leadership styles with varying results. Riaz and Haider (2010:29-38), state that transformational and transactional leadership behaviours produced different outcomes in altered setups. In few occasions transformational and transactional leadership behaviours were concluded to have an effect on forecasting factors. Transactional leaders treatment have a significant effect on the subordinates, this transactional leadership style offers higher level of contentment to the followers and organizational success (Boseman, 2008: 36-38).

Laohavichien et al. (2009:7-24) underline that an organization can succeed by accepting and implementing either transactional or transformational leadership behaviour. Bennett (2009: 1-25) identifies that leaders and followers satisfaction together can be predicated by transactional and transformational leadership behaviours. According to Seidman and McCauley (2009:1-10), transformational leadership is mainly about thinking out of the box, application of interpersonal skills, creativity and innovation to inspire change and performance in the organizations. This leadership behaviour requires an uncommon equivalence of diverse skills, understanding, and expertise that is relatively scarce. The study demonstrated that transformational leaders promote and encourage followers to innovative by bringing new methods, ideas and make changes, other

than transactional leaders who put emphasis on tasks, controls and doing things right without changes (Pieterse et al, 2010:610).

Bass and Riggio (2006) cited by (Riggio and Reichard, 2008:169-185) state that transformational leadership remains highly associated to long-lasting extraordinary performance, as such transformational leadership yields better results over the long term. Madlock (2008:61-79) however advised that followers who sees their leaders behaviour demonstrating both transformational and transactional leadership styles report high satisfaction at work. Fu,Tsui, Liu and Li (2010: 222-254) concur with certain aspects of the foregoing discussion and posit that leadership is an important part of project execution, and that transformational leadership is of particular relevance in this context (Keegan and Hartog, 2004:609). Specifically a leader who is transformational is perceived to be skilled, capable, motivational and inspirational to subordinates so as to exceed their personal interests and their views of not becoming effective in achieving group targets (Schaubroeck., Lam and Cha, 2007:1020-1030).

Burns, Bass and Avolio as cited by Groves and La Rocca (2011: 511-528) contend that transactional leaders are influential to subordinates through monitoring and control of their behaviours, approved reward exchange process behaviours, and elimination of non-compliance to increase performance. Moreover they contend that transformational leaders inspire their subordinates by creating and interacting a shared vision, and motivate them to exceed their personal interests for the benefit of the organization and the project team. Transactional leadership put emphasis on give-and-take relationship amongst supervisors and employees (Manning et al., 2009:29), while transformational leadership emphasis on leader's potential to transform and motivate subordinates to achieve organization targets and pursue individual goals (Manning et al., 2009:29). Transactional leadership according to Bass as sited by Turner et al (2005:49-61) is predominantly focusing on the task whereas transformational leadership is predominantly focusing on individuals. Mäkilouko as sited by Turner et al (2005:49-61) indicated that project managers are predominantly focusing on individuals, the results from the sample indicated that out of 47 project managers only 40 of them had a significant focus on individuals.

Transactional leadership is formed to complete work on time by fulfilling the desires of men to live the life he want, it involves achievement of authority, status, political affairs, bonuses and benefits (Browna and Treviñob, 2006:595–616). Various studies fund it common that transformational leader inspires subordinates exceed their personal interests for the benefit of the team and organization. Fairholm (1991) states that the transformational leaders subordinates

are influenced to adopt the ideals and beliefs of the leader (Nemiro., Beyerlein and Bradley, 2008:191). As for transactional leadership, leaders' effectiveness related positively to its "contingent reward" component, which features rewarding subordinates for appropriate behaviour. This aspect of transactional leadership has more or less same effect as transformational leadership and especially predicted followers' satisfaction with their leaders (Browna., Treviñob and Harrisonb, 2005:117–134). Transactional leaders trade money, jobs and security for compliance (Armstrong, 2012: 575). Managing by exception, initiating correction as soon as things fall out of plan and when non-compliance is experiment (Hermanson., Edwards and Ivancevich, 2006:8).

Certainly, most effort on the cerebral agreement, understood amongst leaders and followers, embedded in the practice of interchange, where two people exchange things with each other interchange (Bratton et al., 2005:216). Transactional leaders show explicit leadership expertise which is generally related with the capacity to achieve outcomes, and lead through set of rules and standard procedures, operate effectively within their departments in the company. Since transactional leadership style involves planning and upkeep of contract, this leadership will require negotiating expertise and it is crucial (Marturano et al., 2008: 166). Women's somewhat greater use of transformational leadership and the rewarding aspect of transactional leadership encompasses this integrated balance of agency and communion (Bass, 1999:9-32). A considerate transactional leader does not only pursue his desires but incite and give followers concession encouraging effort in work. This leadership is about the relationship concerning how employees are expected to performs and how the leader reward their performance, and postulates that both supervisors and follower needs are satisfied (Robert., Wilfred and Douglas, 2001:212-226). A transactional leader is "when a person takes the initiative in making contact with others for the purpose of an exchange of valued things. In a sense, transactional leadership is of the head; transformational leadership is of the heart (Kliem, 2004:8). Transactional leadership entails influence through the strategic supply of rewards—praise, recognition, compensation, or other valued outcomes—that are contingent on follower performance. The source of such rewards has traditionally been the appointed, vertical leader; however, shared transactional leadership in the context of knowledge work can take the form of collegial praise for exemplary contributions (Maciariello, and Yamawaki, 2010).

One weakness of transformational leadership is that it lacks conceptual clarity. Because transformational leadership covers a range of attributes, including creating a vision, motivating, being a change agent, building trust, empowering, and developing potential in people, it is difficult to clearly define its boundaries (Nemiro., Beyerlein and Bradley, 2008:190).

Transactional leadership may helpful in getting new change processes integrated, ensuring compliance with mission critical objectives, and helping employees see a direct connection between desired behaviours and more concrete rewards. This is especially true for tasks that may not be as intrinsically satisfying (Reis, 2010:169). In general, transactional leadership behaviours focus on coping with task-related complexities. Transactional leadership behaviours include the following subcategories: Planning and controlling (for example, the definition of a detailed cost plan and schedule was provided by the project manager); information and communication (for example, the project manager clearly communicating to team members how to make the project manager aware of problems); decision participation (for example, project managers discussing the project goals with the project team) (Amason., Shrader and Tompson, 2006:125-148). All transactional leadership, which has also been called task-oriented leadership, is essentially conservative. It is an important leadership style for preserving existing cultural conditions and organizational practices and processes (Krause and Hidley, 2009:113).

The term 'transactional style'' is used to characterize what leaders do with their hard power resources and ''inspirational style'' to characterize leadership that rests more on soft power resources (Nye, 2008:68). Theorists argue that transactional leadership styles are more frequent and effective in stable and predictable environments, and an inspirational or soft power style is more likely in periods of rapid and discontinuous social and political change. Thompson, (2009:21) states that transactional leaders execute the work, while transformational leaders create a movement through a mission-oriented, principle-based mindset. Transactional leaders oversee adherence to process to protect quality and drive efficiency. They coach their staffs to increase proficiency. Transactional leadership seeks to make the workplace work better, whereas transformational leadership tries to make the business different. Ward, Bowman and Kakabadse, (2012:54) concur and offer an over-simplistic comparison of the two as an over-simplistic comparison would be between efficiency gains and effectiveness improvements.

Covey as sited by (Bolden., Gosling., Marturano and Dennison, 2003, 14) and (Remme., Jones., Van der Heijden and De Bono, 2008:31) made the following distinctions between transformational and transactional leadership styles. The distinctions are illustrated in Table 3.6 below.

Table 3.5: Differences between Transactional Vs Transformational leadership

Transactional leadership	Transformational leadership
Is preoccupied with power and position, politics and perks	Is preoccupied with purposes and values, morals, and ethics
Is mired in daily affairs	Transcends daily affairs
Is short term and hard data orientated	Is orientated toward long-term goals without compromising human values and principles
Focuses on tactical issue	Focuses more on missions and strategies
Relies on human relations to lubricate human interactions	Releases human potential- identifying and developing new talent
Follows and fulfils role expectations by striving to work effectively within current systems	Designs and redesigns jobs to make them meaningful and challenging
Supports structures and systems that reinforce the bottom line, maximize efficiency and guarantee short term profits	Aligns internal structures and systems to reinforce overarching values and goals

Source: Covey as cited by Bolden., Gosling., Marturano and Dennison (2003:14)

Rejas (2006:160) quoting from Bass proposes that transformational leadership encourages the achievement of high collective standards, through a sense of purpose and a common mission and vision. Transformational leadership involves the ability to inspire and motivate followers." Transformational behaviour implies that followers are inspired by triggering innermost impetus (Jones and Rudd, 2008:89-97). Transformational leadership embraces the concept of stirring motivation to encourage subordinates envisage eye-catching upcoming conditions and opportunities. Leaders openly allow subordinates to foresee opportunities and apply their inventiveness and creativity to succeed the instigator ideas, and this is accomplished without close supervision or micro-management (Cherry, 2007:2). Contrary to transformational leadership, transactional leadership seems to ascribe the ability to think and be innovative to senior management, with a typical hierarchical structure that propagates the "leaders and never wrong, but are misled" concept. So as the name implies when managers adapt a transformational approach to their leadership they transform subordinates to position themselves above their personal interests by changing their motive, principles, welfares and beliefs thus inspiring them to exceed predicted outcomes (Pieterse., Knippenberg., Schippers and Stam, 2010 :610). Transactional leadership makes the manager the only person who can think, and who knows how much work people should do in what time and how it should be done. Transactional leaders clearly explain expected outcomes to the followers, and solutions of problems are facilitated by following the firm structure and procedures. The projects are structured in a manner which subordinates would easily and successively attempt to work on

them and solve their problems; this type of leadership is successful for other parts of the project, for instance the management of change.

Isaksen and Tidd (2006:127) refer to both transactional and transformational leadership styles as critical project success factors. Generally this type of leadership style is found in firms that have group of follower who manage projects and themselves. Rowold (2011:630) assumes is considerable evidence that transformational and transactional leadership are definitely associated with number pointers on people and firm performance. Though, transformational leadership remained profoundly related to performance. Bennett (2009:1-25) recorded that transformational leadership subordinates are highly motivated and inspired than those of other leadership types, and Muller and Turner (2007:21-32) established from their research findings that leadership types had a great effect on the achievement of project management.

3.2.4 The X and Y theories of leadership

The choice of leadership style can also be traced from the individual leader and their possible perceptions about followers, as may be informed from a cultural background. McGregor (1960:33 - 58) recommended the X and Y types of theory which concerns leader attitude towards subordinates behaviour, which in turn determines the type of leadership needed considering the circumstances. These types of theory control leaders thinking and behaviour in the firms. The above contrasting theories of X and Y are summarized in Table 3.7 below.

Table 3.6: Theory X and Theory Y Contrasted

THEORY X	THEORY Y
Employees are inherently lazy, they dislike work and will try to do as little work as possible.	Employees are not inherently lazy and love their work if given the chance to.
Employees must be closely monitored for them to work. If they are not supervised they will not perform.	If there is an environment conducive to work employees will produce. Managers must allow employees to be creative. Employees can find their own direction if provided the opportunity by management.
Need strict work rules and procedures for workers to perform. Rewards and punishments should be given to employees for them to perform well.	Managers should decentralise authority and provide employees with the necessary resources. Employees informed about the firm's goals will work to achieve them.

Source: D. McGregor, The Human Side of Enterprise; 1960. McGraw-Hill companies.

A theory X individual will believe that subordinates are lazy, they do not want to work and have to be monitored and driven to perform. Consequently strict work rules and clearly defined dos

and don'ts are put in place to try and control the behaviour of the subordinates. Therefore, if management has to try to address indolence, giving rewards for work done is suggested as a motivating factor which will help change the behaviour of the subordinate. Punishment is also used to correct or redirect the thinking of the subordinate, these behaviours correspond to the behaviour of the transactional leader. The Y theory on the other hand postulates that employees love their work, and they can think and do things for themselves if they are given a conducive environment to work in. A Y leader will therefore try to make employees participate and have the freedom to suggest and innovate. Consideration is given to the differences between the different people to meet them at their points of need. This corresponds to transformational leadership.

3.2.5 Importance of followership in use of leadership style

Transactional leaders work together with subordinates with motive of giving out something for something, this may be salary increase, promotion or simply an acknowledgement of the person's contribution. It should be kept in mind that transactional leadership is certainly not a bad thing, the relationship is temporary, because, once the reward is gone, the motivation ceases (Reis, 2010:169). The leadership does not transform, or does little to transform the participants in the process and system. Hughes, Ginnett and Curphy (2009: 648) argued that, In contrast to transformational leadership, transactional leaders do not focus on the developing strong emotional bonds with their subordinates or motivate subordinates to go beyond their capabilities to get things done.

As alluded to earlier, people new to an environment or performing work they have not done before, may need someone who will lead them by the hand, meaning transactional leadership is necessary for this process of implementing a project. It can be hypothesised that people doing difficult tasks, or doing tasks for which they have no reward may need extra push for them to do the work. Whether you are a transactional or transformational leader will depend on what you are capable of doing and the type of power at your disposal. A transaction-oriented, directive, authoritarian style may be most productive when members do not have experience (London and London, 2007:110), do not need to be committed to the goal and task, and are likely to be minimally engaged in the effort. In such a case, they just need and want to be told where to be and when and what to do. Another concept is introduced relating to situational leadership, this proposes that the leader acts according to the situation and circumstances around them. The notion of mutual exclusivity between transformational and transactional leadership may be too limiting (Pardey, 2007:15). Considering that a leader dealing with peers would behave differently from when dealing with those with little power, in comparison. Figure 3.1 below illustrates the concept of situational leadership.
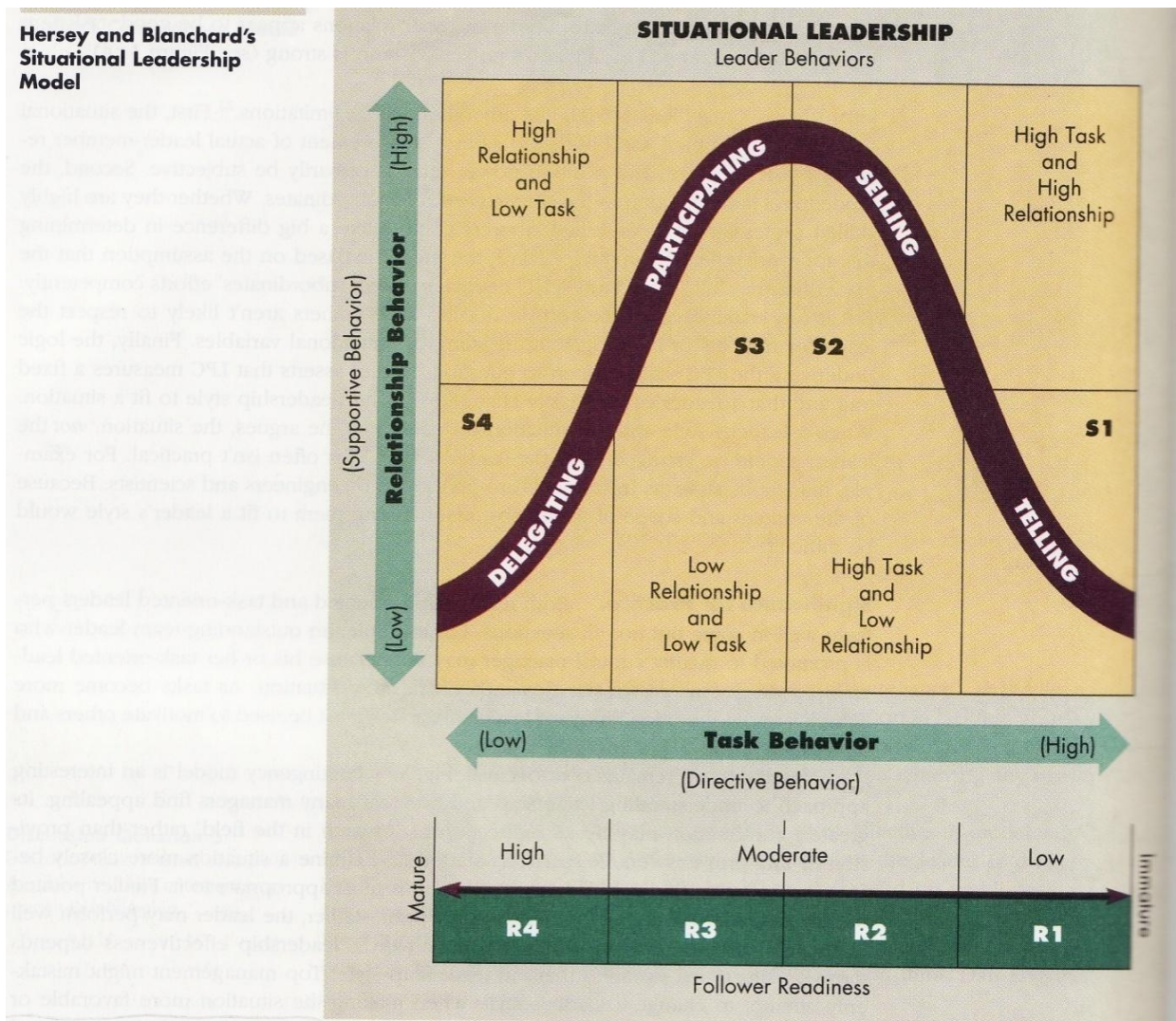
Figure 3.1: The concept of situational leadership
(Source: Blanchard and Hersey cited by Jowah, 2013:40)

The Situational Leadership Theory was proposed by Blanchard and Hersey as cited by Jowah (2013:40) and the model suggests that no leadership style would be ideal under all circumstances. The effectiveness of the style is thought to depend on the circumstances, the conditions and the tasks to be performed. Jowah (2013:41) proposes that the suitability of the leadership style cannot be determined without considering the followership. This entails, the type of followers, the power that the followers have, the implicit theory of both the followers and the leader, and the ability for the two to show congruence in relation to the task and the expectations of both the leader and the followers.

It makes it possible for transactional leaders to operate as transformational supervisors and as soon as they work together in their developing field of influential knowledge of applied sciences

and mechanical arts. Followers who operate under the leadership transformational leaders are more likely to reach high level of performance in such technology (Seidman and McCauley, 2010:1-3). Managers are visionaries and in their mission to fulfil the vision they clearly communicate the purpose and how this vision can be achieved by inspiring and motivating people to adopt it (Robbins, Judge, Odendaal and Roodt, 2009:290). Transformational relationship focused on common beliefs and outcomes requires a support from primary transactional relationship to make sure that the fundamentals of the task are fulfilled (Pardey, 2007:15). In a different way to how transactional leadership is practiced - by means of exchange process, a transformational leadership ensures that subordinates are fully involved, motivated and inspired to complete task, and their views are honoured and acknowledged by the leaders (Manning and Curtis, 2009: 29) as well as (Pardey, 2007:15). Judge and Piccolo (2004:36- 51) state that where a transformational leader is involved successful results can be assured through his effectiveness in leadership, although transactional leaders are considered to be successful with their tasks in some working conditions. Because leadership contributes greatly to the effectiveness and ineffectiveness of the project outcomes (Lok and Crawford, 2004:321-338), it is important to know and understand what type of followers and leaders form good working relationships that give good performance to meet the organisational goals.

3.3   CONCLUSION

According to Rowold (2011:630), there is evidence that transformational and transactional leadership certainly associate with different pointers of employees and organization performance. Nevertheless, transformational leadership remains overwhelmingly related to effective performance. Bennett (2009:1-25) recorded that subordinates of a transformational leader are highly motivated and inspired than those of other leadership types. Transactional leadership can successfully be implemented into project management along with mostly transformational leadership to help ensure project success. This changing and usage of two or more leadership styles is referred to as Switch leadership (Prabhakar, 2008:101). Transformational leaders use systemic treatment ethical behaviour, in conclusion transactional and transformational behaviours, these methods of leadership are observed from various ethical grounds. Some studies in ethics postulates (Banks and Ledbetter, 2004:52) that, transactional and transformational leadership are positive indicators of how ethical decisions should be made. Transformational leadership, include charismatic leaders who have a significant effect on inspiring and motivating subordinates to perform above expected levels of the firm and self-interests. Keep in mind that transactional leadership is not necessarily a bad style, it is a specifically contingent reward and has a positive relationship with performance (Reis and Geller, 2010). Transactional Leadership is the best leadership style for construction projects, because it

works the best for meeting short term goals or objectives. Transactional leadership focuses on the bottom line and is event-centred, it monitors and satisfies expected outcomes with determination of remaining effective throughout the system. Whereas Transformational Leadership is effective on organizational change, where employee motivation is needed. The components of both transactional and transformational leadership behaviours have proven to lead to increased satisfaction, motivation, job and organizational commitment and other positive outcomes in a variety of ways (Judge and Bono, 2000:751-765).

Chapter 4 RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

"Research is a well organized and objective information gathering process intended to provide specific information, knowledge or data about specific occurrences, causal factors or relationships between variables or phenomenon" (Jowah, 2011:6). This is a question on phenomenon that people need understanding on certain aspects too difficult for them to understand. Johnson and Onwuegbuzie, (2004: 14-26) suggest that the research process can take quantitative or qualitative designs depending on the type of research and the desired results. Some research theories classify qualitative research as being subjective and explorative (Onwuegbuzie, 2005:375-387) because it involves the insider's view and may have bias from the construction of the instrument to the administering of the research gathering tool. The argument cited is that there are no controls since the population is not static and changes with the dynamic environment and unpredictable circumstances. Qualitative research, though previously discounted because of perceived subjectivity, it is increasing used with acceptable success in social sciences. Some researchers advocate the use of both qualitative and quantitative research designs (Bronstein and Kovacs, 2013:354-360).

Quantitative research is based on measurable objective data created to prove the hypothesis. This entails largely that the population understudy be controllable, this encourages the use of set standards which may be used as benchmarks against the findings. An adequate amount of emphases on quantitative research, is put on results that are reliable and valid (Seale, 1999:465- 478). In view of other classification method a normal research is not concerned with practice rather than theory than just adding on a individual's range of information. On the other hand, applied research focus on problems (Pensgaard and Duda, 2003) and is relevant for solving problems which are well-known and unknown by identifying factors that are causative, associations, and the solution of the prevailing phenomenon.

4.2 PURPOSE OF THE STUDY

This study is primarily meant to investigate on Project Manager Leadership styles which influence project success. This study assists with addressing problems of the high failure rate in projects (Griffin and Page, 1996:478–496). Whilst there are different types of projects located in different places under different circumstances, project failure rate remains high. Most projects are managed by specialists in those areas (IT project managers will most certainly be IT Professionals – construction project managers will certainly be construction engineers) and yet

the failure rate remains unabated largely. In all these project execution and endeavour, the common factor is the human element as both participant and leader. This study looks to examine the effect of the human element in view of the highly developed technical equipment and sophisticated techniques, the human being still remains the only one that is not standard. Remarkable progress has been achieved in developing all types of tools to make the technical aspects of managing projects easy, however the rating on projects failure was considerably higher (Robertson and Williams, 2006:55 - 71). There may be potential reasons why the projects fail, chief among them may be; the project is just not feasible, or the organisation ran of finances for the project, or disruption by stakeholders (unions, interest groups, senior management etc), and yet one common element in all these problems is the presence of the human element and by derivation ineffective leadership (Berg and Karlsen, 2007:3 - 13). The is no existing measurable evidence that effective project leadership brings about successful project management success (Ellemers., DeGilder and Haslam, 2004:459 - 478) but existing literature and research show a linear relationship between changes of performances of organizations emanating from change of organizational leadership.

"Big projects fail at an astonishing rate. Whether major technology installations, post-merger integrations, or new growth strategies, these efforts consume tremendous resources over months or even years (Matta and Ashkenas, 2003:1 – 9). Studies continuously show frequent disappointing returns – by some estimates, in fact, well over half the time. These failures demoralise employees who have laboured diligently to complete their share of the work (Jowah, 2013:205). One middle manager at a top pharmaceutical company told us, 'I have been on dozens of task teams in my career, and I've never actually seen one that produced a result.' And so the list of the failures continues." According to Chua and Lam (2005:6 - 17), project failure is caused by lack of knowledge or use of applied sciences and mechanical expertise, lack of satisfaction from employees, and leaders lack of project management skills. Research findings shows that leaders and followers are involved in the development of project outcomes (either poor or good), and it is through their significant effort that projects become successful or fail since they are involved in conceptualising and implementing them.

The research study of project management have not recognized the roles of projects leaders as a contributing factors of achievement, however they play an important part to influence project success (Turner and Muller, 2005:49 – 61). There is a big difference on what traditional management requires as compared to project leadership, it is essential to recognise the core competencies necessary for the complex authority-gap ridden project management (Westerveld, 2002:411 - 418). The just mentioned author asserts that a project organization is different from

traditional and stable organizations. A project is unique and not cyclical, it has a starting date and finishing date. In stable organizations, control is shown through the processes and steadiness of the organization (Arvidsson, 2009:97 – 107), and through the expert power assigned by the manager.

4.2.1 The primary purpose of this study

The primary purpose of the study is to investigate the project manager's leadership styles leading to project success. The study investigates the relations between the leadership styles of project managers, group effort and cooperation, and success of projects (Yang., Huang and Wu, 2010:1-10). A current exploration recommends various project management strategies suitable for projects of different nature, and this would suggest that different leadership styles and project management styles are suitable for various sorts of projects (Muller and Turner, 2007:21-32), and it was shown that the leadership styles of project managers are success factors of a project (Turner, 2007:122). (Srivannaboon and Milosevic, 2006:493-505) refers to the secondary of a research objective as thus is to discover generic competencies of project leadership needed for strategic project leadership. The understanding of how projects should be successfully led, should have a significant addition in management-by-projects in the organizations (Soderlund, 2004:183 - 191) with the corresponding increase of complex projects. Further to this, the South African work environment has becomes much more diverse with increased tribes and races working together, with a very strong element of foreigners, white, Asian and African. South African work environment is unique since project leadership is affected and negatively influenced by apartheid, where the abuse of human rights took place for eras (Bhorat, 2004:940 – 977). In order to manage diversity in the environment where politics has taken full charge in the management of projects with traditional complications, a leader will need additional competencies to be able to survive and succeed, hence this study is conducted.

4.2.2 Objectives of the research study

To know and understand the required preeminent project manager's leadership styles that could lead to project success in a complex South African engineering industry, which are racially, politically and sexually charged.

4.2.2.1 Primary objective

The primary objective of this research is to identify the leadership styles required to reduce the high project failure rate.

4.2.2.2 Secondary objectives

- To identify by empirical research the competencies needed for good project management.
- To identify from study the leadership styles able to assist in effective project execution.
- To investigate and identify best leadership styles needed for successful project management; and create strategies needed to be applied by project managers.

4.2.3 The research questions

The research questions below are derivative of the preceding literature review.

- What are the generic competencies required for effective project leadership?

- What leadership styles fit into the leadership competencies ideal for project leadership?

4.3 THE RESEARCH HYPOTHESIS

A hypothesis is a tentative assumption of relationships among two or more measurable variables. This assumption can be setup in a manner that lends itself to statistical testing in order to measure the relationships among the variables. The hypothesis below is based on the preceding literature review.

First set of hypotheses: H1 Project Managers Leadership styles influence project success.

Second set of hypotheses: H2 There must be a collection of competences which when correctly put together they result in effective project leadership.

Third set of hypotheses: H3 The project practitioners including all operational staff are able to tell an effective from an ineffective leader.

4.4 RESEARCH METHOD AND RESEARCH DESIGN

A research design is the plan on how you intend to go about the research, whereas a research methodology is the method(s) used for the research. Table 4.1 below illustrates the differences between research design and research methodology.

Table 4.1: Difference between research design and research methodology

Research design	Research methodology
Answer to question; what is it?	Answers to how does it?
It looks at the complete product	It discuss how to reach to the product
It paints the complete picture	It appears in parts summing to the whole
Is one unit inseparable	Shows the detailed steps to be followed

Source: Jowah (2012:73)

4.4.1 Research method

A research process is established to add knowledge and understanding on the topic of the research or phenomena (Jowah, 2012:71) and the main methods that come to mind are;

- *exploratory research* – exploratory research will always help the research to identify and define areas of problems and questions to be asked.
- *constructive research* – constructive research helps with the construction of hypotheses and theories which may be used to suggest solutions.
- *empirical research* – empirical research assists with the testing of practicability by using empirical test.

It might not be that simple to explain the difference between these methods, however in some cases one or two of these methods may be suitable than other methods. A research method is procedure through which a research is conducted, or a process through which a data needed for the ongoing study can be collected, is a response to how the plan will be achieved (Jowah, 2011:66). The preceding methods might suite a research that requires exploratory, descriptive, ex post facto, testing, correlation, sociometric, case studies, instrumental-nomological or interpretative theory. Though this is a theoretical excess, it fits well into action research as it addresses practical problems now making rounds in the project management circles. Action research is accepted as research pertainining to real problems in the real world, and high project failure is a reality in industries across the board. The findings may be used for teaching the subject in class as well as training practitioners during skills development workshops.

A descriptive method of research can be used since it is suitable for the purpose of the survey. (Kaplan, 2000:517 – 526) This research describes the current situation, even though it is based on views of the professional workers at different ranks and capabilities. A report on the observations can therefore be constructed detailed the relationships of the variables and the explanation of the experience the workers had on subject. Literature review, interviewing workers, conducting a telephonic survey and internet survey are communal methods used to gather data (Kelley, Clark, Brown, Sitzia, 2003:261-266). Although it is inexpensive to gather data through using emails, internet and non-face to face methods (Evans & Mathur, 2005:195-219, Schonlau, Fricker, & Elliott, 2001:41-53), (Yeung,1995:313-339), in view of the type of this research a necessity for personal interview was identified and decision was taken. (Edwards, Roberts, Clarke, DiGuiseppi, Pratap, Wentz, & Kwan, 2002: 1-9, Yu & Cooper, 1983:36-44) postulates that the personal interviews had a higher low-error- returns benefit when it comes to higher rate of response, answering requests for clarifications, guiding and accelerating the rate of gathering responses. In the beginning a group of focused people was used to help with views

and approaches needed for the construction of the questionnaire, which is the instrument used to do investigation. The decision taken for this research design was influenced by the research methods followed during the study.

4.4.2 Research design

For the purposes of this study "a research design is a plan or blueprint explaining how you intend to conduct the research" (Mouton, 2008:55). This is like the blue print that a house developer needs to get permission to build a house in any municipality area. The local authorities have governing rules and regulations that assist with the developer during the planning of the house. The design recognizes the visualized plan as envisioned by the investigator, just as the plan of the house will, in technical expressions it outlines what would be completed. It outlines the following, selecting sample, the size of the sample, the technique of collecting data, measuring instruments, methodology and ethics (Blumberg, 2008:69). This design assist with the plan and structure of the survey, to ensure feasibility and maximize deliverable valid results. It may be necessary to present the design types of research designs. Figure 4.1 below illustrates these different types.
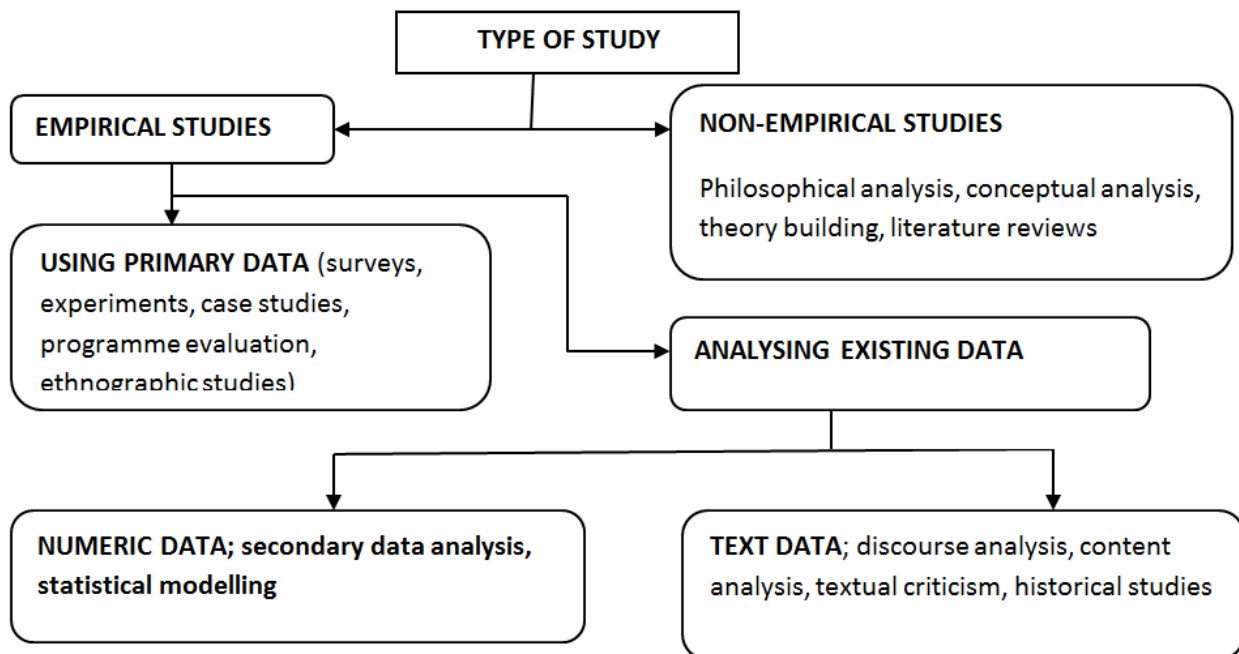

Figure 4.1: A typology of research design types
(Source: Mouton, 2008:57)

The outcomes of the undertaking research are influenced by combining the research design and method, however there is a need for congruency among them. The chosen design results from combined methods of research, since the study was more descriptive and partially exploratory.

Quantitative and qualitative research designs were considered before earlier before making a choice. A combination of the two was decided for because of the benefits emanating from the two seemingly opposed designs.

Quantitative research: focuses on the numbers and seeks to draw relationships through empirical results. This helps with explanation of phenomenon and their relationships.

The method use statistical approaches, could be correlative, and could be based on or use experiment, or involve descriptions (survey), and descriptive research method was used as it became important to set up causative relations among variables in the research.

Qualitative research: can generally be used for survey and portrayal of behaviour of individuals and their motives around the behaviour, open ended (broad) questions served to synthesise data collected to help with a description of population in the absence of determining the quantity of variables. It was not expected to test hypothesis as that is its limitation since it uses small samples and would be the best for exploratory research.

4.4.2.1 Methods used for literature review

Accredited scholars who have published their works in journals, textbooks, conferences papers and doctoral thesis comprised of the source for literature review. The publication materials was sourced, relevant reviewed contributions from the literature survey helped in formulating research questions and compiling a complete chapter of literature review for this dissertation (Blumberg, 2008:86). Undeniably, few publications controverted one another and raised questions for the research and a reason for further research. The literature review helped largely in forming the background of the problem and deciding on the topic of the thesis.

This helped to understand the specific problems encountered by leaders in pursued of effective leadership on the level of operation in projects and the organization. Accordingly, a decision was taken on a research design which is suitable to offer a better understanding and methods of establishing a effectiveness on project leadership.

4.4.2.2 The survey

Kypri, Gallagher and Cashell-Smith as cited by Jowah (2013:209) recommend that using survey is in effect a better method of collecting data and statistics in social sciences. Questionnaires were constructed and used for the survey and a random selection of sample of employees (comprise of projects based operations staff) was completed to collect information. The population sampling theory was considered for this method of survey, and the review was proved ideal for a number of reasons, Jowah (2012:90) cites numerous reasons that should be considered for the purposes of using the personal interviews with questionnaires, namely;

- contact directly the individuals who are experiencing problems in the project leadership
- understand by asking the project team what limitations they have in the organization
- the skill that could be used to gather the information from the projects
- saving time and money since the project have starting and ending dates and limited costs
- make certain of successful gathering of information when using data collecting instrument
- upsurge on the rate of responses by interviewing practitioners directly
- survey method allow the testing of numerous variables and hypothesis

The respondents were not told what style of leadership they were choosing, except they responded to specific characteristics of leadership styles as found in existing literature.

4.4.2.3 Characteristics of the population

The population under survey was that of project managers, leaders and subordinates in engineering firms. There are racial complexities that would not be representative of population in the survey, major racial groupings in the workplace were; blacks, Indians, coloured and whites. The leadership dynamic forces incline more in the direction of the male leaders than females.

4.5 TARGET POPULATION

Mason and Lind (1996:8) define the population as people, material thing that can be seen or touched, person or a thing to which action or feeling is directed, amount measured, and detailed dimensions of importance. The target population in this study was project managers, members of the project team and everybody who played part to execute projects in engineering firms. In this regard a leadership style is associated with the with the manner in which project managers and their project teams decide on issues relating to the project execution to achieve the set objectives. Construction, engineering and manufacturing are the industries of importance in this study, these projects would have different technical demands from traditional management firms. Engineering based projects are structured, and the structure is well defined and developed. Engineering projects have complex specific technical requirements, depending on the type and size of the project. The study deliberately separated people according to their level of operations in the projects since they have different forms of power and are subordinate for different reasons. Project manager's style of leadership may possibly vary from one project to the other, due to followers' philosophies of effective leadership and teamwork. Therefore this would mean that every significant approach and style in project management would require a special type of project for the followers to be effective in project execution (Muller and Turner, 2007:21-32), and

it was shown that leadership styles of project managers influence project success (Turner, 2007:122). Hence investigating leadership styles of managers and leaders involved in the project environments allows the most ultimate situation for the study.

4.5.1 Types of people

The population studied is diverse and has respondents coming from different social backgrounds as well as job levels. The one group benefited from apartheid and still maintains their superior status and the majority of the workforce comes from the disadvantaged black population. Black managers are rare and would be affirmative action appointments largely, influence manger's way of behaving or acting, given the monetary situation of the black people as publicized that most of them are unemployed and have shown a higher rate of joblessness. Consequent to this, the project leader might not openly share his views and be at liberty to demonstrate his best or suitable styles of leadership to inspire and motivate team members to work together towards achieving project goals.

4.5.2 The multi-cultural profile of respondents

The multi-cultural workforce representations are a cause of new predicament because the project manager needs to set equilibria on the workforce cultural diversity in conjunction with his or her individual cultural values and beliefs, this influences the styles of leadership which are adopted. This cultural diversity at work for that reason creates a condition where subordinates are unable to express their expectations developed from inferred theory of followership and leadership. The increasing number of female in followership and leadership situations add a part on the dimensional leadership puzzle. The questionnaire was carried in work conditions where there is lack of trust among workers, however they work as a team by simply putting up with one another.

4.6 SAMPLING

A sample represents a small group of the population and is used to analyse and decide on the outcomes of the entire population. We sample to cut down costs, time or because it is not possible to reach out to the entire population (Mason and Lind, 1996:296). Though, a sample that is properly selected would give adequate information which is required to make decisions. Churchill Jr (1995:575) suggested that the method of drawing a sample should cover six steps; as illustrated in the figure 4.2 below.
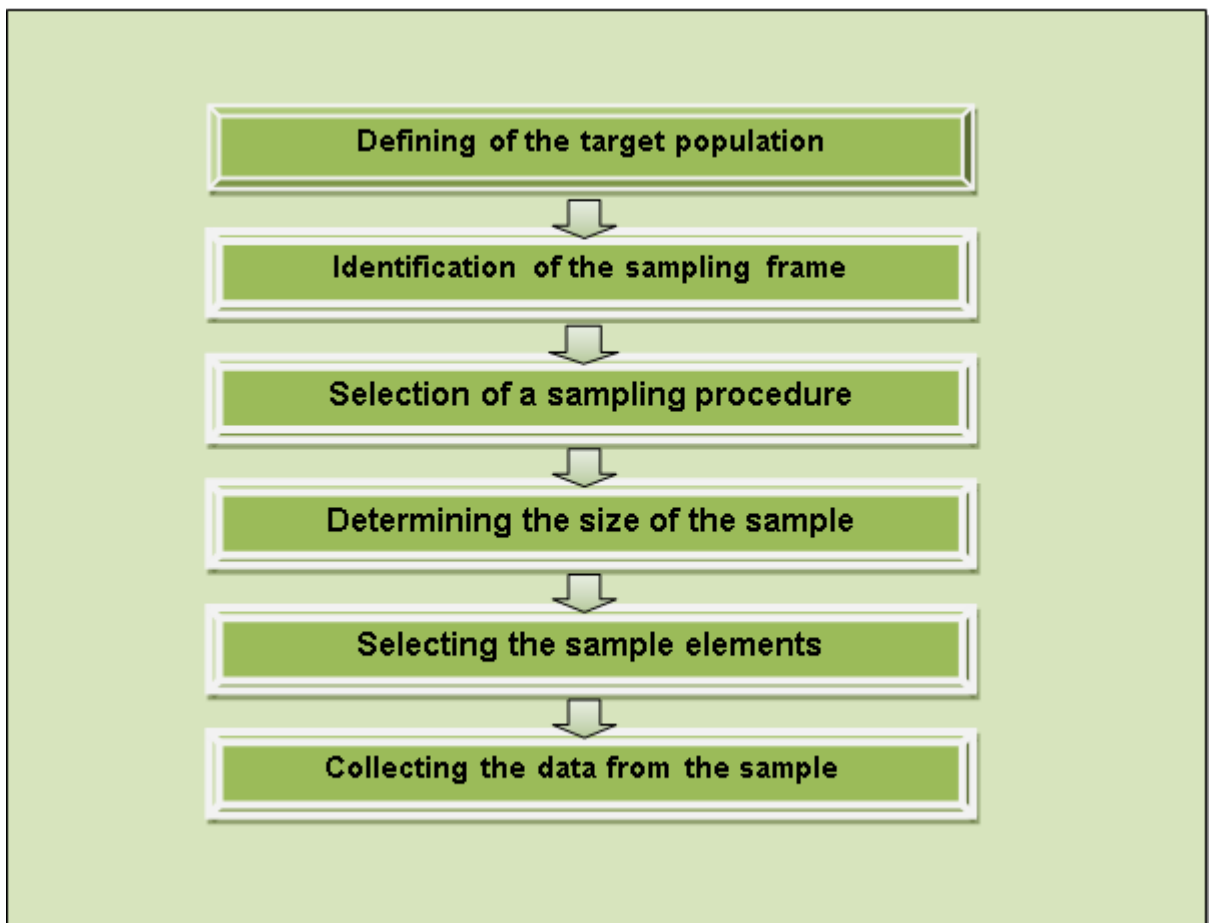
Figure 4.2: The six-step procedure for drawing a sample
(Source: Adapted from Churchill & Iacobucci, 2002:449)

4.6.1 Different methods of sampling

In research different methods of samplings are applied, this study used a brand of convenience sampling where scholars who were busy with their final year degree programme conducted the survey in their firms and industries where projects took place. Majority of the scholars who were admitted in the programme are coming from project based organizations and were involved in projects. It was lucrative to use scholars who were previously employed in a project based environment and have worked as project managers, assistant managers, administrators and project team members to conduct these surveys in their companies. The scholars were advised to make a random selection of participants (interviewees) in their work stations, and conduct at least five questionnaires. The scholars submitted their surveys and were analysed.

4.6.2 The sampling frame

The scholars had conducted a sampling frame at their companies where they have set a target population. Since the scholars used their own companies and also formed part of the of the survey no critical elements of the survey where omitted, apart from those firms which had no representations in the study. In the course of admittance of applicants in the programme, scholars where randomly selected with regard to achievement of random samples, through these students a sampling frame was completed. Mistakes and errors on the sampling frame were minimalized because scholars who studied degree in project management participated in the survey and had work colleagues and relationship with employees of other companies who are involved in projects, and have problems and discontentment with or approval of their managers leadership styles. However, there are project-based organisations which did not have any of their employees enrolled at the university, these were omitted, and these cannot be accounted for (Malhotra, 1999:331).

4.6.3 Sample–research-fit for the study

Most firms are involved in project activities, and other companies are in effect of other corporate dynamics in the surroundings. In point of fact projects vary in nature and have significant characteristics differing from one job to the other, they are not communal and occurring often in other jobs, such as; the matrix structure, the lack of authority (authority gap), the type of environment, a need and insistence of peremptory request for exact leadership style. The respondents (examinees) in this survey were individuals who had a relevant work experience in projects and had played a role in followership, supervision, management and administrations. The section of biography was included in the questionnaire with intention to screen out those respondents who does not suitably fit in the survey structure, based on the questions asked in the feedback form. The research instrument for this survey was premeditated and aimed at selecting and analysing information or data entirely from the project structure.

4.7   MEASURING INSTRUMENT - QUESTIONNAIRE

The questionnaire was used as an instrument for the survey, and the construction of this instrument went through particular phases. Direct from the preceding literature review, a list of questions were created to support construction of the instrument, and these questions are meant to channel respondents in the direction of answering the research question and the hypothesis for this study. By following Burns and Bush (200:347) guides, the researchers identify and determine the objective for the study, decide on the method needed to collect data, start developing and evaluating the questions, trial the questions on a small number of potential examinees, amend questions where needed, ask for statistical views, and start collecting the

necessary data. For communication purpose, English was used as a medium language for the survey to remove misunderstanding from respondents who only know how to speak and read other languages.

4.7.1 Pre-testing of the questionnaire

To improve on simplicity of administering the collected data, reliable collection of data and ensure valid data, the questionnaires were pre-tested in two engineering firms in Bellville. This resulted in the construction of the questionnaire that was finally used for the research. Zikmund (2003:215) posits that clearly stated questions, appropriately designed structure and presentation of the questionnaire would improve the response rate from interviewees. The questionnaire was reviewed and put to test, as a result the proposal was deemed acceptable, reliable and valid for the study.

4.7.2 The reliability of instrument used

Reliability could be measured through the instrument's capability to repeatedly give similar answers from the same respondents even though the questions are asked in a different way. The reliability of the instrument can be accepted if interviewees have similar understanding, feeling, opinion or judgment on the same question, without any misinterpretations. The instrument many only not be reliable if respondents have different understanding of similar questions. To ensure improvement on the instrument's reliability, the Likert scale was used for the measurements and it ranged from the lowest to the highest score of agreeability.

4.7.3 The Research Instrument Design

The questionnaire was structured in a manner that interviewees may find it easy to comprehend the type of questions asked and be able to respond reliably (Saunders et al. 2007:356). Every single question that was confusing or unclear to interviewees was rectified to ensure a stress-free, clear and simple communication, as well as methodical grouping and sorting for analytical purpose (Garratt and Li, 2005:200). According to Colton and Covert (2007:30), a questionnaire should ask for data that is agreeable to organize logically, consistently and in a replicating way to ensure that it is reliable and valid measure. The purpose of questionnaire in this survey is to measure the key traits and attributes of transformational and transactional leadership styles. The study relates to generic elements of the two leadership styles.

4.8   DATA COLLECTION

Collecting data should not be difficult if a proper research instrument is designed (Steyn, Smit, Du Toit and Strashem, 2007:3). The minimum of 100 respondents participated in the survey and

it only took 14 days to collect the data. Malhotra (1999:405) proposes a procedure of collecting data at work, the following five steps were recommended; select employees, train employees, supervise employees, validate employee, and evaluate employee. A ephemeral preparation was conducted to help respondents to understand how the questionnaire should be completed, the terms and language used for every question was clarified.

4.9   ETHICAL CONSIDERATIONS

Throughout the training of respondents on how to complete the questionnaire, it was pointed out that this is purely an academic exercise, no one is obliged and no authority will be given any information, and all people who wish to volunteer in the exercise should be at liberty to do so. Also respondents were asked not to write their names, company names on the questionnaire or provide any identification of them. At first, in the course of preparing the questionnaire for the study, the Ethics Committee of University of involved to evaluate it for ethics. The purpose of the study was clear and described.

4.10   DATA ANALYSIS AND INTERPRETATION

4.10.1 Data preparation procedures

Nine stages were used to process data, such as to; validate, edit, code, entering data, describing data, inferring statistic, and write report. Below are details of what was done during the nine steps in data preparation.

Validation; this procedure determine if a questionnaire was handled in a correct manner, with professionalism and courtesy devoid of any unethical approaches and deceitful behaviour. Here the data can be validated by determining whether or not statistics are faked by the interviewer, and if the respondents indeed completed the questionnaire.

The following areas are covered when validating by phone;

> ➢ where the respondents qualifying to participate in the survey
> ➢ was the entire questionnaire completed by respondents
> ➢ did the questioner conduct the questionnaire in a polite manner
> ➢ were the people indeed questioned or interviewed.

Editing; an act of reviewing and correcting mistakes in the data, to ensure a complete questionnaire. The mistakes can be made by either respondents and interviewers. In the process of editing a physical check on various existing problems was conducted, such as;

♦ checking if all records are made and questions are not forgotten or skipped
♦ checking if response is given in the open-ended questions

There are two forms of editing processes, such as; Field Editing and Central Editing. The Field editing checked on the work and the questionnaires, these questions were asked;

1. is this complying with the research or evaluation for the study, comprising systemic and theoretical methods of analysis to measure suitability of the purpose for survey
2. is this complying with directives for skipping
3. does this comply with every single
4. are all sections of the survey completed
5. are responses reliable to be used by the research
6. are questions answered consistently
7. is the any use of linguistic which is foreign or unknown, terms, code or signs

Coding; Is the method of allocating codes or symbols or numbers to questions in the questionnaires in order to replace the all answers of the interviewees with numbers that the statistical software package (SPSS) can read and analyse.

Data entry; Coded data was directly entered into SPSS tool to convert or interpret input statistics into understandable results. The questionnaire data was captured on the Microsoft Excel spreadsheet, and this data was imported into the SPSS-format through the SPSS Access module. Before directly importing data into SPSS-format, validating, editing, and coding of data took place and was necessary to avoid possible errors. Thus the programme was ran for reliability analysis and gave the reliability statistics which indicated Cronbach's Alpha value. In the social sciences research (George & Mallery, 2003), (Kline, 2000:13), (Cortina, 1993: 98–104), posits that a Cronbach's alpha > 0.70 is considered acceptable, and an alpha > 0.80 is preferred and considered as "good" reliability.

Data cleaning; when data was entered into the computer before analyses took place, an additional inspection tool was applied to search if data was not wrongly captured. Data was screened and cleaned to eliminate errors before starting to analyse statistics. The following were scrutinized:

❖ is the total number of submitted questionnaires corresponding with the total number of respondents who completed the survey
❖ were the respondents qualified or eligible to participate in the questionnaire
❖ are the items in the Likert scale used in the questionnaire marked correctly and precisely

4.11   DATA VERIFICATION METHODS

Hague (2002:37) refers to verification as "concerned with establishing whether a research plan is fully translated into practice and may require the working practices to build in various types of checking …" What Exactly Did Verification Do? Verification helped with checking;

a)   if the research design meet the purpose

b)   if constructed questionnaire was derived from preceding literature review

c)   if qualified or eligible interviewees participated in the questionnaire and interviews

There are four methods of verifying data, such as to; re-enter data, make use of database system, spreadsheet programme (excel), and analysing outputs. From these four methods only re-entering of data and output analysis were used during the process of verifying data.

Re-entry of data - the intelligent system for entering data is programed and can only take codes which are already logged in the software package. As a result, should entering of wrong codes take place, the computer will reject them since they are not recognized. However, this can be corrected by re-entering data.

Output analysis - Subsequent to completing analysing the research data, the outcomes were verified for conformance in order to validate existing literature review in project leadership.

4.12   CONCLUSION

Quantitative method of researched was used to conduct this study. The reason why quantitative research method was used; is ideal for objective data with numbers, uses the natural science model, have natural science build structures, is aided by firm checks and balances, use particularistic approach, tries to understand from outside, needs a static environment, focus on causes of phenomenon, focus on observable behaviour, uses large samples, emphasis measurements and analysis.

Chapter 5 LEADERSHIP STYLES AND COMPETENCIES; RESULTS AND INTERPRETATION

5.1 INTRODUCTION

This chapter reports on the results of the data collected during the research on leadership qualities and styles amongst the project fraternity in the mechanical industries. The data analysis and the ensuing empirical findings measuring the perceptions of the employees (subordinates) on what effective project leadership is and how it impacts on their performance. The descriptive statistics is discussed first, and then the results are given and interpreted following the sequence in the questionnaire, attached as appendix at the end of the dissertation. The results are given to a great degree with special emphasis on comparisons of the variables as stated and asked in the questionnaire.

5.2 THE EMPIRICAL INVESTIGATION OBJECTIVES

The aim of this study was to interrogate the leadership styles that are deemed necessary or indispensable for good and effective management of projects. The research survey investigated and analysed project practitioner perceptions that relate to project leadership styles and competencies used by successful project managers. The interviewees were largely project practitioners at various levels who are inevitably affected by the styles of leadership found in the project environment. The questionnaires were taken to the respondents in person and all the questionnaires were returned giving a 100% return rate. In total there were 113 questionnaires that were administered, but during data cleaning and editing, 13 of the questionnaires were discarded and were not used for this analysis. The questionnaires that were discarded were discarded because of incompleteness or omissions to some of the questions that were asked. The details of the analysis are graphically represented below, the response to each question follows the question as it was set in the measuring instrument (questionnaire).

The Likert scale was used for the measurements and it ranged from the lowest to the highest as indicated in the diagram below. The Likert scale was chosen for this purpose since this was meant to measure people's perceptions and attitudes which could not be classified as discrete nor were they quantifiable. For the convenience of the respondents the scale was provided with both numerals and words to assist in deciding the extent of agreement or disagreement to complement the statements used; in this case therefore. Table 5.1 below illustrates the description given here.

Table 5.1: Structure of the Likert scale used

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1		1	2	3	4	5

Below are the questions that were asked to the respondents in their order, the findings and analysis follow the question and the findings, question by question. This method was adopted deliberately to provide enough detail per each item on the basis of which the highest scores will be used to identify what is perceived to be best practice the project practitioners.

SECTION A

The main question (major question) asked was; What do you consider as desirable behaviour by a project leader? To this there were sub-questions to be measured in response to the main question above. The sub-questions are indicated below by way of question numbers and the findings from the responses follow immediately thereafter. Comments are given for every finding and the percentage scores recorded are noted with indications whether that can be accepted as a generalisation. The questions follow below.

Question 1; A project leader should set measurable goals and objectives for what should be done. This question sought to get the opinion of the respondents as to how they perceive a good manager; would a good leader specify what is to be done, as is the case in initiating structures and traditional management? From management literature this would be perceived as a derivative of theory X leadership which supposes that subordinates are lazy and do not enjoy working. To make them to produce, the management has to work out specific targets to be achieved during a specific period, be it daily, weekly or monthly. The question seeks to establish if transactional or transformational type of leadership is preferred.

Response; the diagram below (Figure 5.1) illustrates the findings from the survey as captured from the respondents. To the suggestion that good leadership styles should be one that set measurable goals, the findings were slightly below expectation.
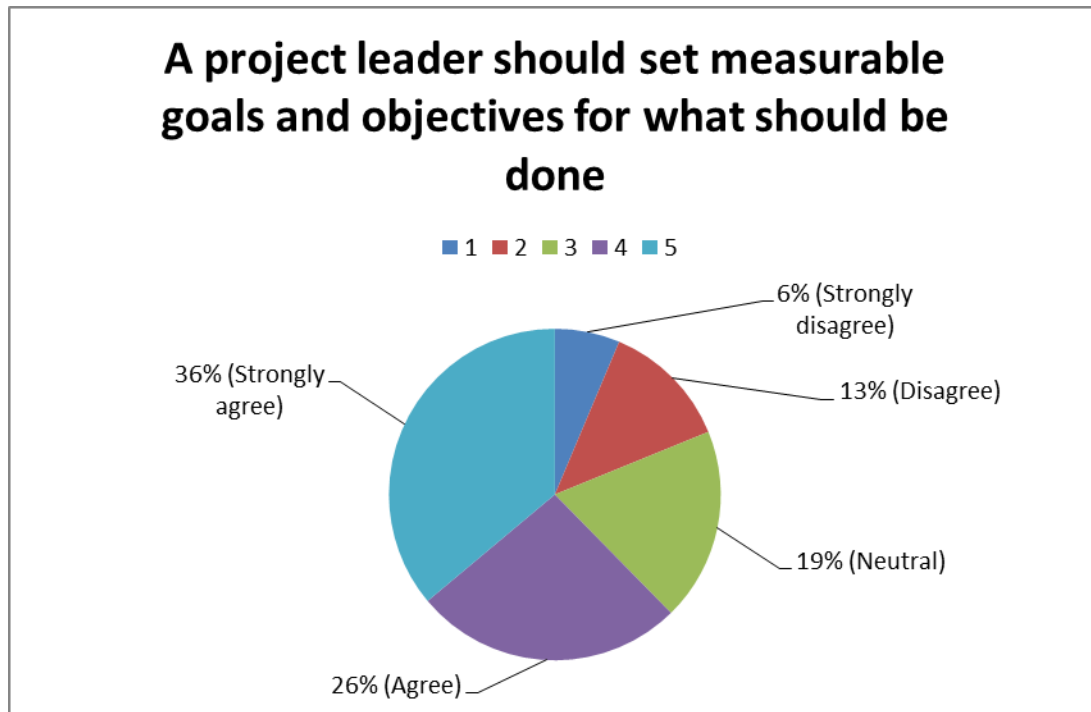
A project leader should set measurable goals and objectives for what should be done

■1 ■2 ■3 ■4 ■5

6% (Strongly disagree)

13% (Disagree)

19% (Neutral)

26% (Agree)

36% (Strongly agree)

Figure 5.1: Expectations on goals and the leader
(Source: from data analysis of the research)

It was expected that subordinates would overwhelmingly (way over 50%) prefer that the leader should set measurable goals and objectives as a motivator to enable the followers to know how much they should be doing. Instead those agreeing strongly that the leader should set measurable goals whilst in the majority, only account for 36%. This is followed by 26% of the respondents agreeing and 19% ambivalent about the effectiveness of such a leadership style. It is interesting also to note that those who strongly disagree comprise of a small percentage (6%) against the 13% who disagreed. If the total of those who agree strongly (36%) and agree (26%) is calculated, it can be stated therefore that 62% of the people agree or accept that as a good style of leadership. Those disagreeing comprise a mere 19% (6% strongly disagree and 13% disagree). The remaining 19% who are ambivalent or neutral will therefore have not much impact, it is generally accepted then that the respondents accept goal and objective setting as an effective way of leading in a project.

Question 2; A project leader should be organized; this is in reference to the leader knowing how to respond to expected problems without losing 'his or her head.' An orgainised leader is one who would know 'his story' well around the project, and will not be taken by surprise by

anything. Such a leader will most probably be informed about the type of business, possibly well read or informed about possible risks, and possibly with contingent plans for any eventualities. Such a leader would instil confidence and trust in the minds of the followers.

Response; Figure 5.2 below illustrates the findings in respect of how organised the leader should be. The findings were in agreement with expectations with strongly agreeing respondents scoring 67% and those agreeing at 21%. This gives a total of those in agreement with the assertion to a total of 88% agreeing, which is way over three half of the respondents in agreement.
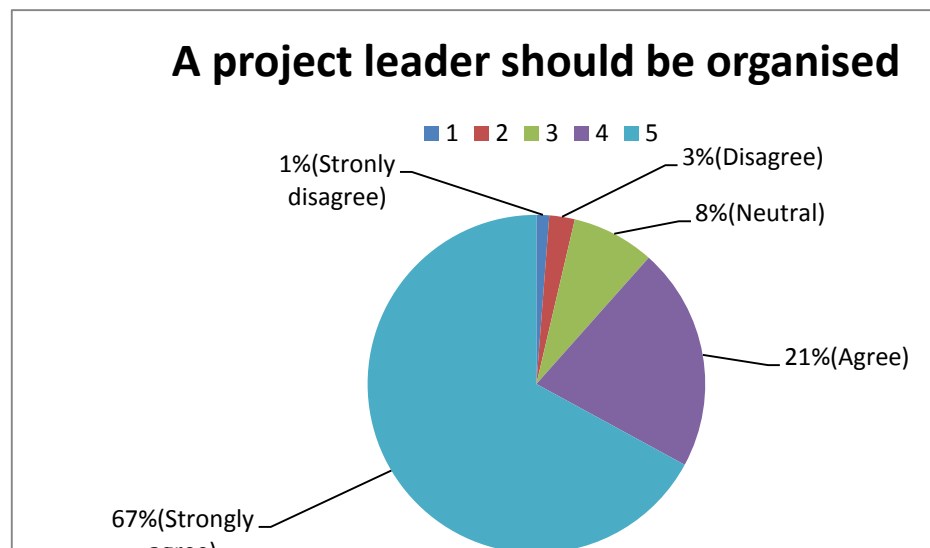

A project leader should be organised

1 2 3 4 5

1%(Stronly disagree)
3%(Disagree)
8%(Neutral)
21%(Agree)
67%(Strongly agree)

Figure 5.2: The expectations of being organised as a sign of good leadership
(Source: from data analysis of the research)

It was expected that fewer respondents would disagree strongly and only 1% is reported with 3% disagreeing and 8% neutral about the issue. It can be overwhelmingly accepted that the respondents perceived "being organised" as a strong sign of good leadership. This was in agreement with expectations of the research and did therefore confirm that it is necessary that a leader be organised. Subordinates do not want to work with a manager who does not seem to be in control of the issues that impact on the project execution.

Question 3; A project leader should be watching everything that needs to be done; clearly a micro-manager, checking on the activities and actions of all the employees around. This would again be the theory X type (transactional management) who needs to 'keep the whip on' because employees cannot be trusted, cannot do work without close supervision, and are generally not clever enough to perform the tasks without management involvement. The findings from the survey are recorded in the response below in Figure 5.3.

Response; it has always been believed that micro-management discourages and demotivates employees, as it is associated with theory X styles. The findings from the survey tell a slightly different story from expectations, as illustrated in Figure 5.3 below.
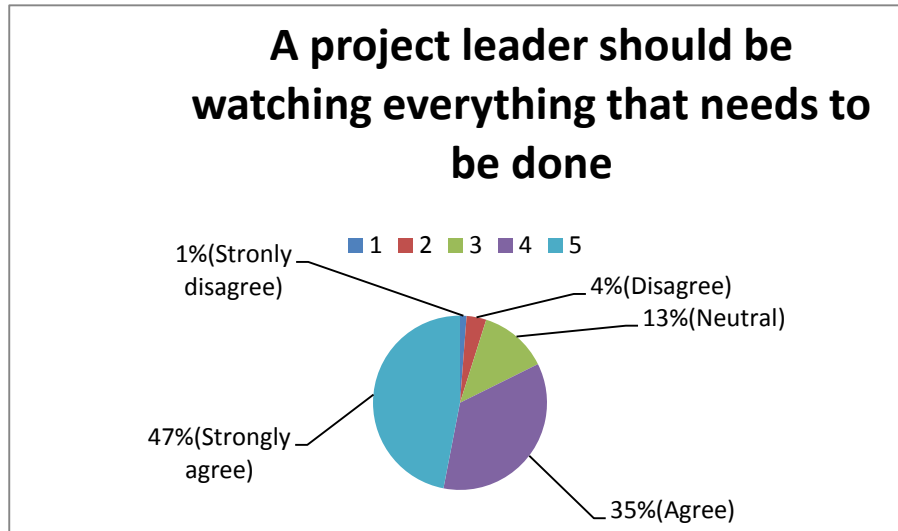

Figure 5.3: Expectations of project leader on watching everything in the project
(Source: from data analysis of the research)

1% strongly disagree that the project leader should be involved closely in everything happening, and 4% moderately disagree. This immediately means there is a large expectation that the project leader is expected to be found in every one of the activities taking place in the project. The number of the ambivalent is surprisingly higher than the sum of those that disagree (4%) and stands at 13%. The total of those that totally disagree (1%), those that disagree (4%) and the neutral (13%) is 18%. This means therefore that those that agree and strongly agree comprise of 82% of those in agreement. It should be noted that those that strongly agree are strong at 47%, just below the 50% mark, the remainder of this is those that agree who sit at 35%. It is generally accepted that respondents feel positively that good leadership can be shown by the ability of the project leader to get involved in or know everything about the project.

Question 4; A project leader should plan the work for you; again a typical theory X manager who uses a directive style of leadership, based on the mistrust in the ability of the employees to perform tasks. The result is therefore to tell people what to do, they tell subordinates what is expected of them, and instructs them on how to perform the tasks, and will set standards to be met as a sign of performance.

Response; planning the work for the subordinates is associated with theory X leadership, and one would expect the subordinates to show a strong dislike for such. Unfortunately only 4% of the respondents strongly disagree. The expectations were that a large part of the respondents would prefer to be empowered and be allowed to plan their own work. Figure 5.4 below illustrates the findings.
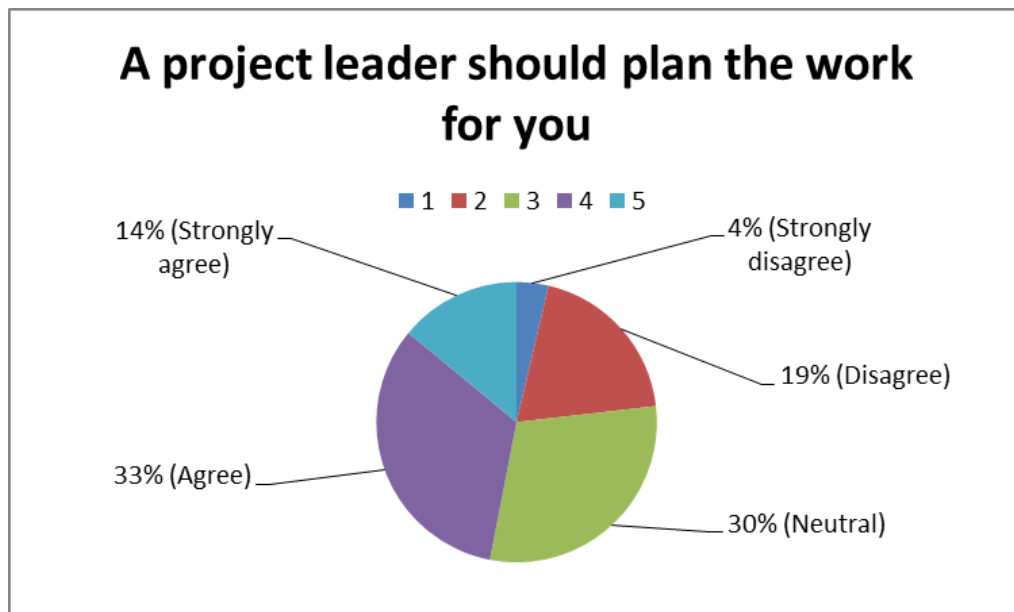

Figure 5.4: Expectations of managers planning the work for subordinates
(Source: from data analysis of the research)

This should be contrasted with 14% that strongly agree together with 33% who agree totalling 47% of respondents agreeing. Though this figure is below 50%, but it is too close and causes some concern on why would the respondents want their work planned for them. Could this be interpreted to mean acceptance of theory X as a good leadership style, or there could be other reasons why? Of particular interest is the very high ambivalence as shown by neutral at 30%, that is already ⅓ of the total respondents leaving the two sets (two as strongly agree and 2 as strongly disagree) to share the remaining 70%. The 47% is already with those that agree, and those in disagreement is set at 23% (4% of those who strongly disagree and 19% agree). This is not as expected, but that is how the respondents felt about this variable, no generalisation can be made about this variable.

Question 5; A project leader should show you how to do the work; The leadership style stems from the manager's perception about subordinates, and resorts to cohesion and threats to get goals accomplished. It is envisaged (by the manager concerned) that employees are

motivated by money, and may want to get the money without working for it. Critical to this is the assumption that subordinates have to be taught how to do the work because they are generally not responsible and possibly not intelligent enough. It should however be stated that the level of the employees, their skills, and the type of tasks are also a factor to be considered by the project leader. Experience in relation to the particular task and the skills required are other considerations for the project leader and the possible decision to resort to that type of leadership. Alternatively it may merely be the approach of the manager where he / she reckons that showing the subordinates how to do their work may help reduce errors and costs.

Response; whatever the frame of mind of the respondents to this question, rather interesting responses were observed. Contrary to expectations, 14% of the respondents felt strongly in favour of this assertion that "showing subordinates how to do their work" was a sign of good leadership. There was an increase in the number of those moderately agreeing, with 29% agreeing that a good project manager needed to show his subordinates how to do their work. It is difficult to tell from the statistics which of the respondents had fewer years of experience in the particular types of tasks. In all those agreeing a total of 43% in contrast to 33% who were neutral about this. This leaves 24% in disagreement with 4% strongly disagreeing and the remainder (20%) moderately disagreeing. Figure 5.5 below illustrates the findings clearly.

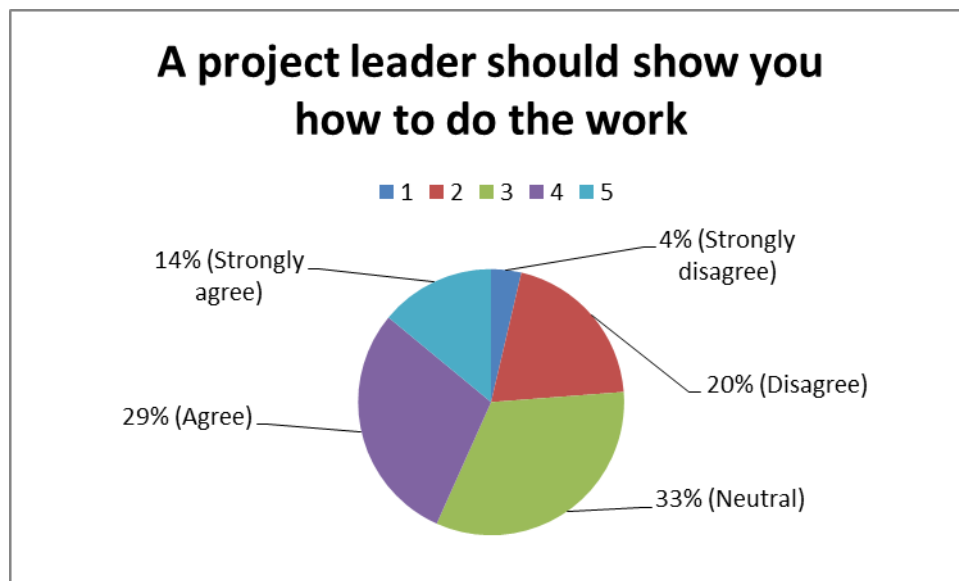*Figure 5.5: Perception of respondents on project leader showing you your work*
(Source: from data analysis of the research)

Another surprise as expectations based on preceding literature review pointed to empowerment as a motivator for job satisfaction. This raises questions as to the nature of the work, the level of skilling of the respondents, and the type of training they may have undertaken in relation to

leadership prototypes. It creates puzzles for both the subordinates and the project leaders as to why experienced workers would need to be shown how to do their work.

Question 6; A project leader expects you to work through and complete all set tasks in time; such a leader seems to be goal-oriented and worries little about human conditions, feelings, capabilities and possibly circumstances. He or she is focused on targets and may have little to do with employees' family problems and other social concerns. It should be noted however that projects are generally compressed for time, and the time taken has a direct relationship with the costs and possibly the quality. The longer the project takes the more likely it is to run into cost overruns if it goes beyond the budgeted time. If the project is rushed, this may have negative repercussions on the quality, if time is a factor.

Response; all leaders expect certain tasks to be accomplished within certain time periods, the time it tasks to accomplish the work should be considered in conjunction with the skills and abilities of the human resources concerned. Too often unrealistic time estimates are made resulting in extension of the time for project execution, and the blame is put on poor project management instead. The Figure 5.6 below displays the perceptions of the respondents.
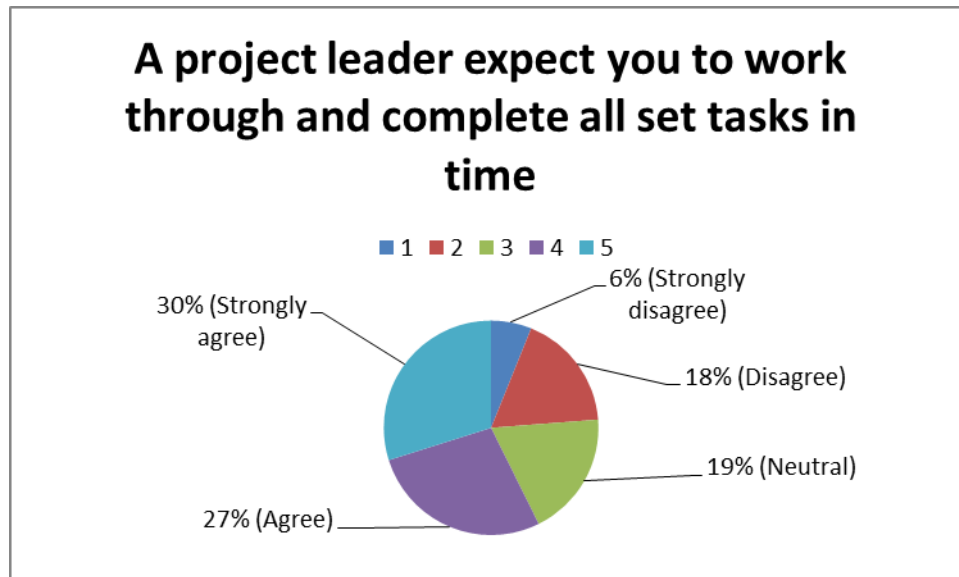

Figure 5.6: Perceptions about task completion targets by the leader
(Source: from data analysis of the research)

A small percentage of the respondents (6%) strongly disagreed with this assertion, whereas 30% strongly agreed. Those moderately agreeing polled 27% giving a total of 57% in total agreeing with the assertion. Of those investigated only 19% were Ambivalent about the

statement with 18% disagreeing with. The total disagreeing totalled 24%, a small number compared to the 57% in agreement. It can therefore be generalised that respondents consider that a project leader should expect all tasks completed within schedule.

Question 7; A project leader is not sympathetic to anyone when there is work to be done; this would imply that the project manager has no interest in the human side of the employees, in a sense saying 'if you are sick don't come to work.' This might also refer to those who are seen not to be performing well who should be relieved of their duties and be replaced by better people. Some employees may need too much attention when they have personal problems, opposed to some employees who may want their problems to have nothing to do with their work environment. It should always be understood that the project environment has serious constrains under which it has to be operated and executed. The iron triangle remains largely the acceptable measure of the success or failure of the management of a project, and this may cause the project managers not to "baby sit" people who are perceived not to be serious.

Response; an overwhelming 37% of respondents strongly agreed that the project leader should not entertain personal problems at the work place. 26% of the respondents moderately agree bringing the total number agreeing to 63% of the total respondents. Figure 5.7 below illustrate the findings as they were recorded from the data collected from the survey.
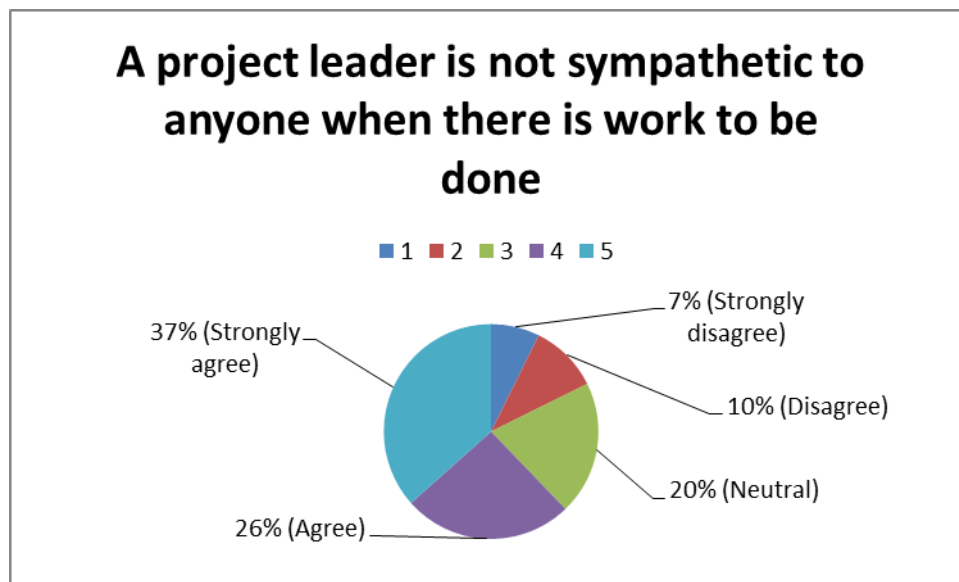

Figure 5.7: On whether good leadership involves sympathy at the work place
(Source: from data analysis of the research)

There is a clear decline in the percentage that was neutral from 30% in the previous question to 20% in the current question. The number moderately disagreeing is represented by a mere 10% followed by a 7% who strongly disagree. The total of those disagreeing and totally disagreeing (17%) put together with the neutral (20%) is 37% which is way below the sum total of those agreeing which is at 63%. These results are not far from expectations as it was assumed that engineering industries are typically macho type and would be no place for the tender bodied.

Question 8; A project leader sticks on to the rules and does not take unnecessary chances; one of the differences between managers and leaders is that the managers survive by controls which are written down in procedures, rules and other formal processes. Leaders on the contrary are known for flexibility and accommodation of those with specific problems and help where they can. It is interesting to see what the respondents think about this style of leadership, the details are discussed below.

Response; this differed slightly from expectation in that it was expected that project leadership should be characterised by change managers and not by status quo maintainers. The perception of the respondents is divided somewhat in that the number of respondents strongly agreeing (18%) is close to the percentage strongly disagreeing (15%). This gives the impression of high degree of uncertainty about what actually constitutes good leadership.
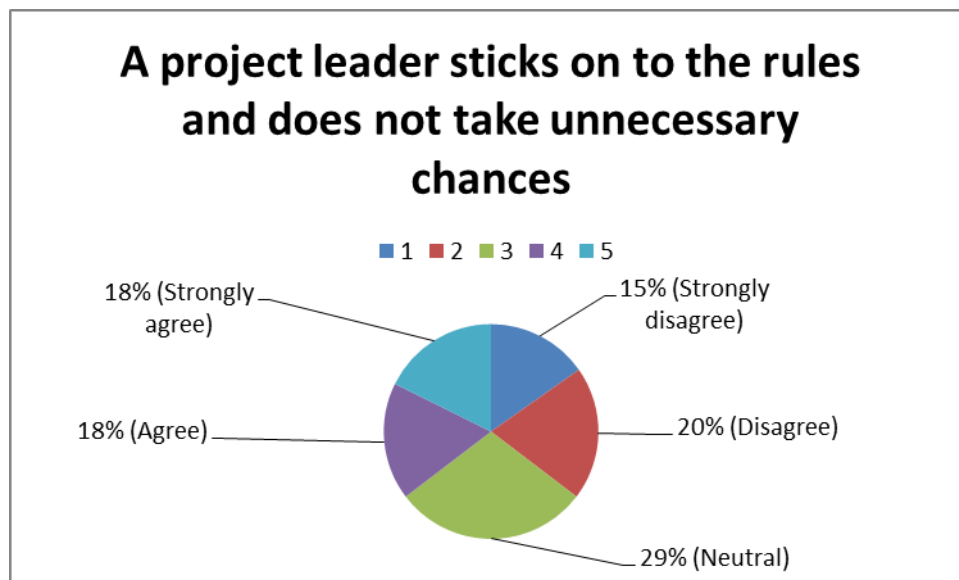

Figure 5.8: On whether good leadership involves sticking to rules
(Source: from data analysis of the research)

There is equally a close contrast between the number moderately agreeing (18%) and the number moderately disagreeing (20%) further indicating the levels of uncertainty or moderacy in the perceptions. The respondents showing ambivalence (29%) are ironically higher than any other measures (strongly disagreeing or strongly agreeing and moderately disagreeing or moderately agreeing). This confirms that there is no clear expectation as to what is perceived to be the proper leadership characteristic, therefore no generalisation has been made.

Question 9; A project leader uses formal authority and procedure to get things done; formal authority is the same as legitimate power. This is formal power and is used by managers with a degree of reward and coercive power elements in it. These two forms of power essentially come from authority and are used to threaten subordinates to perform or get removed or punished. This type of power tends to make people do only what is set, no need for sacrifices or going beyond expectation. This is typical of managers who are 'bosses' and have subordinates compared to leaders who have followers and not subordinates.

Response; there is a clear acceptance of the use of formal authority as a way of effective leadership, far from expectations. There is a recognition that the manager has some power, this seems to contradict the concept of authority gap in projects, what was not asked for was the degree or extent of matrix structures in the industries concerned. Figure 5.9 below has very interesting results.
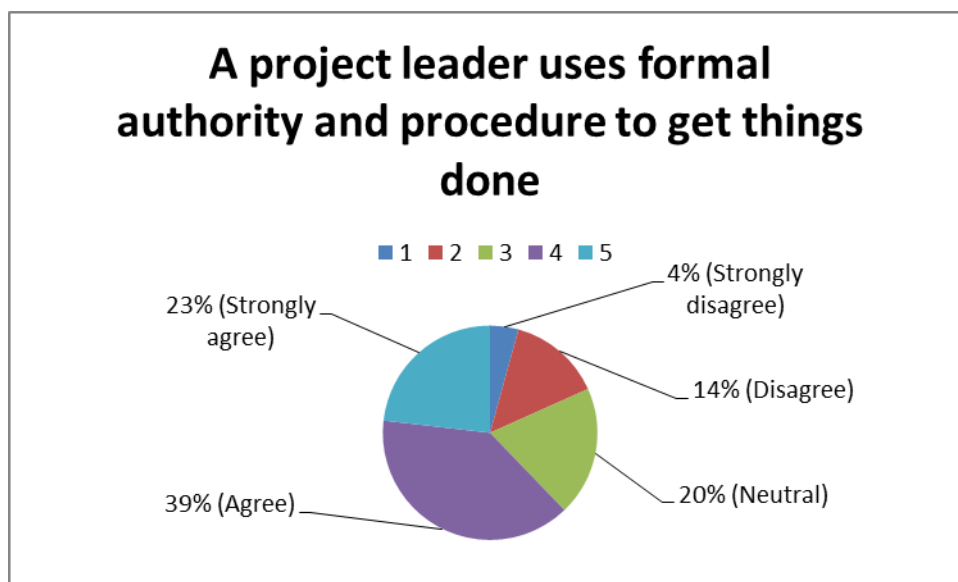

Figure 5.9: Acceptance of use of formal power in projects
(Source: from data analysis of the research)

There is a strong showing from respondents who believed that the use of formal power to get things done correctly with 23% strongly agreeing and 39% agreeing giving a total of 62% in agreement. Of particular interest is the fact that the respondents strongly agreeing (23%) is comparable to those that are not sure, those that are neutral who recorded a 20%. The strongly disagreeing are in the minority at 4% compared to strongly agreeing at 23%. Those that moderately disagree stand at 14% giving a total of 18% of those who disagree.

Question 10: A project leader works according to the book; this portion sought to understand the view of the respondents to managers who follow set rules and leave not room for innovation and or development. Such leadership styles would be frustrating to entrepreneurs who think that there should be other ways if executing tasks. All those who are keen to innovate and change status quo will be treated as disloyal, rebellious and uncooperative to the manager.

Response; a transactional or autocratic manager is known for playing according to the rules and procedures. These managers are known in management literature for their obsession with rules, procedures, policies and controls as a means of getting subordinates to perform. Surprisingly these managers got a strong support from the respondents, as shown in Figure 5.10 below.
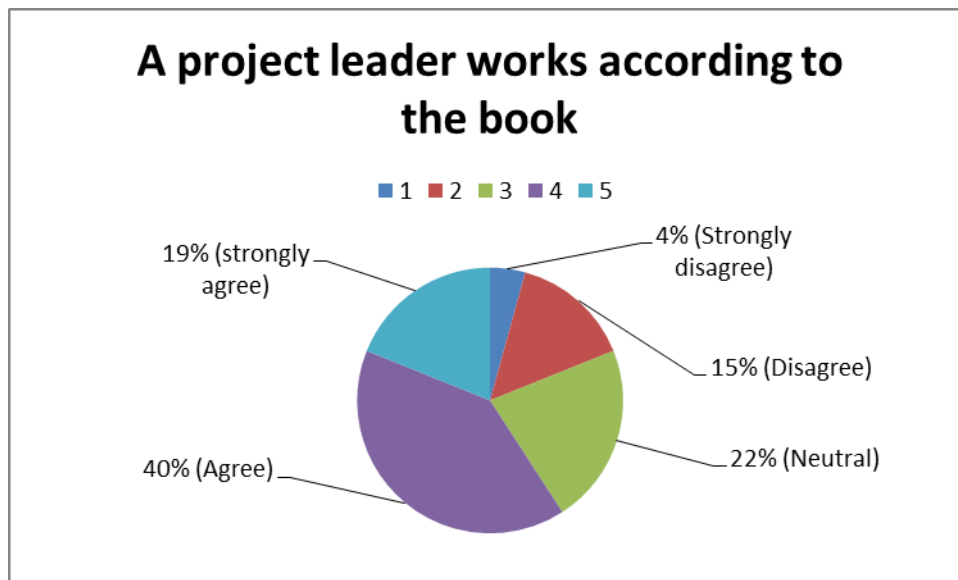
Figure 5.10: Believe a project leader should work according to book
(Source: from data analysis of the research)

The largest percentage of respondents moderately agrees with this assertion at 40%, which is twice the percentage that is neutral (22%) which nevertheless is large by any measures. The 40% who moderately agree is complemented by the 19% which strongly agree, bringing a total of 59% in agreement. The respondents who strongly disagree are 4% which is one fifth of those

that strongly agree. The total of those disagreeing (strongly – 4% and moderately – 15%) stands at 19% total which is comparable but less than those who are not decided.

Question 11; A project leader's word is authority; meaning there is no room for anything else since the manager is the last voice. In a sense thesis saying that only the manager can think, and thus will be the only one correct at all times. This discourages participation by the subordinates and may most certainly lead to a demotivated work force.

Response; 20% of the respondents agree that the project manager's word should be authority, meaning he / she may be having direct authority over the people he / she works with. Contrary to the matrix structure and the authority gap, possibly the respondents come from small operations where the project managers play both the roles of project leader as well as general managers. The findings are illustrated below in Figure 5.11.
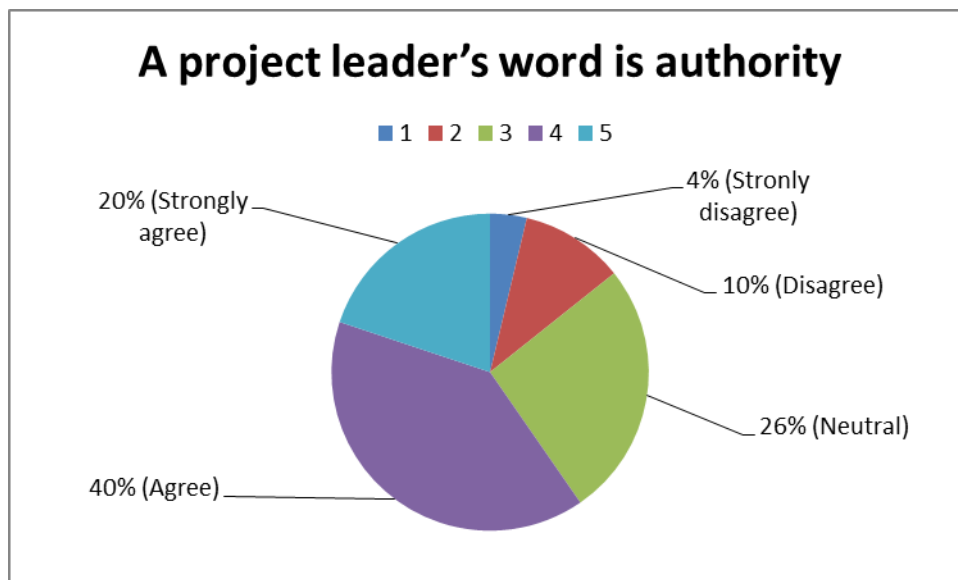
Figure 5.11: Perceptions about the project leader's word as authority
(Source: from data analysis of the research)

20% of the respondents strongly agree contrasted to 4% who strongly disagree. This is followed by the 40% who agree moderately as contrasted with 10% who moderately disagree. Though the respondents in agreement account for 60% of the score, it is still disturbing since there is a large group who are neutral (26%) about the assertion.

Question 12; A project leader assigns specific tasks; this question was thought to be fairly well too general and could be interpreted either way. The manager has the task to decide on what work should be done, and of cause will push for time limits since her / he is governed by

time in projects. But the question also seeks to check if giving specific tasks may not exclude other peripheral tasks that would make the difference in the overall execution of the project. Again the question of the type of tasks, the human skills available and experience of the subordinates remains largely unknown, it is therefore difficult to say what kind of people responded to this.

Response; assignment of specific tasks implies that the employees are not well informed about their responsibilities, or that the manager has special targets that he / she wants reached. In view of this, the manager will therefore have specific things that they may want done urgently. Whatever the cause for the instruction the respondents were split between the strongly agree (17%) and strongly disagree (14%). This closeness of the radical divergent views gives the impression of strong differences of opinion.
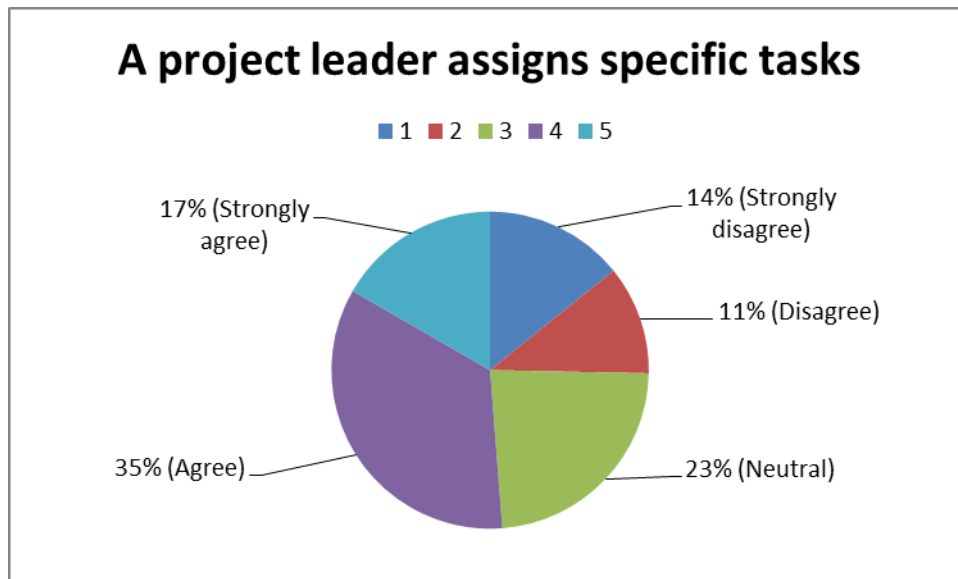
Figure 5.12: Perceptions about assigning of specific tasks by project leader
(Source: from data analysis of the research)

Surprisingly, it would be expected that there would be a close competition between the moderately disagreeing (11%) and the moderately agreeing (35%). The number agreeing is three times that of the number disagreeing, and that seems to be unprecedented. The sum totals of those agreeing and those disagreeing are given by numbers 52% and 25% respectively. This means that just over 50% of the respondents affirm that the assertion measured hereby is an effective leadership characteristic. It can therefore be generalised that assigning of specific tasks is a leadership competency, but cognizance is taken of the low score. Questions arise as to

whether this may not have been because of possibly the differences between the type of skills and the years of experience of certain practitioners doing the same work over a period.

Question 13; A project leader wants assigned specific tasks accomplished to be completed in time; this may require the slave-driver type of manager who wants to plan ahead and know when tasks are finished. It should be considered also that the iron triangle of project management uses completion of project within the stipulated time as a measure of success. How would the subordinates feel about such pressure brought on them so as to meet the schedules according to the project plan? Therefore, employees who are interested in working to achieve tasks may find joy in the slave-driver-manager.

Response; whilst the number of those strongly agreeing is low at 20%, the number of those not sure and thus neutral is high at 26% comparable to the number moderately agreeing at 29%. This brings the number agreeing to 49%, just a little under 50%, whereas those disagreeing are at 15% and 10% (strongly disagreeing and moderately agreeing) respectively totalling 25%.

A project leader wants assigns specific tasks accomplished to be completed in time

■1 ■2 ■3 ■4 ■5

20% (Strongly agree)
15% (Strongly disagree)
10% (Disagree)
26% (Neutral)
29% (Agree)

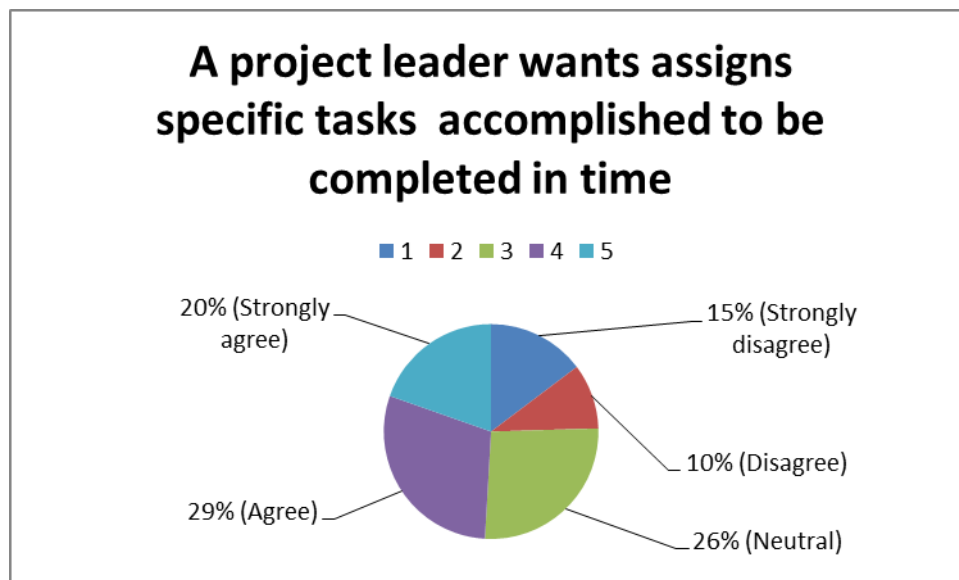*Figure 5.13: Expectations on completion of assigned specific tasks*
(Source: from data analysis of the research)

The sum total of which is lower than the number of people who have not made up their minds (26%) on which one of these is an important leadership characteristics. It is always interesting to note that what is expected from literature review has not always been supported by the research

findings. It is understood however that circumstances have not been described in greater detail and as such the responses should be understood in that context.

The next major question under which numerous other sub-questions were asked was on Leadership style; What type of a leadership style do you prefer? Do you want a leader who……. The sub-questions below are a continuation of the statement above which has not been completed. The styles of leadership and the effects of these leadership styles are discussed extensively in literature. It has not been established though as to what leadership styles specifically work for project management, the general understanding is that leadership styles are situation dependent. The questions here sought to identify the styles acceptable to the employees in the specific industries that were sampled.

Question 14; Do you want a leader who; Is independent in the way he does his things? An independent project manager may be one who exercises power without limitations, possibly well informed and knowledgeable about the projects. The intention was to measure employee attitudes towards such a leader, who most probably will be self-confident, and leaves or stands up for his decisions. Such a person might be difficult to work with as he may not consult subordinates on many issues confident that he knows.

Response; of particular concern is the number of people who are neutral and as seen from previous sections this number ligers in the 20% region. In this case this number is 20%, it is worrying that 20% of people do not know whether or not they agree with the assertions. There is however a likelihood that the questions are not clear enough, meaning sub-questions could have been asked to clarify certain concerns. Apart from this concern, the respondents in agreement total 56% with a 21% and 35% split between strongly agree and agree respectively. It is thus clear that in general the independence of a leader is considered favourably by the subordinates. The figures discussed here are illustrated in the Figure 5.14 below.

Is independent in the way he does his things
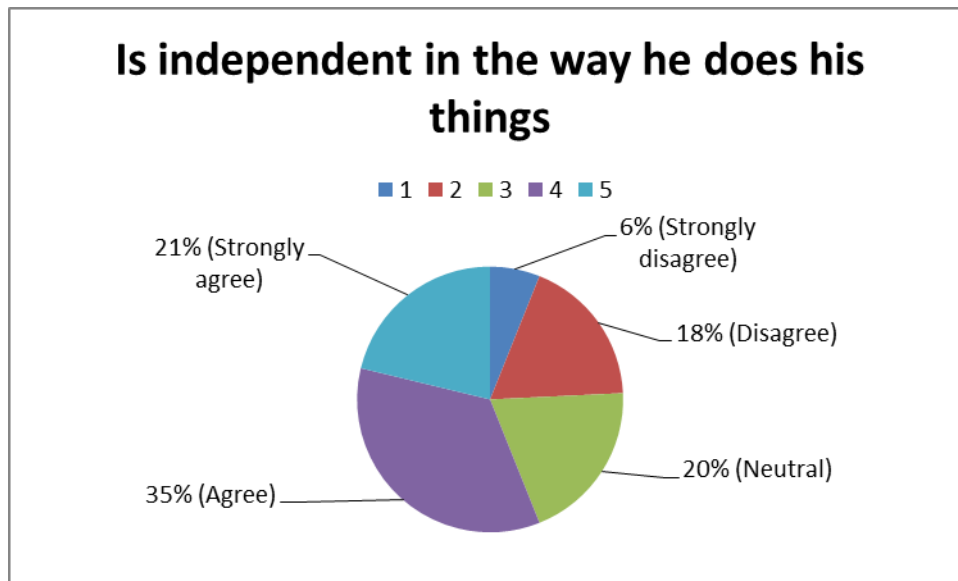
Figure 5.14: Independence of leader on how they take decisions
(Source: from data analysis of the research)

The sum total of the strongly disagree (6%) and disagree (18%) is 24% which is way below the percentage of those who agree (56%). This is surprisingly very close to the population that was not sure as to what to say (20% neutral and 24% total disagreeing). It is important to emphasise this observation that even if the neutral chose to vote with the disagreeing, those agreeing still comprise of the majority at 56%.

Question 15; Do you want a leader who; will initiate certain activities or changes; one of the qualities of a leader is that they should be intelligent and be able to initiate certain project related activities, approaches etc. The question seeks to measure the extent to which subordinates accept a leader who may want to always break the limits and allow no rigidity in project execution processes. It is necessary to point out that one of the five types of sources of power is knowledge, and any leader who has that ability might have expert power. The responses to these questions are of particular interest to the researcher.

Response; the contrast between the two extremes of strongly agree (29%) and strongly disagree (4%) is too sharp and seems to clearly show that there is a strong appreciation for innovation as a good sign of leadership. Of further interest is the disparity between the agree (38%) and disagree (7%), another clear indication of the subordinates' appreciation of *innovateness* of leadership. The sum total of those agreeing is 67% compared to the sum total of those disagreeing at 11%, even without worrying about the ambivalence at 22%. The discussion above can be observed from Figure 5.15 below.
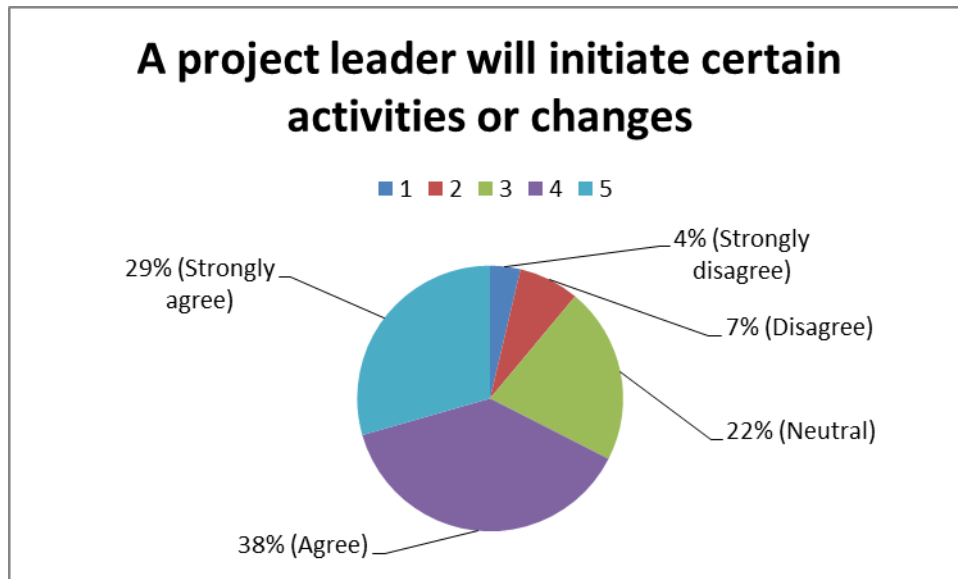
Figure 5.15: Perceptions about initiativeness as a sign of good leadership
(Source: from data analysis of the research)

The results above were as expected since being initiative is one of the characteristics of good leadership is discussed and preceding sections of the thesis. This also gives the impression of a wise, intelligent and knowledge leader, all of which translate into types of power. Since leadership is the ability to influence, influence will become power at work. A leader with such powers is presumably effective and may affect performance positively.

Question 16; Do you want a leader who; will leave you to work; such a leadership style would most probably be based on a degree of trust by the leader. Or it may be that the leader understands what the subordinates know and what they can do, and hence will trust that they will deliver as per expectations. The trust may emanate from the leader's belief that when employees are given responsibilities, they are able to find their way around to get things done. Would such an approach augur well for the subordinates?

Response; there is an interesting strong showing by those who strongly agree together with those that agree, those that strongly agree at 28% and those that agree (moderates) at 27%. The sum total of these two is 57% allowing an acceptable generalization that subordinates or project practitioners prefer a leader that will allow them to work. The statistics is displayed in Figure 5.16.
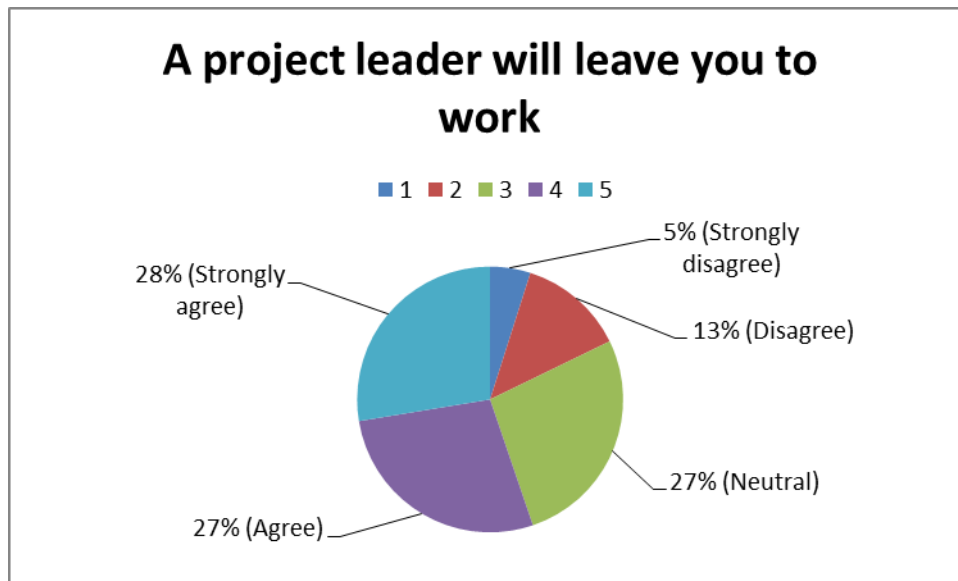
Figure 5.16: Perceptions about project leader who leaves workers to work on their own
(Source: from data analysis of the research)

Again an interesting phenomenon is shown when the two extremes of strongly agree (28%) and strongly disagree (5%) are contrasted. In terms of ratios, for every one person that strongly disagree, there are approximately six people who strongly agree. Here again the total of those in disagreement is 18% compared to 55% who agree. Of concern is the sudden increase in the number of people who remained neutral in their response, meaning the levels of ambivalence a high in this regard.

Question 17; Do you want a leader who; is always trying to change or modify things; possibly a sign of lack of satisfaction with existing processes, or could merely be a personality that is 'adventurous and entrepreneurial' wanting to 'break the envelope' all the time. This approach would definitely be risky, and would subordinates find this acceptable if they have to be experimenting with processes and issues all the time? Again, because these respondents come from different industries where circumstances are different, may be breaking down questions in finer more direct questions may have helped.

Response; it is understandable that with the advancement in technology and the growing uncertainties, there may be a need to change operational methods or other operational elements from time to time. Clearly the respondents had no clue what to say as there is an unprecedented increase in the neutral percentage which records its highest so far at 33%. Even though given the high percentage of ambivalence one would expect that the levels of those disagreeing

(disagree – 9% and highly disagree – 9%) would go up, it has gone down and stands at 10%. The bulk of the spoils are shared between agree, strongly agree and neutral.
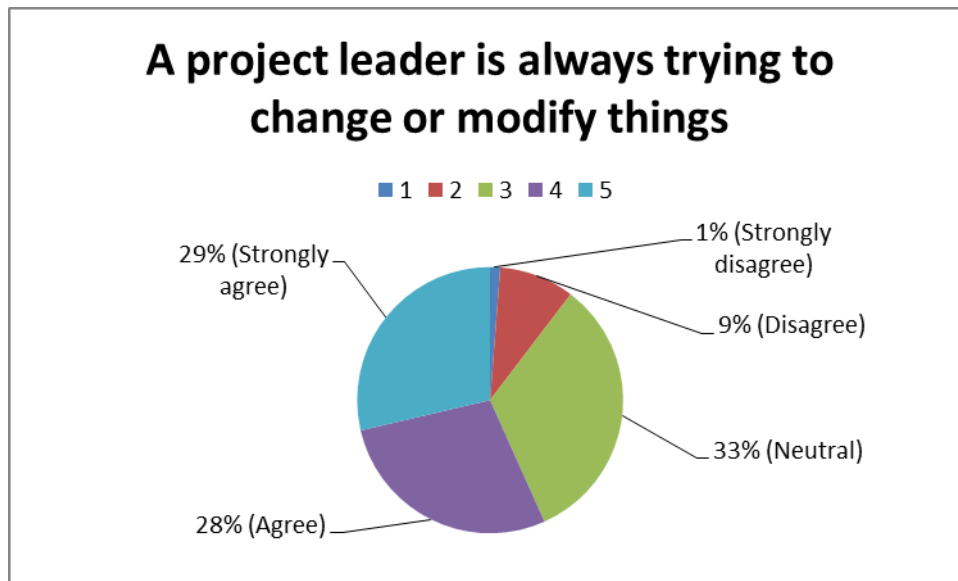
Figure 5.17: Perceptions on leaders that are always trying to change things
(Source: from data analysis of the research)

For the first time we have neutral scoring the highest at 33%, followed by strongly agree at 29% and agree at 28%. Even though the total agreeing is high enough at 57%, there is still cause for concern as the number of those ambivalent is high. The question remains as to why one third of the respondents do not have an opinion on such an issue, the possible cause will remain a mystery for all purposes.

Question 18; Do you want a leader who; is always allowing you to change things; such a leader may be looking for solutions to certain problems and uses the employees to help find answers. Or the leader may simply be the type that doesn't want to sit with rigmarole and do things same time always. Some type of visionary person most probably, and thriving on experiments and fearing little about failure. Would such an approach find room amongst the subordinates, and what kind of subordinates would be comfortable with such leadership styles? The question was meant to judge the perceptions of such actions, and here is what the respondents think about this item.

Response; the response provided surprises which merely make the understanding much more complex if the previous trend is to be assumed to be the norm. Strongly agreeing respondents constituted only 2% with those strongly disagreeing constituting 5%, both numbers are insignificant. Figure 5.18 below shows the statistics.
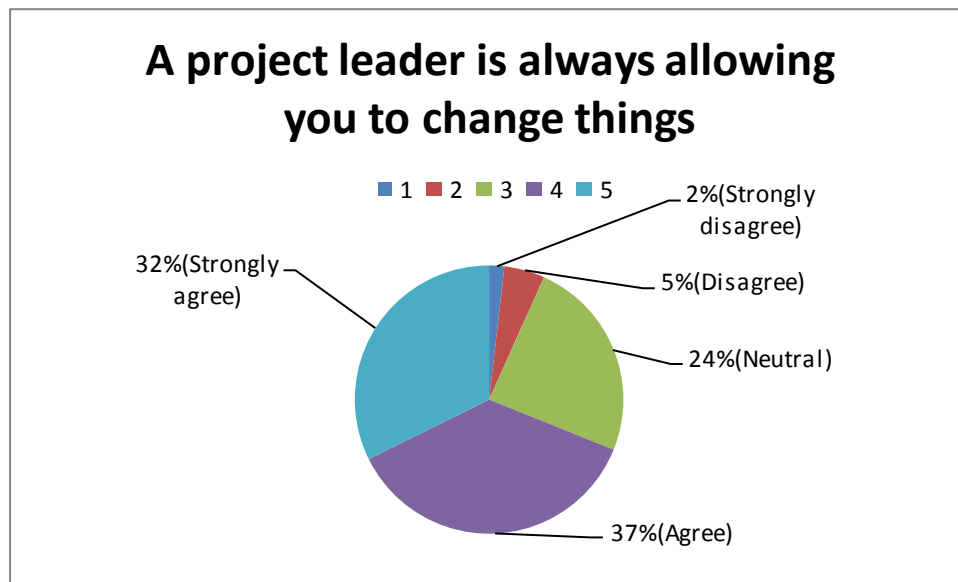
Figure 5.18: Perceptions about a leader who allow you to make changes
(Source: from data analysis of the research)

It is amazing to see that those strongly agreeing shoot up to 32% and to 37% against 2% disagreeing. The respondents who were not clearly decided on this issue constituted 24%, the ambivalence remain between within 20% to 25% in range. The sudden increase in those agreeing is positive as this constitutes approximately 69% of the respondents. It is therefore easy to make any generalisations on this assertion, and transformational leadership in the reviewed literature had mention of leaders allowing subordinates to be changing things. It might however mean that in as much as managers may allow innovativeness, there is a need for it to be controlled and managed properly.

Question 19; Do you want a leader who; is charismatic and full of zeal and excitement in what he does; charisma is a form of power outside of the formal power that is bestowed upon the manager by virtue of his position and designation. This power is known to be motivating and resides in the person himself or herself and not in formal power which is authority. Will employees therefore be willing to accept and work with charismatic personalities?

Response; after the last response had shown an increase in the number of people who were ambivalent, the number has come down to 25%. Still too high for the purposes of good generalization, but more the norm judging on previous findings in the preceding responses. Figure 5.19 below comes with more of the expected than some of the previous answers.
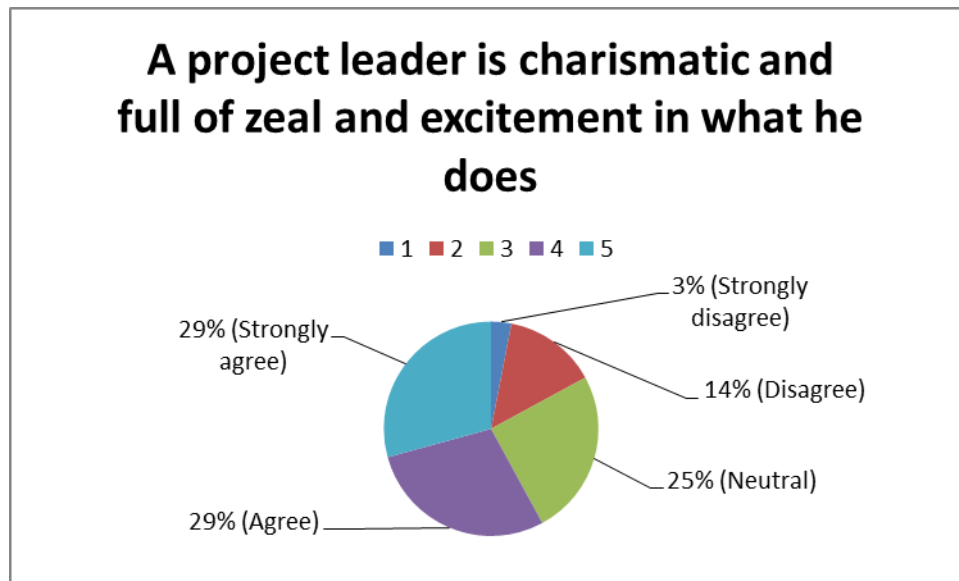
Figure 5.19: Perception about charisma as a leadership quality
(Source: from data analysis of the research)

The usual sharp contrast between strongly disagree (3%) and strongly agree (29%) is realized in these responses. Neutral stands disturbingly at 25% which is a quarter of the responses to this question that are ambivalent, not so good a sign again. But there is consensus reached at least since those that are in agreement (strongly agree (29%) and agree 29%) have the same value and total 58% which can be used for generalization about the perception of respondents towards the question. Those disagreeing and strongly disagreeing constitute a small percentage comparatively, it can be generalised that charisma is considered a favourable leadership style.

Question 20; Do you want a leader who; inspires people around him in what he does; this would make reference to personality and the character of the leader. Most such people would have referent power, expert power and possibly extroverts with a lot of energy and able to interact freely. The question then is; will subordinates want to work with such personalities in a project? Or would this personality be unacceptable in such a project environments? The opinions of the respondents are discussed below.

Response; this was as expected deriving from the literature and general known sentiments about leaders who are an inspiration to their followers. This somewhat distinguishes itself by way of responses from the previous responses. A whopping 42% strongly agreed that the ability to inspire is a critical element of effective leadership. Those moderately agreeing have a strong showing at 38%, this is illustrated in the graph (Figure 5.20) below.
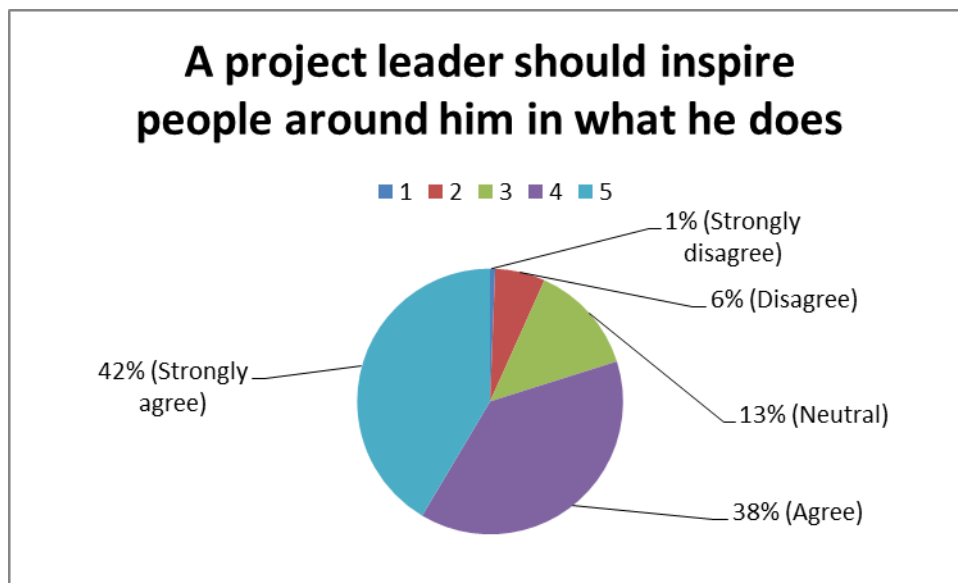
Figure 5.20: Perceptions about inspiration by the leader
(Source: from data analysis of the research)

The sum total of those in agreement gives a resounding 80%, and there is a noticeable reduction in the percentage of the ambivalent sitting at a mere 13%. Those strongly disagreeing and disagreeing are 1% and 6% respectively, their sum total is just above half of those who were not decided and remained neutral. The findings are a clear indication that inspiration is a desirable element of effective leadership by the followership or subordinates.

Question 21; Do you want a leader who; wants people around him to perform without guidance; another unique style possibly based on the Y theory which propagates the empowerment of people by allowing them to work without supervision. The thinking behind this theory is that employees like their work, they can be innovative if given the opportunity to, and are generally responsible people. The question is essentially checking if respondents' perception is that the leader should leave people to do work without micro-management.

Response; contrary to the previous answer provided in Figure 5.3, there is a strong position here, and for the second time the percentage strongly agreeing constitutes more than half the total of responses. These by far exceed the expectations since the earlier results indicated otherwise. The graph below (Figure 5.21) shows very interesting statistics that have not been reported under any of the questions below.
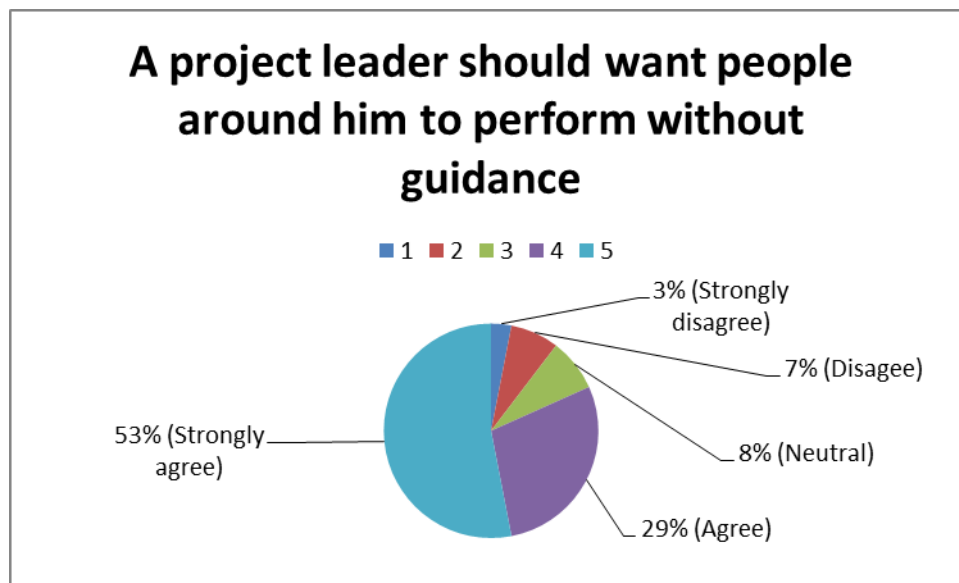
Figure 5.21: Perception about leader not micro-managing subordinates
(Source: from data analysis of the research)

53% of the responses indicate that they is a strong believe or understanding that a leader who leaves subordinates around him to work without guidance is acceptable. This is followed by 29% agreeing, though moderately that leaving employees to work without guidance is acceptable, and these employees will be working around him without guidance or interference. The sum total of those agreeing is 82%, which to date has the strongest showing of respondents agreeing to a characteristic of leadership. 18% is split between neutral (8%), disagree (7%) and strongly disagree (3%). It can therefore be generalized that the bulk of subordinates prefer to work with little interference from the project manager, but that the manager be around, possibly as a possible back-up should there be a need.

Question 22; Do you want a leader who; is actively involved with work and is seen in everything around; a typical hands on person possibly easily accessible by the employees. But may be mistaken for micro-managing except if he / she doesn't interfere with processes unless called to assist. Getting actively involved with the work may also mean that his role is clearly distinguished and he / she may be using impression management to make the subordinates productive.

Response; there is an improvement with trend that has been growing as seen in the last three graphs, and this time the strongly agree constitutes 57%, and is followed by those agreeing 35% moderately agreeing. This is not the norm, because the contrast between strongly agree and agree has never been this wide, however the sum total gives 92% in agreement with the statement. The graph below (Figure 5.22) shows very interesting statistics.

A project leader is actively involved with work and is seen in everything around

■ 1 ■ 2 ■ 3 ■ 4 ■ 5

1%(Strongly disagree)
1%(Disagree)
6%(Neutral)
35%(Agree)
57%(Strongly agree)
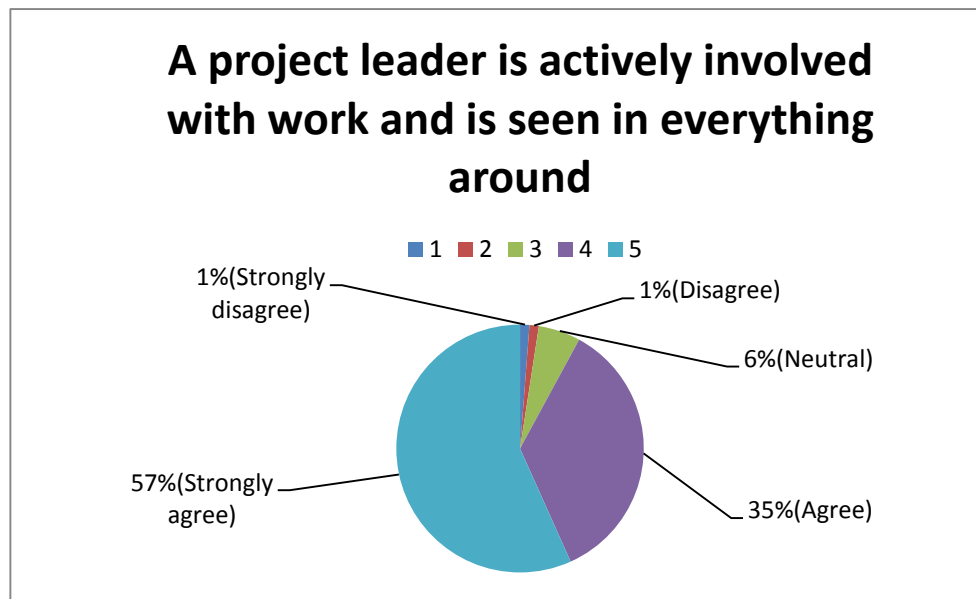
Figure 5.22: Perceptions about leader getting involved in everything around (Source: from data analysis of the research)

Neutral again dropped to 6% from 8% as indicated in Figure 5.2 and Figure 5.21. 6% respondents shows ambivalence to this question, whereas one (1%) strongly and (1%) disagree. The disagree bringing the sum total of those disagreeing to a weak 2% compared to the 92% in agreement. Of special interest also is the weak strongly agree and weak strongly disagree, both standing at 1%. It can be correctly generalised though that the majority of respondents think that good leadership may be seen in the personality of a leader that is seen involved in everything in the project. Possibly implying that respondents would be comfortable with a leader that is seen to be 'hands on' and is most probably felt in everything taking place.

Question 23; Do you want a leader who; seeks to achieve goals that he has set for by inspiring others; may be a charismatic organisers, but possibly a transformational leader who believes in sharing the vision and then inspiring others to join in his dream. Such a leader may be an extrovert and have good interpersonal relationships with colleagues and followers alike.

Response; this response is rather interesting since there is some consistency seen when the responses between Figure 5.20 and Figure 5.23 below are compared and contrasted. In Figure 5.20 above the score was 42% in response to the acceptance of inspiration as a way of effectively leading people. In this response now the figure is at 37% which is less but still large enough and the difference may not be of statistical significance. Surprisingly, in Figures 5.7, 5.9, 5.14 and 5.23 there is a constant in the number of the people showing ambivalence, it is recorded here at 20%.

A project leader seeks to achieve goals that he has set for by inspiring others

■1 ■2 ■3 ■4 ■5

0%(Strongly disagree)

4%(Disagree)

20%(Neutral)

37%(Strongly agree)

39%(Agree)
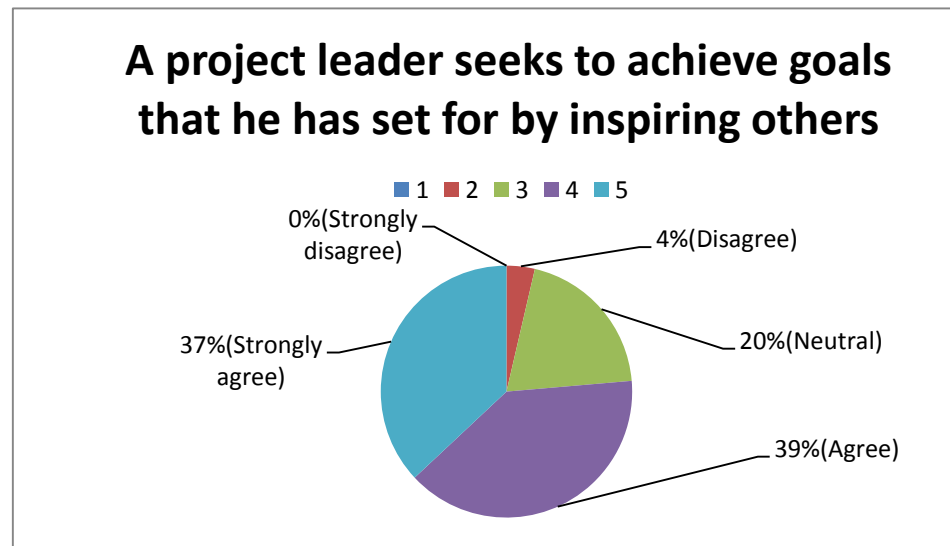
***Figure 5.23: Perceptions about leader who uses inspiration to achieve goals
(Source: from data analysis of the research)***

In Figure 5.20, the 42% was from respondents who strongly agreed, whereas in this response the strongly agreed is given by 37%, and 39% moderately agreed compared to 37% who moderately agreed. The anomaly is on what happened to the strong showing of the 42% strongly agreeing. Generalisation can be made since the sum totals of both the agreeing are above fifty percentage of the total respondents. The findings are a clear indication that a leader who seeks to achieve goals that he has set for by inspiring others is a desirable element of effective leadership by the followership or subordinates.

Question 24; Do you want a leader who Is always looking forward to other things / the future even; a leader living way ahead of time and possibly a luminary who has dreams and keeps on planning for future events. Such a leader would have a degree of instability in some areas as he / she is bound to keep shifting the goal posts as they reach new aspirations. May be what should have been put or clarified in the question is whether this leader is also an entrepreneur, not only forward looking but implementing and possibly taking the risks that go with uncertainty.

Response; a seeming view that is increasingly becoming the norm in the responses surfaces again. A small strongly disagree (1%) followed by a very strong showing of those moderately agreeing. One would expect that if the strongly agreeing is pitched that high, the moderately agreeing would show up equally strong. The graph below (Figure 5.24) shows results from the expected trend.

A project leader is always looking forward to other things / the future even

■1 ■2 ■3 ■4 ■5

1%(Strongly disagree)
3%(Disagree)
9%(Neutral)
50%(Strongly agree)
37%(Agree)
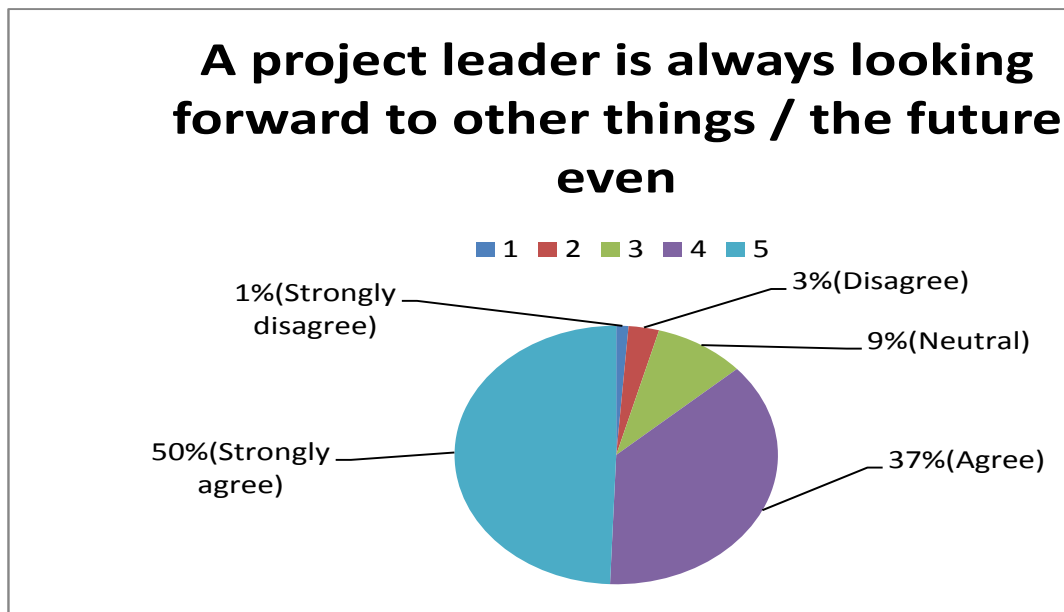
Figure 5.24: Perceptions about a project leader who is forward looking
(Source: from data analysis of the research)

The neutral shows lower below the one third point again which is good, and this time those strongly agreeing show up at 50%, and if this is added to the 37% strongly agreeing, the agreeing therefore constitute the majority at 87%. The number of responses showing ambivalence show up from 6% in Figure 5.22 to 9% in this question. The remainder of 4% is shared between strongly disagree at 1% and disagree at 3%.

Question 25; Do you want a leader who; does not take steps or actions without consulting; may be a sign of no self-confidence and presence of a desire for team work. Such a leader may not be responsive when requests are made and may portray signs of lack of knowledge, lack of confidence, or reluctance to speedily solve problems. It may be purely an inclusive leadership style where the leader believes in sharing the vision and believes in participative leadership style. May not be the best person in times of troubles where urgent decisions are needed, how would such a person fare in time-compressed project environments.

Response; the strongly agreeing share the spoils with strongly disagree with both attracting 2% of the responses. Neutral came up at 15% which is almost 50% average of falling between 6% and 33% obtained in Figure 22 and 5.17 respectively. Again the levels of ambivalence are moderate low making it easy to come up with any creditable generalisation. The Figure 5.25 below shows figures far from expectations.

A project leader does not take steps or actions without consulting

■1 ■2 ■3 ■4 ■5

2%(Strongly disagree)
2%(Disagree)
15%(Neutral)
34%(Strongly agree)
47%(Agree)
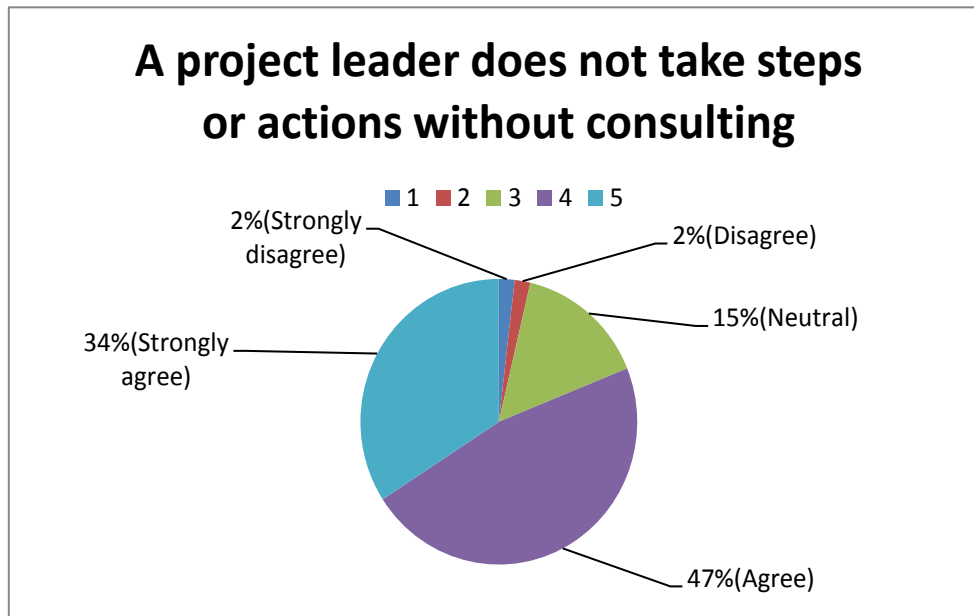
Figure 5.25: Perceptions about a leader who always consults
(Source: from data analysis of the research)

The total agreeing (strongly agree 34% and agree 47% which equal 81%) comprise of just over fifty percent of the respondents, the number agreeing (81%) is higher than the number disagreeing which is given by 4% (with 2% strongly agreeing and 2% agreeing). It can therefore be generalized that the bulk of subordinates prefer to work with a leader who; does not take steps or actions without consulting.

Question 26; Do you want a leader who; boldly stands for decisions; a decisive person who most probably doesn't consult and is willing to 'bite the bullet.' Such a person believes in herself / himself and does not delay in taking decisions, may give little thought before making decisions and is prone to make mistakes. The question remained therefore as to whether such a personality would be acceptable by the followers, and the respondents gave their opinions.

Response; another question that was accepted by the large part of the respondents as most remained in agreement, the highest recorded so far at 85%. This is above half of the respondents not certain and disagreeing about this as a leadership quality, it is compounded by the 2% who moderately disagree and the 1% who strongly disagree. This on its own comprises below 50% of the respondents, making it easy to make a generalisation.

A project leader should boldly stand for decisions

■ 1 ■ 2 ■ 3 ■ 4 ■ 5

1%(Strongly disagree)

2%(Disagree)

12%(Neutral)

39%(Strongly agree)

46%(Agree)
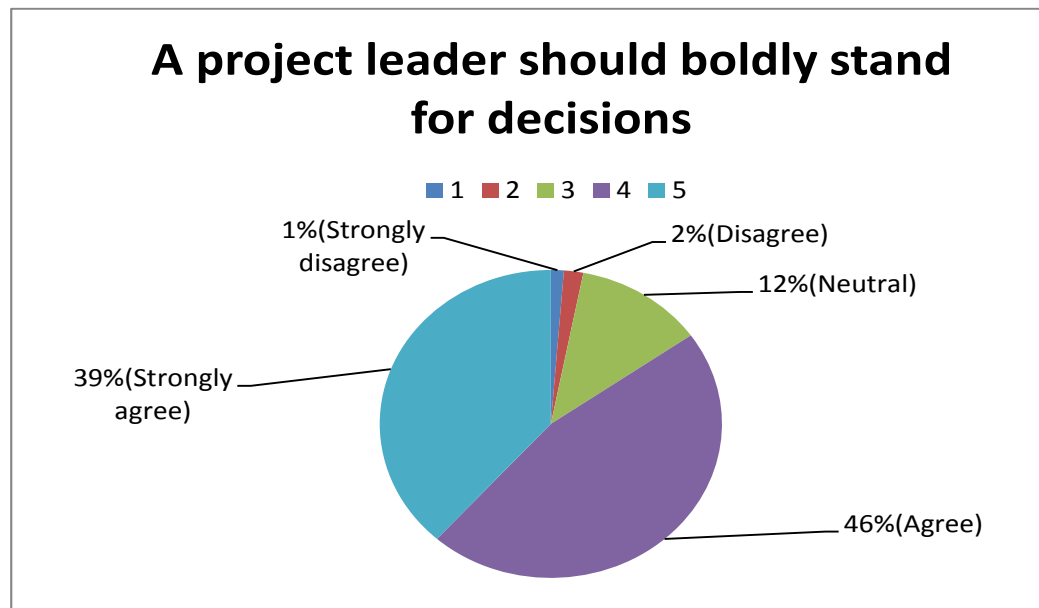
Figure 5.26: Perceptions about a leader who stands for his decisions regardless (Source: from data analysis of the research)

Of particular interest is the relationship between the strongly agree at 39% followed by agree (moderate) at 46%, the jump is rather normal considering Figure 5.25. The total agreeing at 85% is actually more than the neutral at 12%. It is easy to draw generalisations if the total figures are considered by the majority, the number agreeing (85%) is greater than the number disagreeing 3%(with 1% strongly agreeing and 2% agreeing).

Question 27; Do you want a leader who; Is unconventional and does things differently; a unique personality who thinks and acts without bothering about the norms or traditional practices. Such a manager would break rules, make new rules and operate outside of what is considered the acceptable or conventional method. Possibly a risk-taker as mistakes committed may be costly when there is no time to learn and experiment with projects. Such a person may have problems meeting the project triangle expectations, or may even find shorter and faster ways of meeting the project triangle expectations.

Response; the sum total of those agreeing to those disagreeing is almost equal at 37% and 34% respectively. None of them is in the majority with the remainder taken by the ambivalence which shows up at 29%. The detail is represented in figure 5.27 below.

A project leader is unconventional and does things differently

■1 ■2 ■3 ■4 ■5

9% (Strongly agree)

12% (Strongly disagree)

22% (Disagree)

28% (Agree)

29% (Neutral)
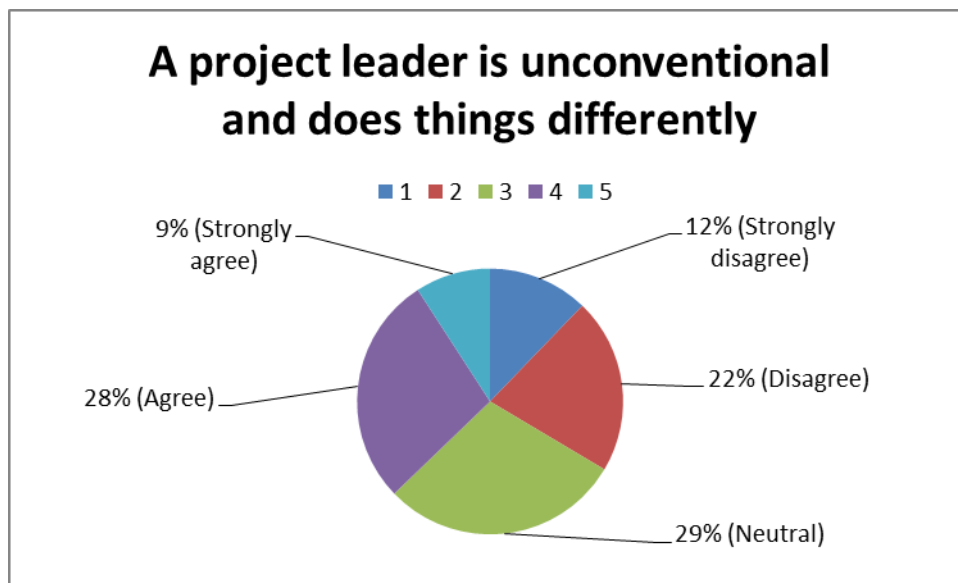
Figure 5.27: Perceptions about a project leader who always does things differently
(Source: from data analysis of the research)

There is no outright majority on this variable and this means that it may be difficult to make a generalisation on this issue since the reasons for the ambivalence are not known. It can be safely concluded however that unconventional leadership is not considered a desirable leadership style in the project environment. The reasons for this may be left for future studies.

Question 28; Do you want a leader who; keeps trying to achieve; possibly a daring and 'never-give-up' type person with energy and endurance. May be a consensus believer who will keep-on-keeping-on trying method after method. Such are referred to as winners because they never quit. The respondents expressed their perceptions and opinions of such personalities and these are provided in the response as shown below.

Response; much may be said about personalities that never give up, but supposedly the opinion of the respondents will be based on what experience they have with such people. Some individuals are impressed by people with endurance and credit that as a positive for effective leadership. Some may feel that it is annoying if someone continues to push even when all seems lost or unattainable, especially if they know from experience that what the leader is pursuing has never worked before. Figure 5.28 below details the findings diagrammatically.
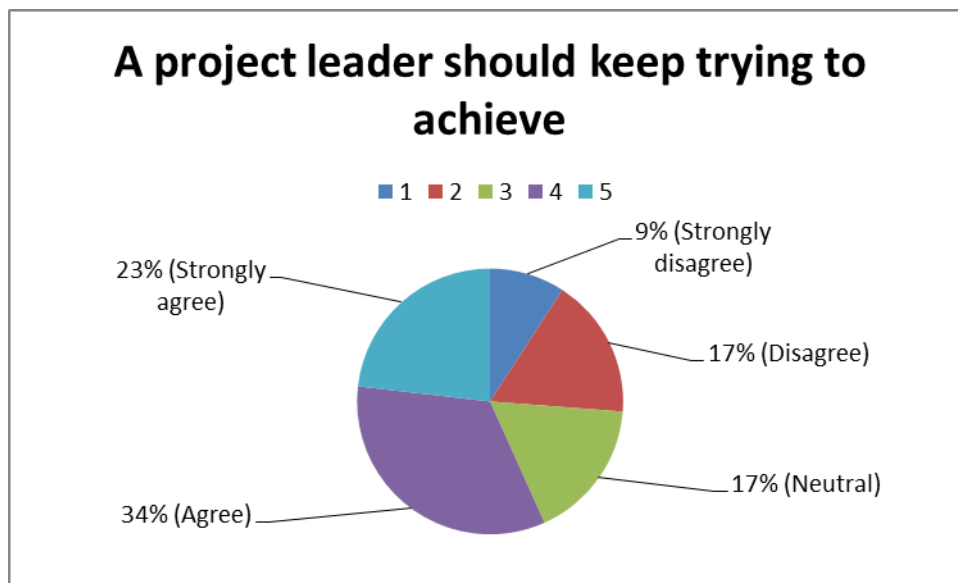
Figure 5.28: Perceptions about a leader who keeps striving to reach goals
(Source: from data analysis of the research)

The response shows a strongly agreeing 23% supported by an agreeing (moderate) response of 34%. This is acceptable as a normal trend when the two Likert scales show fairly well comparable statistics with the increase towards moderate. Neutral shows an equal strength with those disagreeing moderately at 17% for both, with the strongly disagreeing at 9%. The total of the two on the disagreeing side of the scale is 26%, which is less than half the number agreeing which stands at 57%. It can be generally accepted that the respondents voting agree with the sentiment that keeping on trying to achieve is a positive for leadership.

SECTION B

This section asked open ended questions, and the question asked specifically was;
Anything you want to say on characteristics of good leadership, write below.

Respondents from IT (Some of the 2% respondents) - refer Figure 5.31

A project leader must have experience and knowledge on the field. Project leader need to share knowledge and be involved in the team. A project leader should participate in the team. A project leader must have good communication skills. [IT - Technician (0-5 years' experience)-

A project leader should help you and not just tell you what to do or how wrong you are. A project leader should be friendly. [IT - Technician (0-5 years' experience)]

IT is the ideal environment to focus on transformational Leadership to grow people's skills and knowledge in the team by portraying the things mentioned as follows: a vision, people management skills, trust, integrity, direct and clear communication, able to listen and hear. It is however not the only style of leadership that will always be the most effective. [IT - Other (11-15 years' experience) – Manager]

Respondents from CONSTRUCTION (Some of the 22% respondents) - refer Figure 5.31

A project leader should gain commitment from the workers for the satisfactory completion of the task, should be able to lead and manage. A project leader should be a good listener. [Construct – supervisor (6-10 years' experience)]

A project leader's main purpose should be to inspire, lead by example and set strategic goals. [Construct – supervisor (11-15 years' experience)]

A project leader prefers structures and procedures to stay in place unless change will be to the benefit of the company but not at the negative expense of the employees. [Construct – other-financial manager (11-15 years' experience)]

It is essential to have a project leader, who is able to guide and follow the required direction, but when the circumstances require step out and make decision to change – true leaders know when to take this step to alternate route. [Construct – other – business owner (16+ years' experience)]

A project leader should be consistent. The leader should not confuse those he/she is leading by continuously changing management style/procedures etc. [Construct – other – project manager (0-5 years' experience)]

Respondents from OTHER (Some of the 67% respondents) - refer Figure 5.31

A project leader should be patient with subordinates. He should help out team members who are struggling. He should lead by example. He should be free of arrogance. He should get to know staff on a lower level. He should treat workers fairly. [Other – Contract employee (0-5 years' experience) – manufacturing]

A project leader should be independent. He should be inspiring. A good leader is sympathetic when there is a need. A good leader provides support to his/her team. [Other - Technician (0-5 years' experience) – Engineering]

Project Leader should always be optimistic and trustworthy to his staff and tasks he decides on. He should always set a positive example to his understudies/staff. He should always motivate his staff members. He should always show signs of in-depth insight of his projects. He should always be unpredictable. [Other - Technician (16 + years' experience) – Engineering]

A project leader should act as a catalyst to the process. He should be someone that asks lots of questions. He should be a clear communicator. He should be able to analyze a problem and the root cause of the problem. He should be able to make decisions, and not only conclusions with lots of information. Always adapting and looking for ways to improve constant personal development. [Other - Supervisor (16+ years' experience) – Manufacturing]

A project leader should listen to others views. He should treat everyone equally. [Other – Other (6-10 years' experience) – Engineering]

A project leader should be a democratic leader. He should be a team leader. He should take accountability for others. He should be aware of utilitarian view. He should avoid ethnocentrism. [Other – Other (0-5 years' experience) – Engineering]

A project leader should be able to see specific talents and assign tasks accordingly. [Other – Other (0-5 years' experience) – Engineering]

A project leader should lead by example. Leadership is influence (people, circumstances and future). Leaders overcome challenges. Leaders raise others to lead. Leaders involve other people. Leaders take action. [Other – Other (0-5 years' experience) – Secretory]

A project leader should be always willing to listen to your views, ideas and opinion. He should be Up-to-date with current tasks and ideas/views. [Construction - Technician (0-5 years' experience)]

A project leader should always be able to listen and hear other opinions; consult with experienced personnel, praise good effort, and work as a part of the team. [Other - Supervisor (0-5 years' experience) – Engineering]

A project leader should be a role model. He should know the work in order to teach the juniors. He should be kind, friendly and socializing. A good leader should not be angry because the job

is not done on time but should find out why the job was not done on time. He should provide tools and training. [Other – supervisor (6-10 years' experience) - Engineering]

A project leader should inspire change in things he lead. He should be seen as a coach to his followers as the one who influences them. [Other – Technician (0-5 years' experience) - Engineering]

A project leader should have knowledge and listen to his colleagues' comments and advises. [Other – supervisor (0-5 years' experience) - Engineering]

A project leader should show confidence in his/her staff members. [Other – Technician (6-10 years' experience) – Manufacturing]

A project leader should be honest, approachable and be transparent in his actions all the time. [Other - Contract employee (0-5 years' experience) – Engineering]

A project leader should have good leadership skills, good quality management skills, problem solving skills, team building skills, and monitoring skills. [Other – other (6-10 years' experience) – Secretory]

Workplace project leader should encourage the facilitation of learning skills, developing and supporting the learnership. [Other – other (6-10 years' experience) – human resource recruiter (HR)]

A project leader should talk the talk and walk the walk – no empty promises. Trust in the leader and the leader portraying ethical conduct is just as important in leadership. [Other – other (6-10 years' experience) – strategic HR Project Manager]

Leadership depends on work environment and tasks a hand. Rule of thumb leader leads by example, inspire, convince and are credible. Best test: ask their subordinates what they think of their leader. [Other – supervisor (6-10 years' experience) - Engineering]

Leadership is about inspiring others and sometimes leading from behind. Project leaders are passionate about what they do and inspire others to strive towards a vision. [Other – other (11-15 years' experience) – Manager – Professional service (consulting)]

A leader should allow his/her employees to make mistakes but learn from them. A leader should be a coach not a person who forces his/her ways. [Other – other (0-5 years' experience) – safety officer in engineering]

Making decisions daily is in the best interest of the organization and its staff. Leader does not need a title or a prestigious status to lead or show leadership qualities. Leadership is seen as inherent and can be cultivated over time, by perpetually being unselfish and giving on one's skills, expertise and labour freely to ensure the greater good of all and only for self-serving purposes. Freedom is very important in leadership. [Other - Contract employee (senior management) (0-5 years' experience) –ERP and Business Consulting]

Respondents from EVENTS (Some of the 9% respondents) - refer Figure 5.31

A project leader must not be bias. A good leader should be an example, a good listener and should put companies' priority first than his one. [Events – contract employee (0-5 years' experience)] Managers should not breathe over employees shoulders all day long. They should be fair and just when setting out targets and assignments. [Events – contract employee (0-5 years' experience)]

SECTION C

This section referred to their biography, deliberately put at the end of the questionnaire to avoid possible influence once they have acknowledged their positions. The assumption made was that; if an individual fills in the biography and indicates that they are a project engineer, they may subsequently try to give answers or responses that should confirm or be in line with their stated position. By putting the biography at the end, it is assumed they would think of themselves as ordinary respondents to questions, and that they are being judged or inspected. The questions and responses are illustrated below.

Biography question 1

1. What is your position in the organisation? The purpose for this question was primarily to establish what kind of function the responded performed in the organisation.

This would further assist with information on how certain people in certain positions considered or perceived to be the correct leadership or supervision styles in their areas of practice. Apart from that, the position in the industry would assist in identifying practitioners from any other people that may not have an opinion on effective leadership in a project environment.

Response; The targeted groups as indicated in the scale and the graphical data below were essentially those people who would find themselves being led by someone. Given the nature of the industry, the positions targeted were those of the technicians, supervisors, contract employees (in different ranks) and other. Other had to be specified for the purpose of assessing their eligibility for the information required by the survey. The details of the response are graphically represented in Figure 5.29 below.
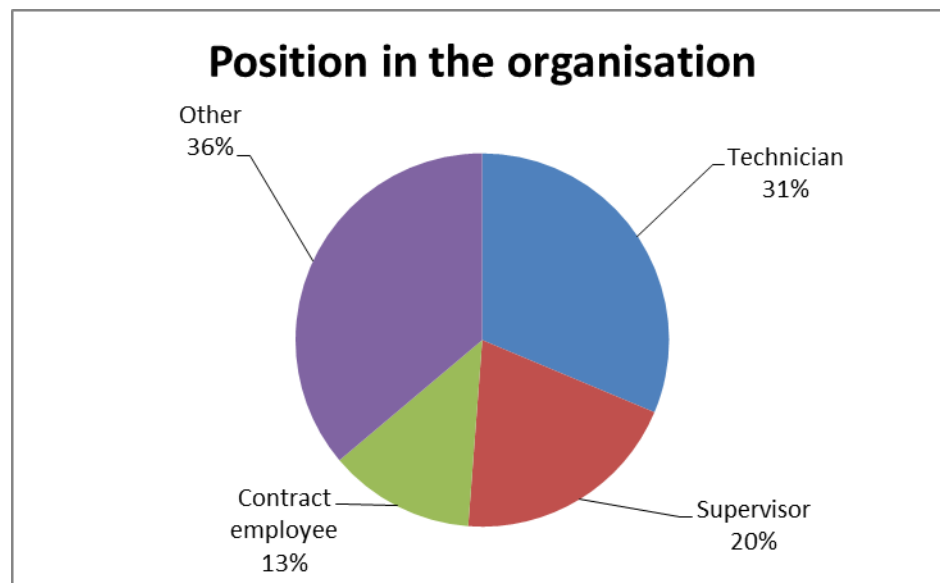
Figure 5.29: Position of respondents in the organisations they worked in
(Source: from data analysis of the research)

The highest number of respondents were under the Other section which recorded 36%. The others responding comprising of people who worked in the project but not necessarily directly under the project manager. These would be people involved in human resource management, procurement and supply chain management, finance department, and other auxiliary structures. Whilst these are part of the project, they do not always deal with the project leader directly. This may partly explain the presence of high values given under neutral in preceding sections on the leadership style of the project manager. The statistic as reported in the graphical structure above shows that other was 36%, supervisors (are also sometimes rated as both subordinates and managers) at 20%, technicians are high at 31%, and the contract employees are recorded as 13%.

Biography question 2; How long have you been involved in projects at this level?
It was hypothesised that experience is a great teacher and would enable people to make better judgements on what leadership or management styles would be of importance to performance. This may be taken together with the emphasis by industry when they advertise for jobs, too often 'highly experienced' people are sought for. The years of experience were therefore thought of as a source of more accurate information on ideal characteristics for a good leader.

Response; The highest number of respondents on this variable came from the age range 0 – 5 years who recorded a 59%. This indicates a large group of possibly young and inexperienced subordinates, who most probably do not know much of the way around for themselves. Figure 5.30 below shows the responses from the respondents.

Years involved in the project

16 - more years
8%

11 - 15 years
9%

6 - 10 years
24%
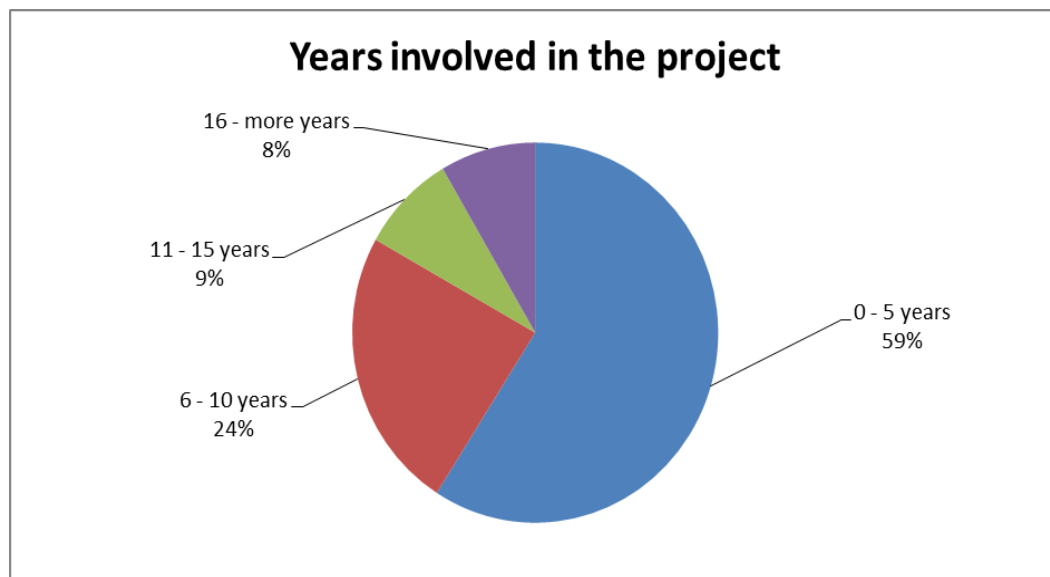
0 - 5 years
59%

Figure 5.30: The number of years of individuals interviewed
(Source: from data analysis of the research)

24% of the respondents were in the range of 6 – 10 years experience, 9% were 11 – 15 years experience and 8% were 16 years and above. The upper limit was not capped and we therefore do not know what years can be attributed to the responses as coming from a certain maximum age.

Biography question 3; Indicate in the appropriate boxes below your type of industry.

Whilst the expected target was initially mechanical, it was noted that there were more industries involving construction, information technology, and events management. Other industries were put under 'other' in which case more other industries would be specified and listed. The distribution of the sampling amongst the different industries can be seen in the illustrations below, Figure 5.31 below describes the distribution.

Response; The other variable records 67% which is the highest single element of the research throughout. This means therefore that the different industries other than the ones specified are clearly in the majority. This immediately creates for us some new thinking in terms of project management, contrary to the tradition where it was exclusively for engineering only. The breakdown of the statistics is represented diagrammatically in Figure 5.31 below.
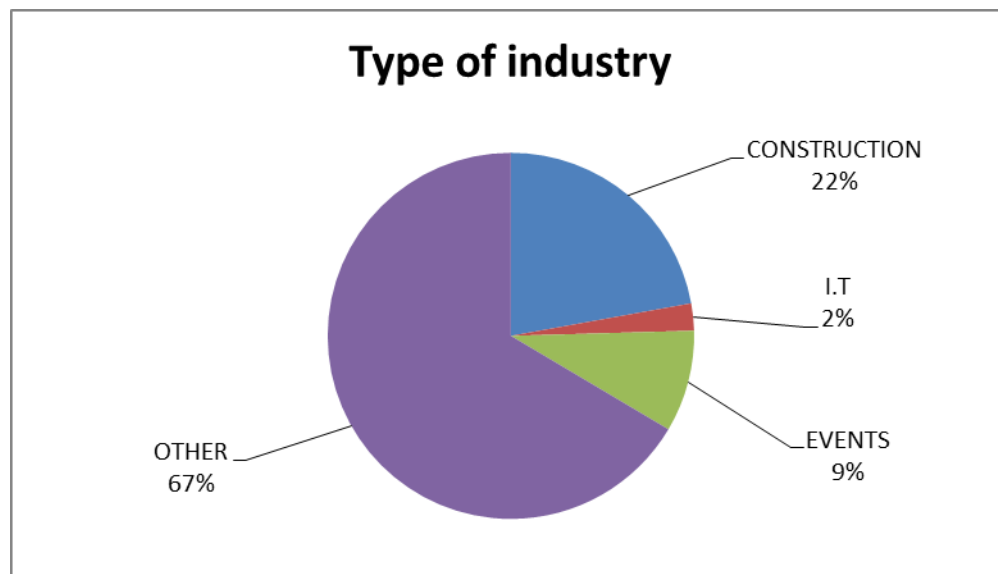
Figure 5.31: Different types of industry from which respondents came
(Source: from data analysis of the research)

The remainder of the industries represented here are construction (22%), Information technology (2%), and events management (9%).

5.3   SUMMARY

This chapter interrogated the elements of the empirical perceptions of project practitioners and what they perceive to be effective project leadership. The questions were thoroughly looked at and examined and the findings were recorded in the paragraphs above. Where there was deviations from expected findings or existing hypothesis, this was mentioned under the different variables which were studied. The foregoing results have opened up many more questions that may need to be followed up in the future by other researchers. Of particular concern is the presence of high levels of ambivalence specifically in the first two sections of this research report chapter. Apart from that numerous other perceptions have been clearly identified even though they did not always agree with foreknowledge and hence expectations. It is always interesting to see that, possibly because of the ambivalence, there are variables that have not been responded to adequately, these should be cause for future research. The rest of the interpretation of the results and the conclusions will be left for the next chapter as it will make conclusions from the studies and provide recommendations.

Chapter 6

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

6.1   INTRODUCTION

This research was carried out to identify and establish types of leadership styles that the subordinates in project based industries accepted as constituting good leadership practice. Most industries are turning to the use of management-by-projects as solution to business operations and quest for efficiency. As a result of this new knowledge is required to understand how project management can be used effectively to help change the situation in the traditionally managed industries. This chapter will provide the summary and conclusion for this whole research and point out important features and characteristics ideal for project management and leadership. The findings discussed here are also aligned to the problems and concerns in the study and where possible suggestions of possible causes are explained. The recommendations that follow will equally focus on the limitations of the study with intentions of perfecting the future processes on research in this area of project leadership. The research findings may also be used in the training of future managers using the analysed and interpreted data as reliable and implementable.

6.2   SUMMARY OF CHAPTER OBJECTIVES

In chapter 1 the concepts were defined and the need for this research stated under research objectives and the significance of the study. A brief literature review was given followed by the identification of the research gap and the problem statement was constructed and justified on the basis of preceding literature review. The research design and reasons for the choice of that particular design were provided as their relevance to the type of information required. The nature of the industry under study together with the type of respondents was acknowledged and the research question was formulated. The research questions were formulated to support and direct the study within the context- relevant research methodology. The sample frame was identified and discussed in details together with the nature of the respondents, the sample size and the methods selected for sampling and data collection.

The way the first chapter was structure influenced the structuring of chapter two, which provides a detailed literature-review-account on the evolution of leadership and management. The underlying theories were discussed in their contextualised state through the many years of industrial growth to the current status. A purposeful distinction between management and leadership was highlighted and the theoretical effects of each one of them as recorded in

existing literature. Leadership theories as they are understood today were put on the spotlight with tabulated comparisons between management and leadership, advantages and disadvantages and other ramifications emanating from the theories as they are understood and practiced today. The concept of project management compared to general management was addressed and the differences highlighted, together with the advantages and disadvantages. It was acknowledged that there is a serious disjuncture between academic theories and practitioner experiences which needed to be brought together for the benefit of effectiveness of management-by-projects.

It was accepted that both academia and industry has failed to come up with a universal definition of leadership, and a one-size-fit-all approach to effectiveness project leadership. The chapter is concluded on the understanding that there is no universal approach to effective leadership since there is no standard subordinate and follower behaviour.

Chapter three focussed on the two most popular leadership styles of transformation and transactional together with the need to consider the followership concept as a determinant of leadership styles used. The concept of emotional intelligence is introduced as the possible base serving as a solid platform for any form of effective leadership. Mention is made of the error of excluding other cultural based leadership style to refer to leadership styles as propagated by western culture proponents only. The two leadership styles of transformational and transactional were defined, compared and contrasted in tabular form to show their similarities and differences. The critical components of transformational leadership style were identified and discussed in detail, these were stated as Intellectual Stimulation, Individualized Consideration, Inspirational Motivation and Idealized Influence. These were discussed with the detailed mentioning and discussing of primary characteristics of the leadership style. Transactional leadership was characterised as based on exchange between leaders and followers where these subordinates received valuable rewards for a certain behaviour. Transactional leader who use active management-by-exception would therefore indicate criterions to be complied with to get a reward, below which punishment might be meted. Effective leadership from a transactionalist point of view would entail the use of motivation by means of reinforcing followers positively, offering rewards, awards, trophies, compliment, approval, praises, respect, benefits and incentives for achieving the set objectives, and use a negative reinforcement to followers who do not comply (Ruggieri, 2009: 1017-1022). The X and Y theories were introduced and discussed with comparison to elements of both transformational and transactional styles. It was concluded that both these styles have a role that they play in the organisation at given circumstances even though transformational was more positively associated with performance. A carefully selected

blend of the elements of transformational and transactional leadership was believed to be able to increase satisfaction, motivation, job and organizational commitment and other positive outcomes in a variety of ways.

Chapter four focused on the research methodology to be used and cleared defined the research concept, research methodology and research design. The purpose of the survey was discussed in considerable detail highlighting the high project-failure-rate as one of the factors of concern that necessitate the study of leadership of projects. Examples of type of projects with high failure rates are provided and the human element is identified as a critical element of project execution. The project manager's leadership style is isolated for study since projects are conceptualised by human beings, planned by human beings, executed by human beings, and are themselves for the benefit of human beings. Both the primary and secondary objectives of the study are stated followed by the research questions, no hypothesis was stated. Research methods and research designs are discussed and the difference between them tabulated before details of the choices and reasons are provided. The population type size and sampling together with the instrument to be used and the data editing processes form the final part of the chapter.

Chapter five discusses the data collected, the results as shown graphically with detailed discussion on the findings question by question. Prior to this discussion, the use of the Likert scale for measuring is justified and a difference is drawn between discrete statistics which is quantitative and the qualitative statistics ideal for this research. In all 28 graphs are presented in the chapter with each discussed to great length identifying surprises, areas where expectations were met or were not met. The interpretation is given on each one of the findings as they appear in the questionnaire, and the chapter concludes with the biography of the interviewees.

Chapter six, the final chapter discusses the highlights of the results, findings and interpretations from the previous chapter, these highlights are discussed briefly before making recommendations on question by question. Each variable under study was measured using the a five-point Likert scale (high degree of agreement was represented by 4 and 5, high degree of disagreement was represented by 1 and 2, and 3 indicated ambivalence or indifference and is recorded as neutral). The variable by variable approach is intended to allow focus on all the variables and allow the drawing up of interconnectedness of these variables. In all two primary variables were measured, but each one of them was listed with sub-questions as can be seen in the questionnaire annexed to this document. The Likert scale used ranged from the lowest to the highest as indicated in the diagram below. This scale was chosen for this purpose since this was meant to measure people's perceptions and attitudes which could not be classified as discrete

nor are they quantifiable. For the convenience of the respondents the scale indicated in numerical form (to assist in deciding the extent of agreement or disagreement) to complement the statements used; in this case therefore. The ratings were strongly disagree = 1, disagree moderately = 2, neutral or without opinion = 3, moderately agree = 4, and strongly agree = 5. The questions asked are listed below together with the analysis, conclusion and recommendations, the findings and analysis follow the question and the findings, question by question.

6.3 CONCLUSIONS

6.3.1 The main question (major question) asked was; What do you consider as desirable behaviour by a project leader? The sub-questions asked under this question follow below;

Question 1; A project leader should set measurable goals and objectives for what should be done.

The question sought to establish if transactional or transformational type of leadership is preferred. To the suggestion that good leadership style should be one that set measurable goals, the findings were slightly below expectation as can be seen in Figure 5.1 The final finding is that 62% of the respondents agree or accept that as a good style of leadership, it is generally accepted then that the respondents accept goal and objective setting as a way of leading. It is recommended, as derived from the conclusion above, that good project leadership should involve good working knowledge of the tasks to be able to set realistic and achievable goals.

Question 2; What do you consider as desirable behaviour by a project leader? A project leader should be organized? The findings were largely in agreement with expectations with an overall agreeable population of 78% conclusively indicating that being organised enables the leader to influence the subordinates towards performance and cooperation. It is therefore recommended that project leaders understand their task environment and know more than the subordinates do for them to be organised. Subordinates prefer a leader who is in control as that impacts on their ability to execute the project effectively and efficiently.

Question 3; What do you consider as desirable behaviour by a project leader? A project leader should be watching everything that needs to be done? The response was not as expected because of the literature relating to the X theories and their effects on performance. It can be concluded here that the respondents in agreement stand at 62%, a clear indication that the project leader must be seen to be involved in everything. It is therefore recommended that

the project leader should possibly know the tasks well, get involved but possibly without tempering with the performance. It should be noted also that the bulk of the people responding were under 5 years experience, this might be therefore because they do not know much about the projects.

Question 4; What do you consider as desirable behaviour by a project leader? A project leader should plan the work for you? Though planning the work for the subordinates is associated with theory X leadership, it may be necessary to point out that the bulk of those responding are people with less than five years experience. Getting the work planned for them would be a welcome move as it reduces the fear of failure, this is in agreement with the preceding responses. No clear cut conclusion can be drawn from this as the responses are too divided to be used for any generalisation. It is recommended that the project leader should look closely at the type of followership and decide a style that suits the subordinates concerned.

Question 5; What do you consider as desirable behaviour by a project leader? A project leader should show you how to do the work; Like all leadership approaches, the leadership style stems from the manager's perception about subordinates. Critical to this is the assumption that subordinates have to be taught how to do the work because they are generally not responsible and possibly not intelligent enough. The level of ambivalence should be seen as a sign that the assertion may not be acceptable, no outright majority is seen, meaning that the leaders may have to go softly on this issue. It is recommended that the leader avoid using this approach unless very sure it would be useful as a last resort.

Question 6; What do you consider as desirable behaviour by a project leader? A project leader expects you to work through and complete all set tasks in time? This did not come as a surprise, even though much higher response on the side of agreeing was expected. Projects work under constraint of time, and completion of set tasks (if they are realistic) will enable project planning to be efficient. 57% agreeing can allow generalisations around this, it is recommended that leaders set realistic targets, and assist in the accomplishment of these goals and tasks.

Question 7; What do you consider as desirable behaviour by a project leader? A project leader is not sympathetic to anyone when there is work to be done? 63% of respondents were in agreement concluding that the employees themselves may not want to work with people who are looking for sympathy when they are supposed to be delivering. It is however recommended that leaders assess the conditions of any subordinates for fitness of work. Those

not in a good state to work may be attended to without affecting the morale of the other employees.

Question 8; What do you consider as desirable behaviour by a project leader? A project leader sticks on to the rules and does not take unnecessary chances? Neutral is high at 29% with the rest other measures 20% and below, meaning there is no overall totalling 50%. There is no conclusive decision from what the respondents said, and this suggests that this may not be a welcome approach to effective leadership. It is recommended therefore that an effective project leader should avoid using rules to lead, but allow participation and cooperation.

Question 9; What do you consider as desirable behaviour by a project leader? A project leader uses formal authority and procedure to get things done? A resounding 62% of the responses accepts that project leaders are likely to use authority or legitimate power and that this is acceptable. It can be concluded therefore that use of formal power is a competitive form of leadership and it is recommended that where necessary it can be used. It would be further recommended that the leader rather resort to power within them, their personality before using legitimate power.

Question 10: What do you consider as desirable behaviour by a project leader? A project leader works according to the book? Rather confusing, the same question under question 8 above came out without a decisive position, whereas here the response is at 59% in agreement. This may be with reference to something different, possibly it was expected to be dealing with the deliverables of the project. It is recommended that project leaders ascertain the position of subordinates in terms of attitude in relation to rules and procedures as compared to the book referring to customer expectations from the project.

Question 11; What do you consider as desirable behaviour by a project leader? A project leader's word is authority? A clear acceptance of the authority of the project leader, very much in agreement with results from question nine above. It is hereby concluded that there is nothing seen as out of step if the project leader uses their power in having the last say. It should however be recommended that, because effective leadership remains effective if people are considered in whatever final decisions are taken. It is better to have followers tan subordinates.

Question 12; What do you consider as desirable behaviour by a project leader? A project leader assigns specific tasks? 52% of the respondents supported the idea, but this is in the presence of a high ambivalence of 23%. It can be concluded that it may be in order for the

project manager to assign tasks, but in question four the respondents did not make a decisive conclusion to this matter. It is recommended that since the work to be done is divided into Work Breakdown Structures (WBS), the manager can assign tasks, but with the cooperation of the subordinates.

Question 13; What do you consider as desirable behaviour by a project leader? A project leader wants assigned specific tasks accomplished to be completed in time? The respondents felt that this was not a desirable characteristic of effective leadership, it is difficult to understand why. None of the opposing forces went above the 50% mark, that was supported by a high ambivalence. It is recommended that while there is no outright generalisation that can be made, the project leader should find a balance to get people to complete tasks in time. The project is limited by time, and thus has inherent pressure for time as part of its nature.

Question 14; What type of a leadership style do you prefer? Do you want a leader who - Is independent in the way he does his things? The respondents in agreement total 56% enabling us to conclude that people may appreciate a leader is independent is he / she is likely to make decisions without influence from other people. It is recommended that if a project leader will be independent, they need at least to be well informed, influential and in touch with the realities of project execution.

Question 15; What type of a leadership style do you prefer? Do you want a leader who; will initiate certain activities or changes? Those in agreement constitute 67% of the total, and we here conclude that being initiative is a positive expectation from a leader. It is recommended that leaders spend more time to understand their projects, problems around the projects, and interact with other people of like mind to be able to come with initiatives for the projects they lead.

Question 16; What type of a leadership style do you prefer? Do you want a leader who - ; will leave you to work? A total of 57% find it acceptable to be left to work without interference, or work alone. It is hereby recommended that the project leadership should assess the abilities of the subordinates in relation to the tasks and allow for independent operations. But critical to this, an effective project leader must be empowering to the subordinates and eventually allow them to work without interruption.

Question 17; What type of a leadership style do you prefer? Do you want a leader who - ; is always trying to change or modify things? The high level of ambivalence at 33% is

disturbing, but 57% if the of the respondents accept that it is in order for the leader to be changing or modifying things. Of cause, no mention was made as to what things could be changed, but we can generalise that this assertion is in line with followers' expectations of effective leadership. It is recommended that a good leader must be entrepreneurial and move to change things to get more effective and efficient. Care must be taken though to avoid costly changes that may result in loses and delays to the completion of the projects.

Question 18; What type of a leadership style do you prefer? Do you want a leader who - is always allowing you to change things? Very high level of ambivalence is shown in this part, and there is no position that has been accepted conclusively. Possibly because there is no mention of what things specifically, this there cannot be generalised in any form. The recommendation here is that the leader should only allow those changes that will impact positively on the project management process, or the ultimate deliverables. Change should not be allowed for the sake of change unless if it has a positive result to the project or the operations thereof.

Question 19; What type of a leadership style do you prefer? Do you want a leader who - is charismatic and full of zeal and excitement in what he does? A 58% mandate is given to the leader to be charismatic, it is therefore concluded that charisma will assist with effectiveness in leadership. It is recommended that, though charisma is a personal attribute, that leaders learn to possess some elements of that charisma to complement their leadership skills. It is recommended further that all leaders have a good understanding of what constitutes effective leadership with specific reference to those aspects to do with personalities and characters of the leader. A good understand of the followers' perceptions is of critical importance.

Question 20; What type of a leadership style do you prefer? Do you want a leader who - inspires people around him in what he does? A resounding 80% in agreement concludes that the ability to inspire is seen as a positive element of leadership. The findings are a clear indication that inspiration is a desirable element of effective leadership by the followership or subordinates. It is recommended that project leaders learn to understand their followership along the areas of what is it that inspires the people. This will help them increase their overall performance.

Question 21; What type of a leadership style do you prefer? Do you want a leader who - want people around him to perform without guidance? Another resounding yes for the assertion, neutrality has been radical reduced to a mere 8%. It is recommended however that,

though the score in favour is high, the project leader take the pain to align the right skills for the right tasks. Other than that, it may be necessary to work for the empowerment of people before they are left to work alone without guidance. Experienced and knowledgeable folk may not need guidance on tasks they are familiar with.

Question 22; What type of a leadership style do you prefer? Do you want a leader who - is actively involved with work and is seen in everything around? 58% have accepted that the leader can be involved in everything around, this is large enough for a generalisation. The number of the ambivalent is disturbing though at 35%. It is recommended project leadership should try to apply impression management and be visible to allow for a sense of security for the less skilled. Respondents seem comfortable with a hands on leader.

Question 23; What type of a leadership style do you prefer? Do you want a leader who - seeks to achieve goals that he has set for by inspiring others? There is clearly no positive indication that this assertion is supported. It is however disheartening because in the earlier there was a resounding support for inspiration as a positive way of handling people support leading to performance. It is recommended here that the leaders need to look closely at what motivates, inspires and when to use that variable.

Question 24; What type of a leadership style do you prefer? Do you want a leader who - Is always looking forward to other things / the future even? The neutral people went up again and are more than one third (37%) of the total, but there is a 51% support for this assertion. It can be safely concluded that people would generally appreciate a leader who is forward looking. It is hereby recommended that leaders be in visionary and possibly share their visions with the subordinates.

Question 25; What type of a leadership style do you prefer? Do you want a leader who - does not take steps or actions without consulting? The neutral responses rose to the highest level since, but what that has concluded is that the respondents were not sure what to say. There is therefore no decided thought on this issue. It is recommended that the leader take the personal pain to understand the nature of the tasks, nature of the skills present, and the expectations of the practitioners in relation to what work they will be given to do. It may be necessary to consult on other issues but not on repetitive type of tasks and responsibilities.

Question 26; What type of a leadership style do you prefer? Do you want a leader who - boldly stands for decisions? Again the respondents were not clear on what they want, the

ambivalent are high t 46%. There is no position to be agreed on, and it is recommended that the leadership study around this matter before deciding on a style. Supposedly standing up boldly in support of the subordinates' cause will get support, not when opposed to the subordinates.

Question 27; What type of a leadership style do you prefer? Do you want a leader who - is unconventional and does things differently? The response is a total disagreement (51%) meaning subordinates may not be prepared to work in an environment that is not predictable. It is therefore concluded that the unconventional approach should be avoided for the purposes as effective project leadership. In view of this, it is recommended that leaders avoid carrying surprises on the subordinates, and one of the best ways to do that is through sharing visions and plans in advance.

Question 28; What type of a leadership style do you prefer? Do you want a leader who - keeps trying to achieve? There is an acceptance of people who will keep trying to achieve, and 57% of the respondents feel that this is a good quality of a good leader. It can therefore be concluded that perseverance is another important quality of effective leadership. It is hereby recommended that leaders accept the importance of endurance as a worthwhile quality of good leadership. But it is important for leaders to know when to keep-on-keeping-on and when to quit without leading the organisation to undesirable conditions.

6.4   IMPLICATIONS FOR FURTHER RESEARCH

There are a few areas where there was disagreement with expectations as highlighted in each one of the instances as recorded above. There are other aspects of this research that need to be looked at closely, specifically so in areas where there was no decisive position taken by the respondents. It is further suggested that in instances where the level of ambivalence was high, sometimes going over one third of the total, may need to be looked at again. New questions and sub-questions around these variables need to be developed and new surveys conducted. It may be necessary to carry out the same research but specifically in specified industry types to remove the element of differences caused by the nature of the tasks.

6.5   LIMITATIONS OF THE RESEARCH

The aim of the study was to identify acceptable leadership styles to be used in project based industries. It is hereby acknowledged that there were too many varieties of industries which may contradict each other because of the difference in the nature of the tasks. The other limitation is the presence of high levels of ambivalence, since it is not clear why so many people would have no opinion over issues that relate to their day to day occupation. One other aspect of this

research necessary would be to use a stratified sampling system which may be in comparison of respondents according to; levels at which they are employed, the races they belong to, the levels of education, the gender of the people responding, and the region of each one of the above taken separately.

6.6   RECOMMENDATIONS

Project leaders need to take a careful look on the responses as they are recorded both graphically and by way of explanation. Whilst the questions asked may be relevant to the day to day environment that the project practitioner is involved in, it is important to note that variations depend on the type of followers concerned. It is thus recommended that the findings be used as a guide, but that the leader should always start by understanding the nature of the followers. To other researchers, it is recommended that this study be repeated with a wider well stratified and more diverse project-team. The desirability by subordinates of certain leadership styles still is generally a result of the prototypes as dictated to the followers by culture, religion, race and even gender. Cultural differences, hierarchical levels, gender and type of industry stratifications should be used to get to differences based on those inherent differences, understand how they impact effective project leadership.

Management by projects is in the increase in the industries as managers try to find more effective and efficient ways of managing limited resources and maximising their profits. The study on project leadership is therefore critical as the need for more effective ways is in the increase in this competitive global village. The competition terrain and landscape keeps changing thus demanding more competitive means and processes. Because human means are the single most critical element of any undertaking, it is no surprise that attention is paid towards those who drive the world to success or failure. Naturally academics and practitioners alike are looking for answers to the solution of these problems. The study of leadership styles and their strategic importance will remain at the top of many studies on industrial success.

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APPENDICES

QUESTIONNAIRE

Dear Respondent

This is an academic exercise investigating the leadership styles prevalently accepted in engineering based project management. Your identity is protected and, please do not put any markings or your name.

SECTION A

What do you consider as desirable behaviour by a project leader? Rank the following according to; 1strongly disagree, 2- disagree, 3 – neutral, 4-agree, and 5-strongly agree.

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	A project leader should set measurable goals and objectives for what should be done	1	2	3	4	5
2	A project leader should be organised	1	2	3	4	5
3	A project leader should be watching everything that needs to be done	1	2	3	4	5
4	A project leader should plan the work for you.	1	2	3	4	5
5	A project leader should show you how to do the work	1	2	3	4	5
6	A project leader expect you to work through and complete all set tasks in time	1	2	3	4	5
7	A project leader is not sympathetic to anyone when there is work to be done	1	2	3	4	5
8	A project leader sticks on to the rules and does not take unnecessary chances	1	2	3	4	5
9	A project leader uses formal authority and procedure to get things done	1	2	3	4	5
10	A project leader works according to the book	1	2	3	4	5
11	A project leader's word is authority	1	2	3	4	5
12	A project leader assigns specific tasks	1	2	3	4	5
13	A project leader wants assigns specific tasks accomplished	1	2	3	4	5

	LEADERSHIP STYLE 2; do you want a leader who......					
14	Is independent in the way he does his things	1	2	3	4	5
15	Will initiate certain activities or changes	1	2	3	4	5
16	Will leave you to work	1	2	3	4	5
17	Is always trying to change or modify things	1	2	3	4	5
18	Is always allowing you to change things	1	2	3	4	5
19	Is charismatic and full of zeal and excitement in what he does	1	2	3	4	5
20	Inspires people around him in what he does	1	2	3	4	5
21	Want people around him to perform without guidance	1	2	3	4	5
22	Is actively involved with work and is seen in everything around	1	2	3	4	5
23	Seeks to achieve goals that he has set for by inspiring others	1	2	3	4	5
24	Is always looking forward to other things / the future even	1	2	3	4	5
25	Does not take steps or actions without consulting	1	2	3	4	5
26	Boldly stands for decisions	1	2	3	4	5
27	Is unconventional and does things differently	1	2	3	4	5
28	Keeps trying to achieve	1	2	3	4	5

SECTION B

Anything you want to say on characteristics of good leadership, write below.

1...

2...

3...

4...

5...

6...

SECTION C

Please cross the applicable boxes

1. **What is your position in the organisation?**

Technician	Supervisor	Contract employee	Other [go to 4]

2. **How long have you been involved in projects at this level?**

0 - 5 years	6 – 10 years	11 – 15 years	16+ years

3. **Indicate in the appropriate boxes below your type of industry.**

Construction	I.T.	Events	Other

4. **If other, please indicate ....……...............**

Thank you for participating in this research. Remember; this is purely an academic exercise and no authority will be given any information. We do not need your name or anything to identify you.